



Aspire Berkley Maynard Academy

RENEWAL CHARTER for the term July 1, 2015 through June 30, 2020

Original Charter Approved by Oakland Unified School District
March 30, 2005

Charter Renewal Approved
February 10, 2010

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Aspire Berkley Maynard Academy Charter: Assurances

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

1. Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. California Education Code (hereinafter “Ed Code” or “EC” or “Education Code” Section 47605(d)(1)]
2. Not charge tuition. [Ref. Education Code Section 47605(d)(1)]
3. Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
4. If a pupil is expelled or leaves The Charter School without graduating or completing The Charter School year for any reason, The Charter School shall notify the superintendent of The Charter 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)]
5. 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 pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
6. Consult, on a regular basis, with the Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. [Ref. California Education Code Section 47605(c)]
7. 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 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 Charter 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 Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
8. 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)]

9. 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).
10. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
11. Not require any child to attend the Charter School nor any employee to work at the charter school.
12. 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.
13. 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)]
14. 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 noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
15. At all times maintain all necessary and appropriate insurance coverage.
16. 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)]
17. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
18. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
19. Comply with all applicable portions of the Elementary and Secondary Education Act.
20. Comply with the Family Educational Rights and Privacy Act.
21. Comply with the Ralph M. Brown Act.
22. Comply with the Political Reform Act.
23. Meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

24. 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.

10/22/2014

Kimi Kean
Bay Area Area Superintendent
Aspire Public Schools

DATE

INTRODUCTION

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Berkley Maynard Academy (“The Charter 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 38 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 Charter School has been chartered in the Oakland Unified School District (“District”) under the auspices of Aspire since 2005. The Charter School has had an excellent academic record including meeting (or exceeding) is State API growth targets.

The Charter School’s present charter term is set to expire on June 30, 2015. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b) as it has:

1. Attained (or exceeded) its Academic Performance Index (“API”) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years, both schoolwide and for all groups of pupils served by the charter school;

Year	API Growth Score	API Growth Target	Actual Growth	Met Growth Target Schoolwide and Subgroups
2013	833	A	-18	Yes
2012	851	A	11	Yes
2011	841	A	16	Yes
2010	825	A	8	Yes
2009	817	5	50	Yes

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;

Year	Statewide Ranking
2013	7

2012	7
2011	7
2010	7

3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years;

Year	Similar Schools Ranking
2013	10
2012	10
2011	10
2010	10

(See: <http://dq.cde.ca.gov/dataquest/> for further information regarding The Charter School's academic performance)

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

The Charter School is located at 6200 San Pablo Ave, Oakland, CA 94608 where it leases until 7/1/2017 the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District ("the District") to renew the charter for the Charter School for a five-year period, from July 1, 2015 to June 30, 2020.

The Charter Schools Act of 1992 states that:

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

(a) Improve pupil learning.

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

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

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

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

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

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

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

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

PETITION ELEMENTS

Element 1: The Educational Program

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

- 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 Charter 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 CHARTER SCHOOL’S MISSION

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

The Charter School currently serves approximately 561 students in grades K-8. The Charter School will also offer transitional Kindergarten and comply with all applicable requirements regarding transitional kindergarten. The Charter School’s Performance Report, which includes historical enrollment data, can be found in Appendix I.

Grade	2014-15	2015-16	2016-17	2017-2018	2018-19	2019-20
<i>K</i>	66	66	66	66	66	66
<i>1st</i>	66	66	66	66	66	66
<i>2nd</i>	66	66	66	66	66	66
<i>3rd</i>	64	64	64	64	64	64
<i>4th</i>	62	62	62	62	62	62
<i>5th</i>	60	60	60	60	60	60
<i>6th</i>	59	59	59	59	59	59
<i>7th</i>	59	59	59	59	59	59
<i>8th</i>	58	58	58	58	58	58
<i>Academy Total</i>	560	560	560	560	560	560

According to demographic data compiled by the California Department of Education (“CDE”), the District enrolled 47,194 students in 2013-14. Of these students, African Americans constitute 28.0% of the students, American Indians 0.3%, Asians 13.2%, Filipinos 0.8%, Hispanics 42.7%, Pacific Islanders 1.1% and Whites 9.8%. During the 2013-14 school year, students who spoke English as a second language made up 30.1% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of surrounding schools can be found in Appendix II.

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;
- Students who live in low-income neighborhoods; and
- Students whose racial and ethnic diversity represents their respective communities.

In education, one size does not fit all and 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 Charter School recognizes that to be an Educated Person in the 21st century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

HOW LEARNING BEST OCCURS

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

In order to prepare students to succeed in college, 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 Charter School follows. With the adoption of the CCSS, The Charter School program will continue to be more tightly aligned to our college readiness goal.

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

School Culture

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

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

“Make Sense of Problems and Persevere in Solving Them”

- CCSS Mathematics Practice Standards

The CCSS identify changes in how students will need to approach understanding mathematics and problem solving. Aspire believes the resiliency referenced in this math practice standard applies to all aspects of schooling. Students need to be resilient and tenacious about learning, whether they’re attacking a challenging math problem, reading a complicated text or solving a coding problem. Using the seven “C’s” of resiliency identified by Dr. Ginsburg at the University of Pennsylvania School of

Medicine, the Charter School will focus on building and celebrating resilient learners through a comprehensive system of events, rituals and structures.

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

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

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

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

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

- Creating small schools and classes to allow connections with students and adults
- Using the Responsive Classroom¹ program which teaches C.A.R.E.S. (Cooperation, Assertiveness, Responsibility, Empathy, Self-Control) so students have words to explain their feelings
- Providing conflict resolution training to help students solve conflicts

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

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

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

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

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

- Utilizing a full-time counselor to support students with coping

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

- Building relationships and strong communication with families through Saturday School and Student Led Conferences
- Providing explicit instruction on managing stress through exercise and nutrition

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

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

Social-Emotional and Behavioral RTI

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

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

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

- **Tier One, Behavioral/Social Emotional:** Aspire Public Schools is committed to creating a safe, active, and accessible learning environment for all students. This will include the clear articulation of school-wide behavioral expectations and the use of positive behavioral supports for all students. To support the healthy social emotional development of our student body, the Charter School plans to utilize the Responsive Classroom along with other social

emotional learning programs (such as Positive Action or Second Step) as well as an anti-bullying program (such as Olweus Bullying Prevention). In addition, the Charter School will focus on building the trauma competency of all teachers in order to meet the needs of the Charter School's most struggling students in an inclusive setting. As a Tier One strategy, the school will also integrate Restorative Practices for restoring when harm has been done. Restorative practices build individual and community capacity to resolve conflict, to deepen empathy and to heal.

- **Tier Two, Behavioral/Social Emotional:** The Charter School leader will work to develop thresholds for the initiation of tier two services, considering data including office discipline referrals, teacher referrals, and attendance. In addition, individual students will be identified for tier two supports through Grade Level Team (GLT) meetings. For students who are experiencing behavioral challenges, the GLT may work to create an individualized Behavior Map and/or Behavior Contract. Behavioral goals will be developed and assessed over time to determine if students are ready to return to tier one levels of support, or if they may be candidates for tier three services. For students who are experiencing social emotional challenges, the GLT may refer them to participate in group counseling, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Each student's progress will be assessed at the end of the intervention cycle to determine readiness to return to tier one levels of support, or whether students may be in need of intensive, tier three services. Parents are important partners in the Tier Two behavioral and social emotional supports.
- **Tier Three, Behavioral/Social Emotional:** These services include Functional Behavioral Analysis (FBA) and the development of a Behavior Intervention Plan (BIP), and mental health case management, including referrals for and initiation of individual and/or family therapy. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of a BIP that is carried out and closely monitored by the team. It is our aim to have a Spanish-speaking, on-site mental health provider who will be able to work with individual students and families in need of mental health support, while other students may be referred to quality mental health providers within the community. Again, parents are important partners in the Tier Three behavioral and social emotional supports.

College for Certain

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.

There are over 6 million students in California public schools according to the California Department of Finance. If past trends hold true in the future, only about 16% of all African-American and Latino students in California will leave high school prepared to enter the University of California ("UC") and the California State University ("CSU") systems (see "California Educational Opportunity Report," 2011, by UCLA IDEA and UC/ACCORD).

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

THE CHARTER SCHOOL'S PROGRAM DESIGN ELEMENTS

Community

Aspire schools are small, with generally 30-66 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. Target enrollment for elementary campuses (K-5) is between 320 and 440 students. Target enrollment for our secondary campuses (6-12) is between 420 and 660 students.
- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain up to a 22:1 student-teacher ratio in kindergarten through third grade and up to a 30:1 ratio in grades four through twelve. Also, students in the 6th through 12th grade spend part of each day in advisory courses with a student-teacher ratio of approximately 25:1.

- *Looped Grouping:* If possible and appropriate, the Charter School aspires to allow teachers to teach the same group of students for two consecutive years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher can save 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. One example of looping might be that students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.
- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between The Charter School and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for several years, sometimes through graduation, and provides a support structure for students. Advisory has an academic and a social-emotional focus. During academically-focused Advisory, students develop habits for academic success. They may receive guidance and counseling around academic issues to ensure students are on-track for graduation requirements. During Advisory focused on social emotional skills and abilities, students use a circle for check in and to process issues related to adolescent development.

Learning Time

Aspire provides roughly 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. A sample school bell schedule is attached in Appendix III.
- *Longer School Year:* Aspire schools provide approximately 184 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix IV.
- *Modified Traditional Calendar:* The Charter 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's Instructional Methods (AIMs) for math, English Language Arts, science and humanities 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 and the Aspire Instructional Rubric (AIR). AIMs have been revised to reflect what is being learned as we implement the CCSS. Aspire's Instructional Methods are available upon request. These guidelines, as well as the purchased curriculum materials, provide the structure for a CCSS-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 relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives.
- *Flexible supports:* Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- *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, close reading, 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.

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

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

One of the phonics resources in K-5 literacy instruction may be the Open Court Reading materials. Writing may be supplemented with vocabulary and instruction based on the Lucy Calkins Units of Study. Grades 6-8 use California’s Recommended Literature list, as well as texts referenced in the CCSS for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, non-fiction texts and additional resources such as Write Source.

Aspire is using Core Knowledge Units as a supplemental resource for teachers to develop interdisciplinary units. The Core Knowledge framework aligns to the Common Core, and supports teachers to develop contextualized literacy learning through integration with social studies and science content.

- *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! and a variety of non-fiction texts as recommended by the CCSS.

Throughout the K-8 instructional program, social science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- *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 and a double block of math in secondary schools, our state adopted math materials, Stepping Stones 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.

To adapt our formative assessment practices to the Common Core State Standards, Aspire has realigned math benchmarks and now include short answer, constructed response and performance tasks. The performance tasks provide rich, complex problems that require students to apply content knowledge, strategies and to persist.

Aspire teachers are using performance tasks to make sense of student understanding of CCSS. For example, a 6th grade teaching team may be focusing on CCSS.MATH.CONTENT.6.NS.C.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

During Data Talks, which occur weekly for grade level teams and are lead by an Aspire Lead Teacher, teachers bring their analysis of CCSS-aligned assessment, such as a performance task that is aligned to the standard above. Together, they look for patterns and contrasts in student understanding and plan for follow up lessons to address misconceptions. The Data Talks are a key structure in supporting Aspire teachers to make sense of the shifts in student role, teacher

role and content that the Common Core demands, and to align their instruction accordingly.

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

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CST Science Tests, CELDT and Physical Fitness Test)²;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment, STAR Renaissance Reading Assessment)
- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics, Aspire Writing Assessment (Snapshot));
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Stepping Stones Unit Assessments, College Preparatory Mathematics curriculum-embedded assessments, Edusoft assessments; short-answer, constructed response, performance tasks, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at the School will be their Rites of Passage Experiences (ROPES) Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has 3 to 5 computers in a classroom with Internet access, a computer lab or access to banks of laptop computers. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and

² 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.

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

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
1. Need: Increase writing proficiency of students Metric: Aspire Writing Snapshot	Increase the proficiency of students by 5% in writing until 70% proficient is reached.	All	2014-15 Charter School Aspire Writing Assessment scores	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	Aspire – College Readiness State #4 - Pupil Achievement	Professional Development: Once a month teachers will analyze writing data or learn a new writing instructional skills. These are led by principals and/or instructional coaches. The school will attend five days of Growing Educators training which focuses on writing. CA CCSS Institute training for every teacher.
2. Need: Increase basic skills in math Metric: Aspire Math Basic Skills Assessment	Increase the % of students passing the MBSA in 5 th grade by 5% until 90%.	All	2014-15 MBSA results	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	Aspire – College Readiness State #4 - Pupil Achievement	Once a month teachers will analyze math data and student progress and brainstorm ways to alter teaching techniques to raise scores. These are led by principals and/or instructional coaches. New Teacher Training. Purchase

Identified Need and Metric	Goals		What will be different/improved for students? (based on identified metric)						Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)	Baseline	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
										additional Math materials.
3. Need: Students to understand a topic in depth. Metric: Completion of inter-disciplinary units	By June of 2018, each student will complete 3 inter-disciplinary units a year.	All	2014-15 number of inter-disciplinary units that are completed.	Students will receive instruction in an inter-disciplinary manner. Students will complete one inter-disciplinary unit.	Students will receive instruction in an inter-disciplinary manner. Students will complete two inter-disciplinary units.	Students will receive instruction in an inter-disciplinary manner. Students will complete three inter-disciplinary units.	Students will receive instruction in an inter-disciplinary manner. Students will complete three inter-disciplinary units.	Students will receive instruction in an inter-disciplinary manner. Students will complete three inter-disciplinary units.	State #5 – Pupil engagement State # 8 – Other pupil outcomes State #7 – Course Access	Once per month teachers will work with instructional coaches to plan upcoming inter-disciplinary units and ensure that students have many choices. Additional planning time, substitutes, and New Teacher Training
4. Need: Students in school to learn Metric: Attendance rate	Attendance rate 95% for all subgroups	All	2014-15 attendance rates and SARB data	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	State #5 - Pupil Engagement State #4 – Pupil Achievement	Data Monitoring by Office Manager with appropriate Tech Solutions The Data and Assessment Team, as well as our Godzilla Team will provide dashboards with accurate attendance data.
5. Need: Students taught by highly qualified teachers Metric: Teacher credential rate	All students are taught by appropriately credentialed teachers. (100% of teachers will be highly qualified per No Child Left Behind Act).	All	2014-15 number of highly qualified teachers	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	State #1 - Basic	Regional Human Resources Manager will send an update report if any time a teacher who is not highly qualified is hired. Support for Principal

Identified Need and Metric	Goals		What will be different/improved for students? (based on identified metric)						Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)	Baseline	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
										The Regional Human Resources Manager will review the status of these teachers at monthly meetings with the principal.
6. Need: All students have appropriate instructional materials Metric: % of students with standards-aligned materials	100% of students will have access to standards aligned materials as measured by school inventory.	All students have appropriate materials	2014-15 Instructional materials	All pupils will have Common Core aligned math materials. All pupils will have texts with appropriate complexity as aligned with the California Common Core State Standards.	All pupils will have CA CCSS aligned ELA text sets.	All pupils will have NGSS aligned texts.	All pupils will have all aligned text sets.	All pupils will have all aligned text sets.	State #1 - Basic	Material purchasing and Technology purchasing and support
7. Need: School facilities that honor the students Metric: School facilities in good repair	100% of school facilities will be maintained and in good repair as measured by our facilities department.	All students attend school in a safe facility conducive to learning.	2014-15 facilities	Building Manager will have clear job descriptions and an effectiveness bonus.	5% of school budget will be appropriated for upkeep of the building	5% of school budget will be appropriated for upkeep of the building	5% of school budget will be appropriated for upkeep of the building	5% of school budget will be appropriated for upkeep of the building	State #1 - Basic	The Regional Human Resource Department will work with the principal to identify goals for the building manager with the Business Manager or the Principal. The HR Department will create a rubric describing the levels of effectiveness of building managers. Building Manager and Custodial services
8. Need: Implement-	All teachers will receive	100% of teachers will	2014-15 alignment	Instruction will be better	Instruction will be more	Instruction will be more	Instruction will be more	Instruction will be more	State #2 – Implementatio	Professional Development

Identified Need and Metric	Goals		What will be different/improved for students? (based on identified metric)						Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)	Baseline	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
<p>ation of the California Common Core State Standards and English Language Development Standards</p> <p>Metric: Hours of professional development</p>	<p>professional development on implementing the California Common Core State Standards and the ELD standards</p>	<p>attend 16 hours of professional development at a minimum annually on California Common Core State Standards, including specialized segments for teaching the ELD standards</p>	<p>with CA CCSS</p>	<p>aligned with college readiness and the CA CCSS.</p> <p>English Learners will receive improved English Development instruction.</p>	<p>effective in teaching the CA CCSS.</p> <p>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</p>	<p>effective in teaching the CA CCSS.</p> <p>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</p>	<p>effective in teaching the CA CCSS.</p> <p>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</p>	<p>effective in teaching the CA CCSS.</p> <p>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</p>	<p>n of State Standards</p>	<p>Two Fridays a month will be focused on CCSS ELD framework. The EL Instructional coaches will work with the schools to create a plan that addresses the needs of the students according to the CELDT.</p> <p>CA CCSS Institute and Lead Teacher Training All teachers attended a summer training focused on the CA CCSS standards put on my the Aspire instructional coaches and principals.</p>
<p>9. Need: Maintain parent satisfaction with the school</p> <p>Metric: Parent Satisfaction Survey</p>	<p>Most families are satisfied with the school - 90% of all families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually.</p>	<p>All families.</p>	<p>2014-15 family survey results</p>	<p>Students will feel safer and more cared for at school.</p> <p>Families will be more satisfied with the school's academic program.</p> <p>Family satisfaction will increase 5% if below 90% in 13-14.</p>	<p>Students will feel safer and more cared for at school.</p> <p>Families will be more satisfied with the school's academic program.</p> <p>Family satisfaction will increase 5% if below 90% in 15-16.</p>	<p>Students will feel safer and more cared for at school.</p> <p>Families will be more satisfied with the school's academic program.</p> <p>Family satisfaction will increase 5% if below 90% in 16-17.</p>	<p>Students will feel safer and more cared for at school.</p> <p>Families will be more satisfied with the school's academic program.</p> <p>Family satisfaction will increase 5% if below 90% in 17-18.</p>	<p>Students will feel safer and more cared for at school.</p> <p>Families will be more satisfied with the school's academic program.</p> <p>Family satisfaction will increase 5% if below 90% in 18-19.</p>	<p>State #3 – School climate</p>	<p>Principals will convene four ASC meetings to get feedback on the program and provide information about CCSS. Two Saturday Schools will be held to engage families in educating their youngsters.</p> <p>The Counselor or Parent outreach coordinator will provide training as needed on issues identified by the ASC.</p>

Identified Need and Metric	Goals		What will be different/improved for students? (based on identified metric)						Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)	Baseline	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
10. Need: Increased student achievement on the SBAC assessment Metric: SBAC assessment	Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended (Baseline 2014-2015 year)	5% increase each year on students scoring proficient schoolwide and for each subgroup (until 80% is reached)	2014-15 SBAC scores	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	State # 2 – Implementation of CA CCSS State #4- Pupil Achievement	Professional Development and Data Analysis: CA CCSS Institute held for four days during the summer for all staff. This is taught by coaches and principals. New Teacher Training held for two weeks before school starts and lead by coaches. , Lead Teacher Bootcamp held for two days in the Home Office and taught by experts in the home office. Intervention teachers will provide support tutoring for students as identified by the Response to Intervention Team.
11. Need: Increased parental engagement & Involvement	Goal: 90% of families meet volunteer goal of volunteering 20 hours/year and attending two student-led conferences Maintain or	All subgroups	Number of families who met volunteering goal in 2014-15	5% growth in the number of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	5% growth in the number of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	5% growth in the number of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	5% growth in the number of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	5% growth in the number of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	State #3 – School climate	Professional development for staff to encourage family participation and outreach from school staff to families to volunteer and attend student-led conferences.

Identified Need and Metric	Goals		What will be different/improved for students? (based on identified metric)						Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)	Baseline	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
	increase by 5% for all students each year									
12. Need: Increased English proficiency Metric: CELDT	Increase EL reclassification	English Language Learners	2014-15 EL Reclass rates	Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. In this year 25% of long term EL's (EL for 5+ years) will acquire English Proficiency and 50% of ELs of less than 5 years will acquire English proficiency.	Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. In this year 25% of long term EL's (EL for 5+ years) will acquire English Proficiency and 50% of ELs of less than 5 years will acquire English proficiency.	An average of 10% students will be re-designated in this year between all grade levels. Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.	An average of 10% students will be re-designated in this year between all grade levels. Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.	An average of 10% students will be re-designated in this year between all grade levels. Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.	State #4 – Pupil Achievement	Friday professional development twice a year on CELDT/ELPAC and meeting the needs of English Learners. Initially, this will focus on the new framework. CA CCSS Institute held for four days during the summer for all staff including how to support English Learners. This is taught by coaches and principals. New Teacher Training held for two weeks before school starts and lead by coaches. , Classroom teachers will provide additional support tutoring for students as identified by the Response to Intervention Team who may be English Learners. This will be above the required ELD instruction.
13. Need: Decrease pupil expulsion rates	We will continue to work to ensure that expulsion is	All students have minimal expulsions.	2014-15 Expulsion data	We will continue to work to ensure that expulsion is	We will continue to work to ensure that expulsion is	We will continue to work to ensure that expulsion is	We will continue to work to ensure that expulsion is	We will continue to work to ensure that expulsion is	State #6 – Student engagement	School staff will receive monthly professional development from the

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
Metric: % of students with one or more expulsion annually	the absolute last resort for students, and aim to not expel any students during the school year.			the absolute last resort for students. Students will feel safer at school.	the absolute last resort for students. Students will feel safer at school.	the absolute last resort for students. Students will feel safer at school.	the absolute last resort for students. Students will feel safer at school.	the absolute last resort for students. Students will feel safer at school.		Director of Student Supports at the home office. The RtI team will meet on a monthly basis to review the expulsion data and identify interventions.
14. Need: Decrease pupil suspension Metric: days of suspension Metric: # of students suspended.	Reduce the overall number of suspensions by 10% each year.	Pupil suspension rates will decrease for all subgroups.	2014-15 Suspension data	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	State #6 – Student engagement State #8: Other pupil outcomes	The RtI team will meet on a monthly basis to review the data and identify interventions.
15. Need: More exposure to technology Metric: # of devices	Students will spend 3 hours more a week on computers writing or receiving individualized instruction	All	2014-15 devices per student	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving individualized instruction	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving individualized instruction	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving individualized instruction	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving individualized instruction	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving individualized instruction	State #8 – Other pupil outcomes	Technology purchasing: Technology software and IT support
16. Need: Implement the Next Generation Science Standards Metric: Aspire science interim assessments	Teachers will be trained to implement the Next Generation Science Standards.	All	2014-15 interim results and PD	Students will receive science instruction aligned with the NGSS instructional practices. Teachers will be more effective science teachers.	Students will receive science instruction aligned with the NGSS. Teachers will be more effective science educators. Students will receive	Students will receive science instruction aligned with the CA Science Framework and NGSS. Teachers will be more effective science teachers.	Students will receive science instruction aligned with the CA Science Framework and NGSS. Teachers will be more effective science teachers.	Students will receive science instruction aligned with the CA Science Framework and NGSS. Teachers will be more effective science teachers.	State #4 – Pupil Achievement	Units aligned with the NGSS at every grade level will be available to all teachers. These will be identified and supported by the science coaches. The Bay Area science coach will provide

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
					baselines cores on the Aspire internal science benchmarks	Student scores on the Aspire internal science bench-marks will increase 5%.	Student scores on the Aspire internal science bench-marks will increase 5%.	Student scores on the Aspire internal science bench-marks will increase 5%.		school based NGSS professional development twice a year to all teachers or as needed.

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 Charter 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 Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School’s program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire’s EL Master Plan can be found in Appendix VI.

- Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into The Charter 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 CCSS-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 enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

³ 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.

Strategies for English Learner Instruction and Intervention

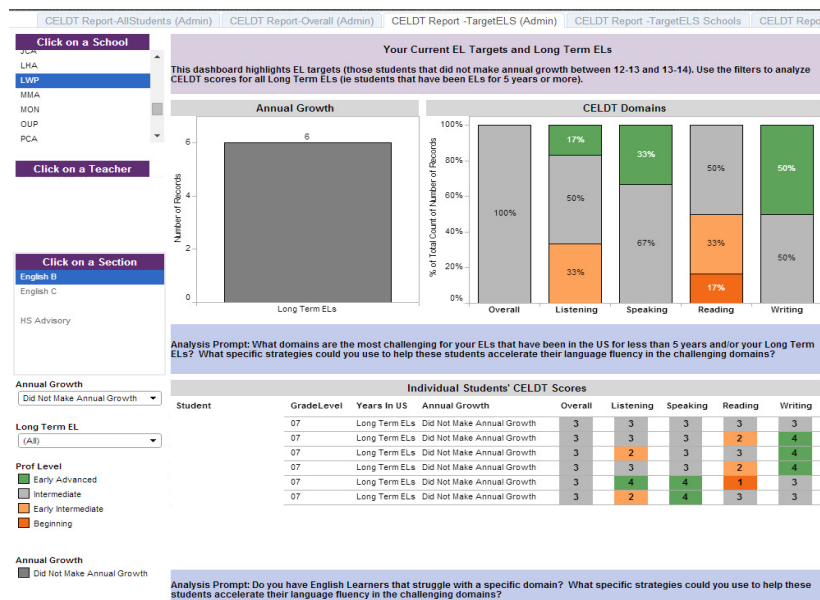
To meet the needs of English learners, Aspire has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English (SDAIE). Specifically, those strategies include:

- 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)
- daily instruction in English Language Development that takes place in small groups lead by the classroom teacher or a Response to Intervention instructor.

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 Methods.

Long Term English Learners

Long term English learners require more intensive services as they function well socially in English. In order to meet the needs of these learners, Aspire has created dashboards to make identification of long term English learners easier for teachers. A screen shot from our data portal is below.



Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports

The School's use of achievement data will also drive the instruction and professional development as it relates to English Learners. These systems include analysis for Long Term English Learners and reclassified students. The school will analyze the achievement data of each subgroup, and continue to assess the students through teacher-designed assessments and Aspire's benchmark assessments. The results from the California Standards Test or Smarter Balance Assessment Consortium may also be reviewed with the Advisory School Council which would then have input into the plan for supporting English Learners. Services for English Learners will be revised based on internal and external student achievement measures.

Ongoing Assessment of EL Students

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

Monitoring and Evaluation of Program Effectiveness

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

- Adhere 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.

Monitoring of Professional Development and Implementation of English Language Development Strategies

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
3. Each school has devoted time on Fridays for professional development. At least two of these are devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.

The implementation of these strategies is done through formal and informal lesson plan reviews and instructional observations. Teachers receive at least two informal and one formal observation based on the Aspire Instructional Rubric. This rubric specifically identifies the needs of subgroups such as English Learners be specifically addressed in lesson planning in indicators:

- 1.2A Designing and sequencing of learning opportunities
- 1.2B Creating cognitively engaging learning experiences for students
- 1.3A Lesson design guided by data
- 1.4 A Knowledge of subject matter to identify pre-requisite knowledge skills

Observations in the classroom require differentiation specifically listed in:

- 3.2A Executes lesson cycle
- 3.4A checking for understanding and adjusting instruction

Scores on these indicators inform a principal, Area Superintendent and teacher on their success in meeting the needs of English Learners and the strategies taught during professional development.

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 Charter 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 Charter 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 Charter 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 Charter 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	Below 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

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

Because Aspire's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at The Charter School.⁴ For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes 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 STUDENTS WITH DISABILITIES

Overview

⁴ Gifted Education Program Standards, National Association for Gifted Children.

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

The Charter School 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 Charter School is a member in good standing of the El Dorado County Charter SELPA.

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

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

The Charter School 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 Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section 504 of the Rehabilitation Act

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

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 Charter School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, 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 Charter 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
- 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 Charter School. Through the process of "Child Find," each school fulfills the obligation of locating, evaluating, and identifying children

with disabilities who may be in need of special education. 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 and Designated Instructional Services will be provided to students as determined in their Individual Education Plan. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided for students with specific accommodations or modifications to their learning program as determined in their IEP. . These options will also serve general education students with intensive academic or behavioral support needs as determined through the charter school's Response to Intervention system.

LEA Member in EDCOE Charter SELPA

The Charter 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 Charter 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 September 4, 2008. Proof of LEA SELPA membership status is attached in Appendix VIII. As such, State and Federal funding shall be allocated directly to The Charter School per the allocation plan of the Charter SELPA. The Charter 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 Charter School provides the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the

maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.

- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

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

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

A Typical Day

At 7:50, you arrive at your school. You immediately run over to the music teacher to find out if Drum Club is meeting during lunch. Once you have gotten your answer, you run off and play soccer with your friends.

At 8:20am, the bell rings and it is time for the all-school morning assembly. You immediately line up in your class line. Your principal announces a College Dress Day for Friday because everyone did their homework last week.

You immediately begin thinking about which college t-shirt you will wear on Friday instead of your uniform. Every classroom does its college cheer. As you walk into the school, the teacher looks you in your eyes, shakes your hand, smiles and reminds you to get ready to work hard and get smart.

As you arrive in your classroom at 8:30, you are happy to see a math "Problem of the Day" on the white board. You immediately begin solving the review problem and the word problem while the teacher collects homework and takes attendance. After you finish, you review the College Objectives on the board to see what you will be learning today to help you succeed in college.

It is time for your favorite subject – math. After reviewing the Problem of the Day from the morning, the teacher puts a ratio on the board and has every partner group convert it to a fraction, decimal and percent. Your group has worked together before, so there is not much disagreement. When the group gets stuck on the percentage, the teacher comes over and completes a similar problem on the white board. The group then solves the problem and comes out with the same answer.

At 9:45am, your class goes right to physical education. After warming up, you work through the small group centers that focus on balance. The teacher encourages you and challenges some groups to complete the centers with their eyes closed.

At 10:45, your class does a college walk to the playground and you take a break. The physical education teacher has organized a kickball game, but you decide to go to the library instead.

At 11:05am, you do some quick practice with the teacher on subject-verb agreement and work quickly through your independent practice. After you have checked your answers, you pull out your writing folder and start working on your butterfly research paper. When you get stuck on how to organize your notes, you sign up for a conference with the teacher.

Your reading group starts at 12:00pm. You move back to the back table with the other students who are reading the same leveled book as you. Today the teacher is asking for evidence that the main character made the right decision. You scour the text and politely disagree with someone in your group as your quote contradicts her opinion. Once you have received your next assignment, you move onto the computers. You sign in and start working on Reading A to Z online. You are thrilled that the non-fiction text today is about basketball. You work through the 'text clues' lesson and, in reviewing your progress graph, proudly note the growth you have made in this program in only two months.

At 12:20pm, you begin your one-on-one meetings with the teacher. Her help in organizing your notes, makes the next paragraph easy.

During lunch at 1:00pm, you eat lunch with your friends and head off to Drum Club. The group practices for their performance at the community meeting next week. After lunch, you return to class for writing.

At 3:15pm, you pack up your backpack and walk to the extended learning program with your sister. After eating a snack and reading a book, you decide to work on your math homework with the tutor. When you get stuck, you get permission to walk back to your classroom and ask the teacher. She helps you and you finish in time to do a science experiment with your friends.

At 5:00, you head home to finish up any remaining homework, enjoy some family time and get a good night's sleep to be prepared for the next school day.

Element 2: 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 Charter School demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in The Charter 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)*

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 English Language Arts (including reading, writing, listening and speaking);
- *Thinking Skills:* Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- *Life Skills:* Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.⁵

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.

⁵ 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 3: Methods by which Pupil Progress Toward Outcomes will be 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 CCSS-based and data driven. The Common Core State Standards, Next Generation Science Standards and multiple sources of data form the basis of the Charter School's teachings. Performance assessments will be evaluated with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive the Charter School's educational program. The rubrics will be used to inform students and parents about the standards for student work. Both teachers and students will use the rubric to score the work and make improvements. Rubrics used throughout the year will show growth over time.

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, Aspire will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

The Charter School will comply with all requirements pursuant to California Education Code § including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, the Charter School will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

In accordance with SB 1290, the Charter School's pupil outcomes will be set related to 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 state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

The Charter School's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all 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, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are below.

In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), the Charter School shall include a description 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.

The Charter School's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are below.

OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES

Please see Element 1 for the outcomes and methods of measurement aligned to state priorities. This is captured in the "Annual Goals and Actions in the State Priorities" section.

By July 1, 2015, and annually thereafter:

The Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):

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

By September 1, 2015, the Charter School shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.

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

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

COLLECTING, ANALYZING, AND REPORTING DATA

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire’s education program;
- The Principal and other administrators will receive data on The Charter School’s student achievement, attendance, and discipline using Aspire’s Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child’s teacher 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 Charter School program. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

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

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

Annually, the status of The Charter 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.

Reading Assessment

In grades K-8, 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. These benchmarks align with the CCSS reading levels. 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 Charter 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 interim math assessment based on the Common Core grade level standards three times per year. The papers include both computation, short response, constructed response and performance tasks sections. . The computation is scored with Edusoft software. The other sections are 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 interim exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

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

External Reporting

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

Element 4: Governance

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

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

ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

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

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 charter 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 Charter 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 Charter School.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and conflicts code are attached in Appendix 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. 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.

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

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

The recruitment, evaluation and selection of new Board members typically are conducted through the following 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. The term of any Board member shall not exceed six years. All Board meetings are noticed and held in compliance with the provisions of the Brown Act. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act.

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

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

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

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

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the Charter School shares local control with an Advisory School Council (“ASC”), sometimes referred to as the Parent Ambassador Committee, which consists of family and school representatives. The representatives are made up of 10-15 parent volunteers, representing all grades. The Committee meets quarterly with the Principal and selected school staff to discuss school needs, policies, and how they can help with fundraising and upcoming school events. The Committee has the power to make recommendations about issues related to the Charter School and participates in reviewing family and community concerns. 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 ASC focuses on the individual school’s needs.

ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

1. Families, students and teachers meet at least twice a year to plan and assess the students’ learning progress and determine goals.
2. Exhibition panels – Families may sit on panels to judge student work.
3. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.
4. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
5. 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.
6. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.
7. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
8. 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 Charter School and Aspire throughout The Charter 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, which can both 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 Charter School, whether the Charter 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 Charter 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 5: Employee Qualifications

The qualifications to be met by individuals to be employed by The Charter 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 Charter School will conduct background checks on employee candidates to provide for the health and safety of The Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Resources department, along with the Chief People 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 Charter 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 Charter School shall meet the educational goals as outlined in this charter.

PRINCIPAL QUALIFICATIONS

The Charter School's Principal will be the instructional leader at The Charter School and will be responsible for helping The Charter School and students achieve the outcomes outlined in this charter petition. A biography of The Charter School's Principal is attached in Appendix XIV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

- Demonstrated P&L responsibility
- Computer and Internet search skills

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education preferred
- NCLB Highly Qualified preferred

Required experience:

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

OFFICE MANAGER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

TEACHER QUALIFICATIONS

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

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

In addition, teachers of core, college preparatory courses at each Aspire school will be required to hold a 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 Charter School may utilize a hiring team that includes some or all of the following individuals:

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for The Charter School.
- *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. Teachers also receive ongoing PD that takes place weekly on minimum days. Weekly PDs are based on the specific needs of the Charter School. The topics are determined by the principal with input from the lead teachers. They may be led by the principal, a lead teacher, an outside expert, or an instructional coach.

In addition, Aspire conducts several school-year workshops in specific areas. The Charter 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 Charter School's 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 for Teaching.⁶ The Aspire Instructional Rubric (AIR) is attached in Appendix XV.

⁶ 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 6: Health and Safety Procedures

The procedures that The Charter School will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of The Charter School furnish The Charter 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. The Charter School's 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 People 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. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

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 Charter School.

DIABETES

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

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

EMERGENCY PREPAREDNESS

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

BLOOD BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the 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 Charter School shall function as a drug, alcohol and tobacco free workplace.

ASBESTOS

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

FACILITY SAFETY

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

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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 Charter School (including employee to employee, employee to student, and student to employee misconduct).

Element 7: Means to Achieve Racial & Ethnic Balance

The means by which The Charter 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 Charter 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 Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. Aspire will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan 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, and other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

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

Element 8: Admission Requirements

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

The Aspire application process is comprised of the following:

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

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, The Charter School will hold a public random drawing to determine enrollment for the impacted grade level, 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:

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children of founding families of the Charter School (if applicable)
- 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 Charter School, parents must submit a completed Registration Form.

Founding Parents/Founder Family Preference

1.1 “Founding Period”: The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction.

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

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

1.4 For charter schools that have more applicants than space available, children of Founders shall be exempted from the random public admissions lottery and not to exceed more than 10 percent of the school’s enrollment.

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.

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.

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

Element 9: Annual Financial Audits

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

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

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

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

FINANCIAL STATEMENTS

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

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

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

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

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 Charter School, the Office of Charter Schools may conduct program review of federal and state compliance issues.

Element 10: Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled.

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

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and based on California Education Code. Aspire shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Aspire without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Aspire 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).

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 1) is related to an Aspire school activity, 2) occurs at an Aspire school or at any other school, 3)

occurs at an Aspire school's sponsored event, or 4) occurs between any of the above and home (door-to-door).

Suspension Alternatives

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

Grounds for Suspension and Expulsion

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

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

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

and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to Education Code 48900 (a) to (r), inclusive and (t) specified above, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the Charter School in which the student is enrolled determines that the student has:

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

Procedures in Cases Requiring Suspension

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

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

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

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

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

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

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken.

Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

4. **Suspension Conference**- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and 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 or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offenses. Expulsion appeals are brought directly to the Aspire Executive Committee.

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

- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional 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

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

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

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

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- or when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may 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 any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if the rehabilitation plan is met.

Approximately one month prior to the conclusion of the term of expulsion, the Aspire Registrar contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. Families have two weeks from the time of that notification to apply for readmission to Aspire. At the

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

If a student has met all terms, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition. At the secondary level, students are re-entered on a semesterly basis.

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

Expellable Offenses

- **Mandatory Expulsion**

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. 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 Recommendation for Expulsion- Requires a second finding of fact**
 Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

Special Procedures for the Consideration of Expulsion of Students with Disabilities

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

1. Notification of District of Residence

Aspire Public Schools shall 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, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

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 , and implement a behavioral intervention plan for the child, provided that the Aspire school had not conducted such assessment prior to the 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; including an interim alternative educational setting.

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.

Element 11: 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 12: Pupil School Attendance Alternatives

The public school attendance alternatives for pupils residing within The Charter 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 Charter School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school.

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

Element 13: Rights of District Employees

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

Element 14: Mandatory Dispute Resolution

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 School Director:
Aspire Berkley Maynard Academy
6200 San Pablo Ave.
Oakland, CA 94608

To Silke Bradford:
Oakland Unified School District
1000 Broadway
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all 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 15: Exclusive Public School Employer

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 Charter School. Aspire will comply with the EERA.

Element 16: Charter School Closure Procedures

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

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

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

DOCUMENTATION OF CLOSURE ACTION

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

NOTIFICATION TO THE CALIFORNIA DEPARTMENT OF EDUCATION

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

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

NOTIFICATION TO PARENTS AND STUDENTS

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

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

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

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

NOTIFICATION TO RECEIVING DISTRICTS

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

STUDENT AND SCHOOL RECORDS RETENTION AND TRANSFER

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

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

FINANCIAL CLOSE-OUT

Aspire will have an independent audit completed within six months after the closure of The Charter 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*

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

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

DISSOLUTION OF ASSETS

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

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

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

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

Charter-Related Issues

Term of Charter Petition

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

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

The Charter School's renewed charter shall begin on July 1, 2015 and will expire on June 30, 2020. 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 Charter School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Revoking the Charter

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

in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.

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

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

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

- California Education Code Section 47605(g)

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

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

- The Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the Charter School

- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the Charter School'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 Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

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

Facilities

The Charter School intends to continue operating at its current location at 6200 San Pablo Ave. Oakland, CA 94608.

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

the Charter 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 Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the 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 Charter School shall be operated by Aspire Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by The Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other authorizer-requested protocol to ensure the District shall not be liable for the operation of The Charter School.

The corporate bylaws of Aspire shall provide for indemnification of the Aspire’s Board, officers, agents, and employees, and Aspire will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks. Insurance coverage may be made by joint powers authority authorized to conduct business in the State of California and limits will set at commercially reasonable levels. A copy of Aspire’s Evidence of Insurance is attached in Appendix XVII. 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.

APPENDIX

- I. OUSD Performance Report
- II. Surrounding Schools Study
- III. Sample School Bell schedule
- IV. Sample School Calendar
- V. Aspire's Elementary Assessment Calendar
- VI. Aspire's EL Master Plan
- 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. Aspire Instructional Rubric
- XVI. Sample School Safety Plan
- XVII. Evidence of Insurance
- XVIII. School Financials
- XIX. Leadership Team Biographies
- XX. Fiscal Control Policies
- XXI. Student Family Handbook

Appendix I:

OUSD Performance Report

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

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

- Where appropriate, please be evaluative and 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?

Aspire Berkley Maynard Academy (BMA) was founded in the fall of 2005 by Aspire Public Schools. BMA is located at 6200 San Pablo Avenue in Northwest Oakland, California. BMA's educational program is designed to prepare students in grades Kindergarten through 8th grade for success in high school and college. This will increase college-going rates for students who have historically been under-represented in college and who face barriers accessing a college education, via rigorous academic instruction and a solid college-going, character-building culture.

Our Vision:

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

Other areas that make Berkley Maynard distinctive include: longer school day, longer school year, ROPES (Rite of Passage Experience) exhibitions, Leadership Retreat for fifth graders, family engagement, college trips, instructional coaching and feedback, data-driven, student-focused RtI model, community-wide Saturday Schools twice a year, an afterschool program, homework help, and extra-curricular offerings including Student Council, Girls on the Run, Chess Club, a school wide Buddy Reading program, and Middle School Electives such as Guitar, Basketball, & Community Art.

ROPES for Fifth Graders:

All fifth graders participate in a Rite of Passage Experience over their fifth grade year. This includes 8 hours of community service, a written reflection, and the creation of a presentation about community service and their experience.

College Readiness:

Each classroom at BMA is named after a college or university, typically that which the teacher attended. Students represent their classrooms with college cheers at weekly Town Halls. Fifth graders, and this year, fourth and sixth graders, visit local colleges and universities to expose them to campuses and develop their sense of selves as people who will attend college.

Family Engagement:

BMA hosts two Saturday Schools each school year. These are school wide opportunities for families to join their students in school in order to gain insight into the student experience, provide additional support from home, and bring the community together. Families visit their children’s classrooms, get to meet their teachers, get a sense of the learning goals for the year, and participate in a community potluck. Families also meet with school administrators to discuss school wide achievement goals and family engagement opportunities for the year (Fall) and goals/supporting their students with the end of year assessments (Spring.)

Two times per year, students, teachers, and family members meet for student led conferences. This is an opportunity for our students to speak to their family members about their progress academically and socially. The teacher helps facilitate the conference, but the student presents their work and learning goals. Our students refer to their progress on formative and summative assessments as they prepare for this event.

Instructional Coaching:

BMA utilizes a combination of Aspire’s comprehensive coaching supports alongside on-site instructional feedback and coaching. As at all Aspire schools, every teacher who is new to the organization works with a coach who observes and/or models instruction and provides feedback to them on a weekly basis, and provide support to meet induction requirements. At BMA, each teacher also receives coaching and feedback from the Principal and Dean of Instruction during monthly observation and feedback cycles that include two 15 minute observations, two rubric-driven lesson plan assessments, and two thirty minute debriefs, in which rubric-aligned action plans are developed. Administrators also provide lesson plan feedback, instructional planning support, classroom management support, and model lessons.

Response to Intervention

BMA’s RtI team and interventions are patterned on national best practices. A mean and slope approach using multiple Curriculum Based Measurements (CBM) is used at the end of each intervention cycle to assess student progress and assign data-driven intervention in one of three tiers of intensity. In each of three intervention cycles, students in Tier I receive targeted intervention supports in ELA and behavior in class, and teachers are supported in documenting and reviewing student progress on a bi-weekly basis. Students in Tier II receive support in small pull-out or push-in groups with intervention aides or interventionists, who document and review progress on a weekly basis. Students in Tier III receive 1:1 or 1:2 interventions in pull out work with our Literacy Interventionists, or, when appropriate, our Ed. Specialist, who documents and reviews progress daily or weekly. The RtI team, consisting of service providers, SPED and Gen Ed teachers, Literacy Interventionists, Student Study Team coordinator, site psychologist and counseling staff, and administrators, meets weekly to progress-monitor for students receiving interventions, and systems-success.

2 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

For the first three years since our renewal, BMA has met its API growth targets school wide and for all of our subgroups. Our 3-year API average during this time was an 842. Our statewide rank was a 7, with a similar school rank of 10. In our third year of renewal, the number of proficient and advanced students in math was on the rise again, but the number of students considered proficient or advanced in ELA had dropped 4%.

What are its notable strengths?

BMA has developed a strong, data-driven culture in classrooms and school-wide. Our Response to Intervention (RtI) team meets weekly to review data for academic and behavior interventions and needs. This team is made up of our two reading interventionists, our school counselor, school psychologist, our educational specialists, and our Dean of Students. Our RtI team uses multiple data points and assessments to determine how to best meet the needs of our students. Through a three Tier system, we identify the needs and supports for our students who are chronically underperforming and underserved.

Our goals for the last academic year were around the transition to the Common Core and implementing best math practices like Number Strings and Inquiry Based Math. As a result, we focused our Professional Development on learning best practices for making this transition. Our district wide coaches and academic administrative supports facilitated the professional developments and focused observations and coaching with our educators around these practices.

Another strength of BMA is our family and community. We have strong parent involvement in the classrooms and on a school wide level through parent organizations like TAP (Teachers, Administrators, & Parents). Our parents volunteer in our school to help assist classroom teachers as well as fundraise and plan events for our community.

What are the main priorities for improvement?






One of the main priorities for improvement at BMA is providing excellent reading and writing instruction. This includes differentiating for our English Language Learners and students who are below or far below grade level. Another one of the main priorities for improvement at BMA is teacher retention.

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?

Families continue to choose BMA as their school of choice. We have a waitlist in many of our grade levels. In last year's EOY survey of family satisfaction with our school, on a three point metric with three the highest score, our overall average for 16 questions was 2.88/3.

TCRP Family Survey		
Statement	2013 -2014 Responded "Yes"	YOY Trend
My child is learning what he or she needs to know in order to succeed in later grades and after high school.	96%	4% 
My child is getting a good education with their teacher.	98%	4% 
My child's teacher encourages me to work with them to help my child learn.	95%	6% 
The school has high expectations for all students.	95%	1% 
My child enjoys going to school.	91%	5% 

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

The students and families appreciate that the faculty at BMA truly care about their students and set high expectations for behavior and academics. The students appreciate that even as a large school, every staff member believes that every student at BMA is their own and take the time to know them personally and by name. Our students also appreciate that we celebrate their growth and success in our school wide behavior system. Our school wide system uses the CARES model which focuses on Cooperation, Assertiveness, Responsibility, Empathy, and Self Control. In the family end of year survey and coffee chats that we have had with parents, they have expressed that they appreciate the investment the teachers and staff at BMA make in their students. They also appreciated our consistent, high expectations for conduct and their students academics.

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

Families have expressed a desire for improved communication between administration, classrooms, and family. As a result, we have improved our family all call system and ensured it is bilingual. We have also ensured that our weekly newsletter addresses community resources and information/highlights from all grade levels of our school. In classrooms, we have student led conferences two times per year in addition to parent-teacher conferences so that students can explain to their parents, with their teacher’s help, the skills they are mastering and their areas for growth.

4 How well do students achieve?

Evaluation:	5	4	3	2	1	Unsatisfactory
Excellent			X			

How do you know?

For the first three years since our renewal, BMA has met its API growth targets school wide and for all of our subgroups. Our 3-year API average during this time was an 842. Our statewide rank was a 7, with a similar school rank of 10. In our third year of renewal, the number of proficient and advanced students in math was on the rise again, but the number of students considered proficient or advanced in ELA had dropped 4%.

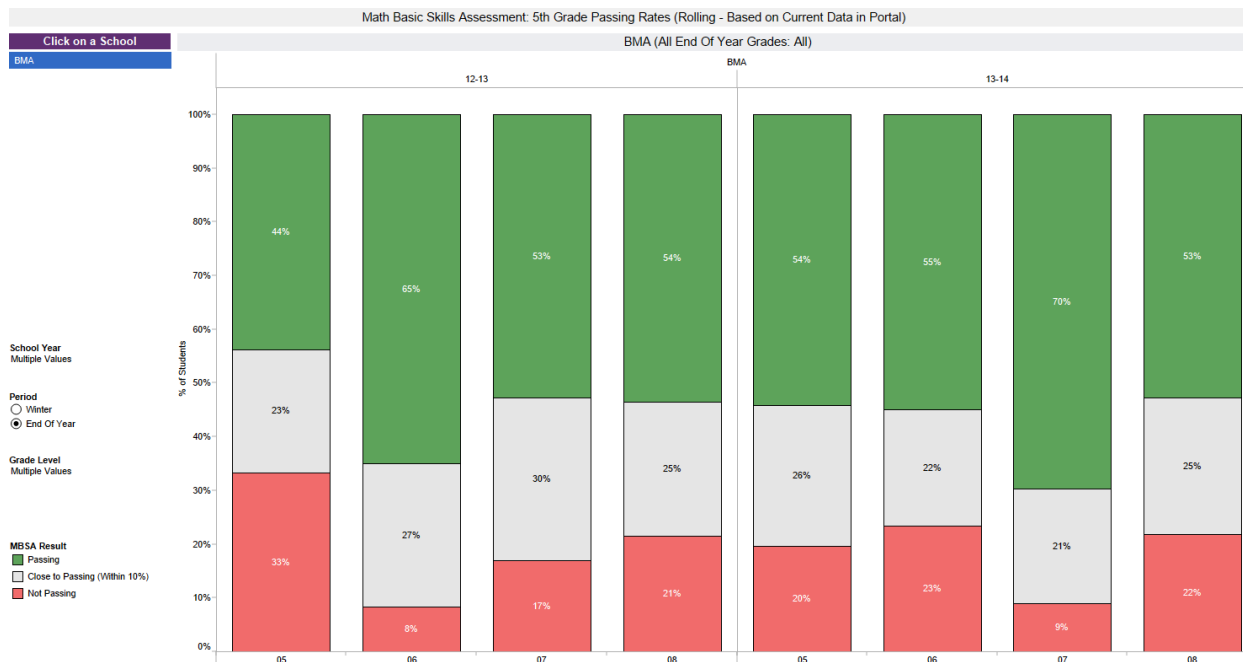
API	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
API	841	851	833	n/a	n/a
Statewide rank	7	7	7	n/a	n/a
Similar schools rank	10	10	10	n/a	n/a
CST	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
ELA					
Proficient/Advanced	64%	66%	62%	n/a	n/a
Basic/Proficient/Advanced	91%	92%	92%	n/a	n/a
Below Basic/Far Below Basic	9%	8%	8%	n/a	n/a
MATH					
Proficient/Advanced	66%	63%	65%	n/a	n/a
Basic/Proficient/Advanced	90%	85%	85%	n/a	n/a
Below Basic/Far Below Basic	10%	15%	15%	n/a	n/a

BMA Performance Data - Internal Testing 2013-14 Scores

Grade	On/Above Grade Level		% Prof/Adv		% Prof/Adv (Latest Time Point)	
	DRA		Writing Snapshot	Math Basic Skills	Benchmark/Interim	
	BOY	EOY	EOY	EOY	ELA	EOY Math
K	n/a	58%	31%	n/a	no data	88%
1st	51%	57%	65%	n/a	no data	92%
2nd	33%	12%	14%	n/a	37% (fall)	no data
3rd	19%	29%	51%	n/a	50% (fall)	75% (Pre-CST)
4th	7%	17%	64%	n/a	47% (winter)	55%
5th	31%	33%	18%	54%	55% (EOY)	64%
6th	n/a	n/a	no data	55%	47% (fall)	67%
7th	n/a	n/a	48%	70%	64% (winter)	42%
8th	n/a	n/a	41%	53%	53% (winter)	37% (Algebra I)

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

The subject area our students are doing best is math, especially in our younger grades. Our focus for the 2013-2014 academic year was around math instruction, with a focus on the shift to Common Core. During the 2012-2013 school year, 4 teachers across the 2nd – 5th grade teams piloted Number Strings in their classrooms as a means for building conceptual understanding, real life application, and academic discourse in mathematics. Last year, every teacher in our school included Number Strings in their math block, in addition to Do Nows, Math Workshop, Student Led Solutions, and Exit Tickets for data and assessment. We also met our school wide goal of a 10% increase in the number of students exiting 5th grade on the Math Basic Skills Exam. This assessment measures our students’ readiness for the rigor of middle school mathematics beginning in sixth grade.



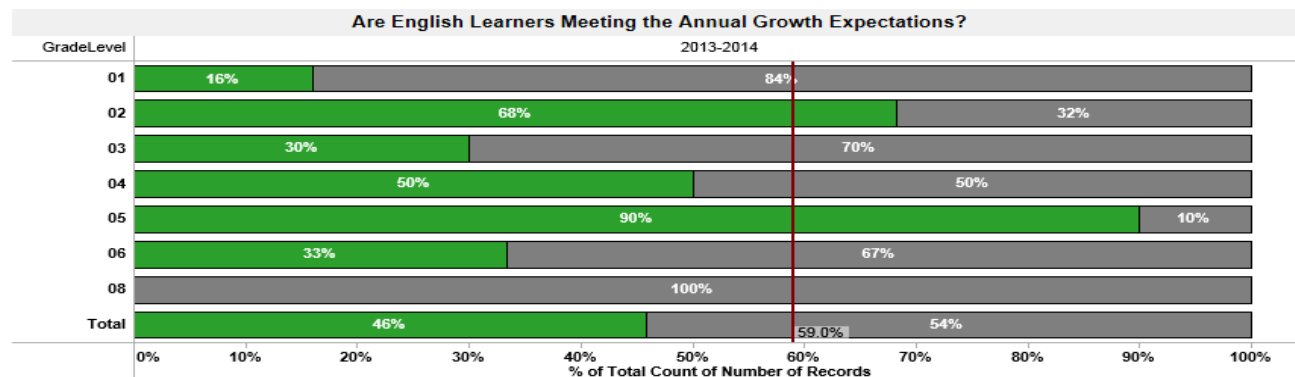
In which subjects and grades is improvement needed, and what action is being taken?

As the data above reflects, both reading and writing are in need of improvement. The number of students who have remained on grade level from the beginning of the year until the end of the year has dropped in our 2nd – 5th grade classrooms. Our first course of action is to norm around the administration of the DRA and its use as a diagnostic, formative assessment to drive instruction. Teachers will be coached & observed around their guided reading instruction, with a focus on support for our English Language Learners in small group and whole class settings. Our focus for the 2014-2015 school year is writing instruction. We had four teachers attend the Teachers Writing Project at Columbia this past summer. They will be leading professional development and helping teams as they follow the Lucy Calkin’s Unit of Study approach. We also will be receiving professional development from resources such as Growing Educators which will also improve the writing lessons and workshops in our classrooms.

Another area of concern is our 7th and 8th grade math performance. Our 7th and 8th grade math teacher struggled the last few years with performance in the classroom. We currently have a new math teacher for these grade levels who is using Common Core aligned curriculum. We will be supporting math in the upper grades by preparing students for the rigor of algebra by setting growth goals of 10% each year on the math basic skills exam and the algebra readiness exam.

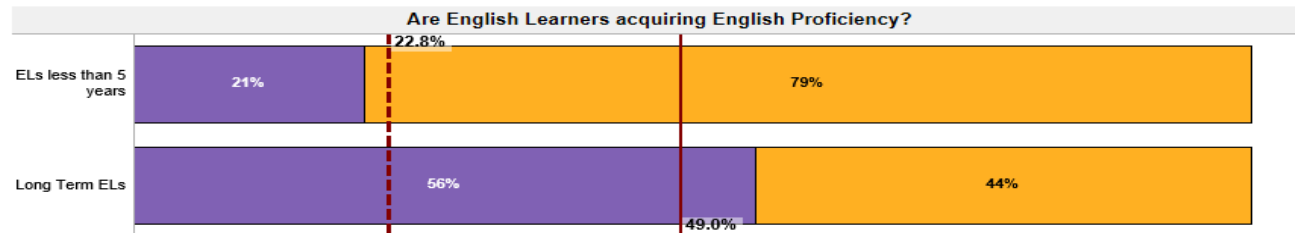
The data from last year is reflective of the change to common core. As a school, each grade level team took different approaches to the transition to new standards. Some teams still taught the California State Standards. Some teams completely shifted to Common Core standards and curriculum. As a result of this data, we have focused this year on making sure that we are more aligned in our instruction in Kindergarten through 8th grade. Each week we decide with our leadership team on a problem of practice around instruction to work through with teams. Our observations, coaching, and debriefs, are all focused on weekly cycles of inquiry around this problem of practice.

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



The reference line above indicates Annual Growth expectations.

Annual Growth
■ Did Not Make Annual Growth
■ Made Annual Growth



The reference lines above indicate English Proficiency Targets. The solid line indicates the English Proficiency Target for Long Term ELs. The dotted line indicates the English Proficiency Target for ELs who have been in the US for less than 5 years.

English Proficient
■ Not English Proficient
■ English Proficient

Although our English Learners of less than 5 years are acquiring English Proficiency, our long term English Learners have not met their goals for acquiring English Proficiency. Our Response to Intervention team will identify these students and supporting teachers through reading intervention and in class supports for these students. With these targeted interventions, we expect that our long term ELLs will acquire an English proficiency target of 65%.

2013 CST Data Disaggregated by Subgroup

Group	Percent of Students Scoring Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students	62%	65%	49%	60%
Male	57%	66%	43%	53%
Female	66%	64%	56%	69%
Black or African American	59%	60%	39%	43%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	65%	70%	59%	74%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	60%	65%	46%	60%
English Learners	42%	68%	N/A	N/A
Students with Disabilities	33%	53%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

During the last year of administering the CST our Latino scholars, especially female, outperformed our African American students by a margin of 5-6%. Our English Language learners though outperformed in mathematics, but still struggled with the reading and writing portion of the CST. To address both of these concerns, our Response to Intervention team is going to be working with identifying specific scholars in the subgroups and ensuring their interventions and in class supports and needs are being met in order to assure growth in ELA and math. For our English Language Learners, we will be focusing whole school on strategies teachers can use in the classroom to support language acquisition as well as needs and supports for our Tiered ELL scholars.

2013 API Growth Disaggregated by Subgroup

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	423	833	25,141	721	4,655,989	790
Black or African American	214	809	7,568	644	296,463	708
American Indian or Alaska Native	0		89	694	30,394	743
Asian	10		3,785	824	406,527	906
Filipino	4		241	801	121,054	867
Hispanic or Latino	191	856	9,655	687	2,438,951	744
Native Hawaiian or Pacific Islander	0		312	652	25,351	774
White	2		2,621	896	1,200,127	853
Two or More Races	2		652	835	125,025	824

Socioeconomically Disadvantaged	328	828	19,993	688	2,774,640	743
English Learners	116	843	10,361	686	1,482,316	721
Students with Disabilities	33	677	3,262	551	527,476	615

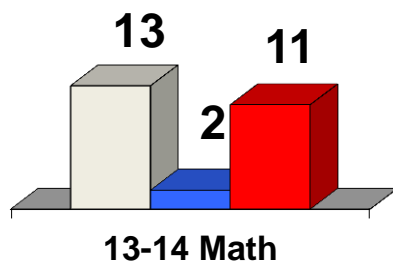
Although we scored very well as a school, especially with regards to mathematics, we still have a large need for ensuring that our African American scholars are growing at a proportional rate with regards to both reading and mathematics. Our equity focus this year in professional development will look at scholars traditionally underserved in our school and classrooms and determine ways in which to support and monitor their growth.

API Three-Year Comparison by Subgroup

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
AllStudents	16	11	-18
Black or African American	20	17	-33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	2	0
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	21	18	-17
English Learners	-22	12	-8
Students with Disabilities			

During the last school year of testing, we noticed a significant drop in our API with regards to our African American scholars. This disproportionality is a focus for our RtI team this year as we try to identify specific scholars who are consistently underperforming in order to ensure the appropriate supports are in place for them. This includes math and reading intervention out of class and progress monitoring in conjunction with teacher support in class.

Number of Matched Chronically Underserved Students Remaining



- Number Starting at Chron Under
- Number Exiting Chron Under
- Total # of Matched Students Chron Under

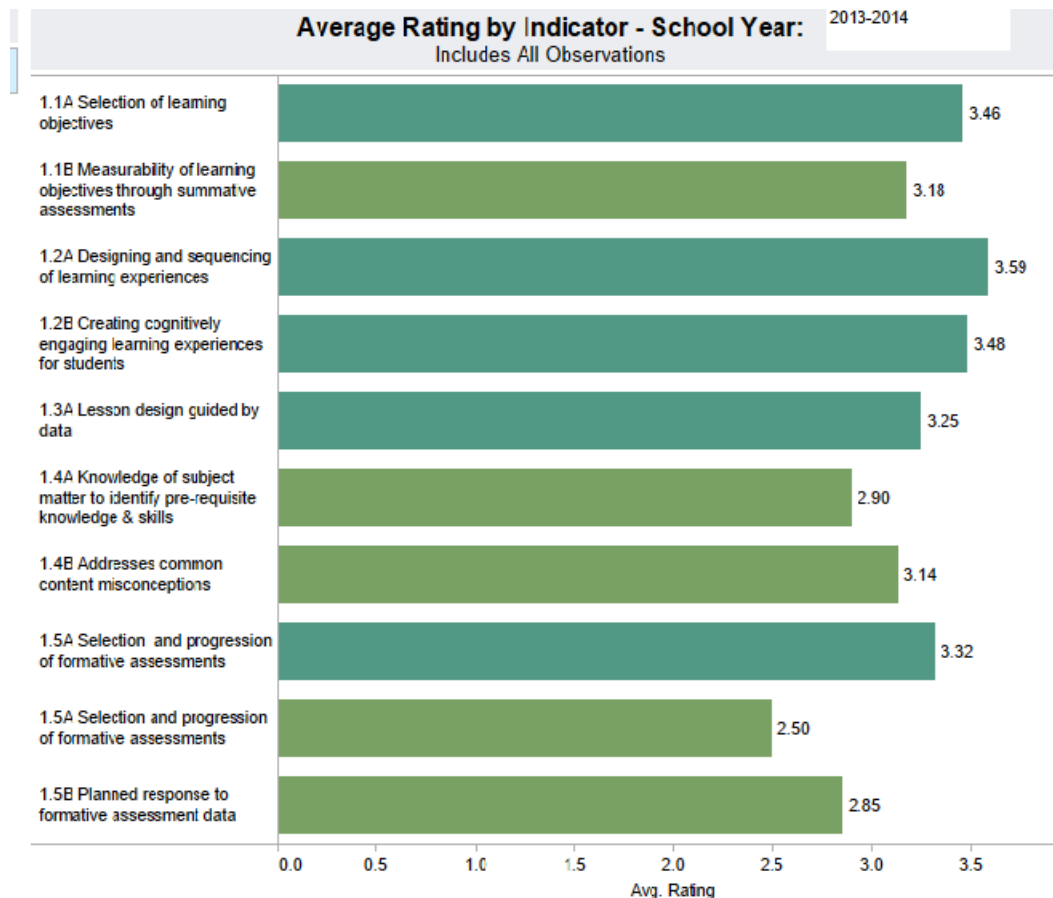
Our Response to Intervention team is also working with the 11 scholars still chronically underserved. They will be working with the classroom teachers and the Aspire math coach to set goals for growth and track data and progress towards these goals. We will be using the STAR renaissance assessment to measure growth in math and ELA. We expect that with these interventions and focused supports for classroom teachers, our chronically underserved and underperforming scholars will make at least 20% growth.

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?

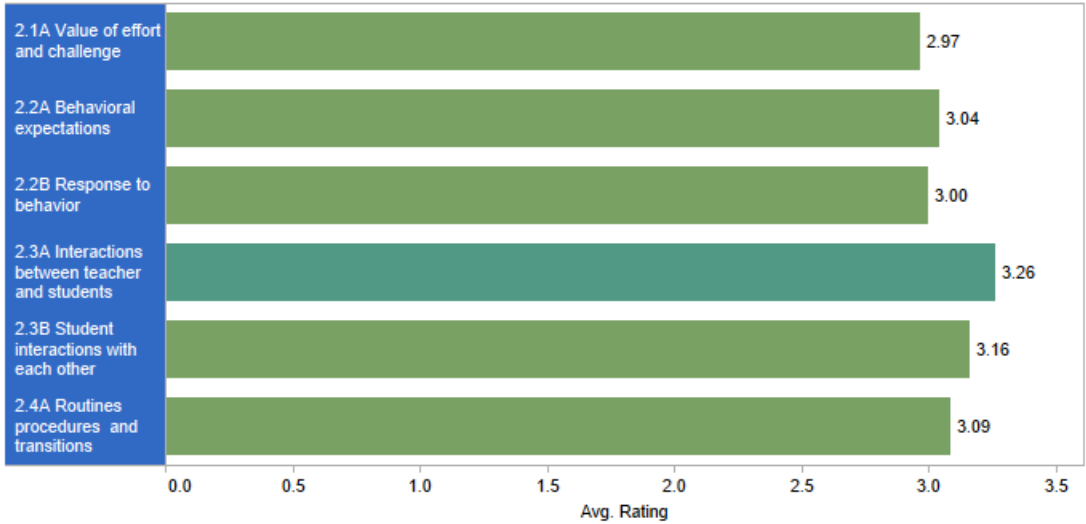
At BMA and at Aspire, we believe that strong instruction is dependent upon strong planning. The entire first domain of our organization’s instructional rubric (AIR) is dedicated to ensuring strong planning and use of assessment. Each teacher is given feedback on his/her planning on a twice monthly basis with the AIR by either the Dean or Principal. In a look at the end of year results regarding strengths and weaknesses over all, our school averages:



With regards to lesson planning, our teachers have a strong skillset of choosing objectives, designing lessons that are paced and sequenced well, and choose appropriate assessments and checks for understanding. An area of growth in planning for our teachers is planning how to respond to formative assessments and checks for understanding in order to advance learning in a lesson.

Average Rating by Indicator - School Year: 2013-2014

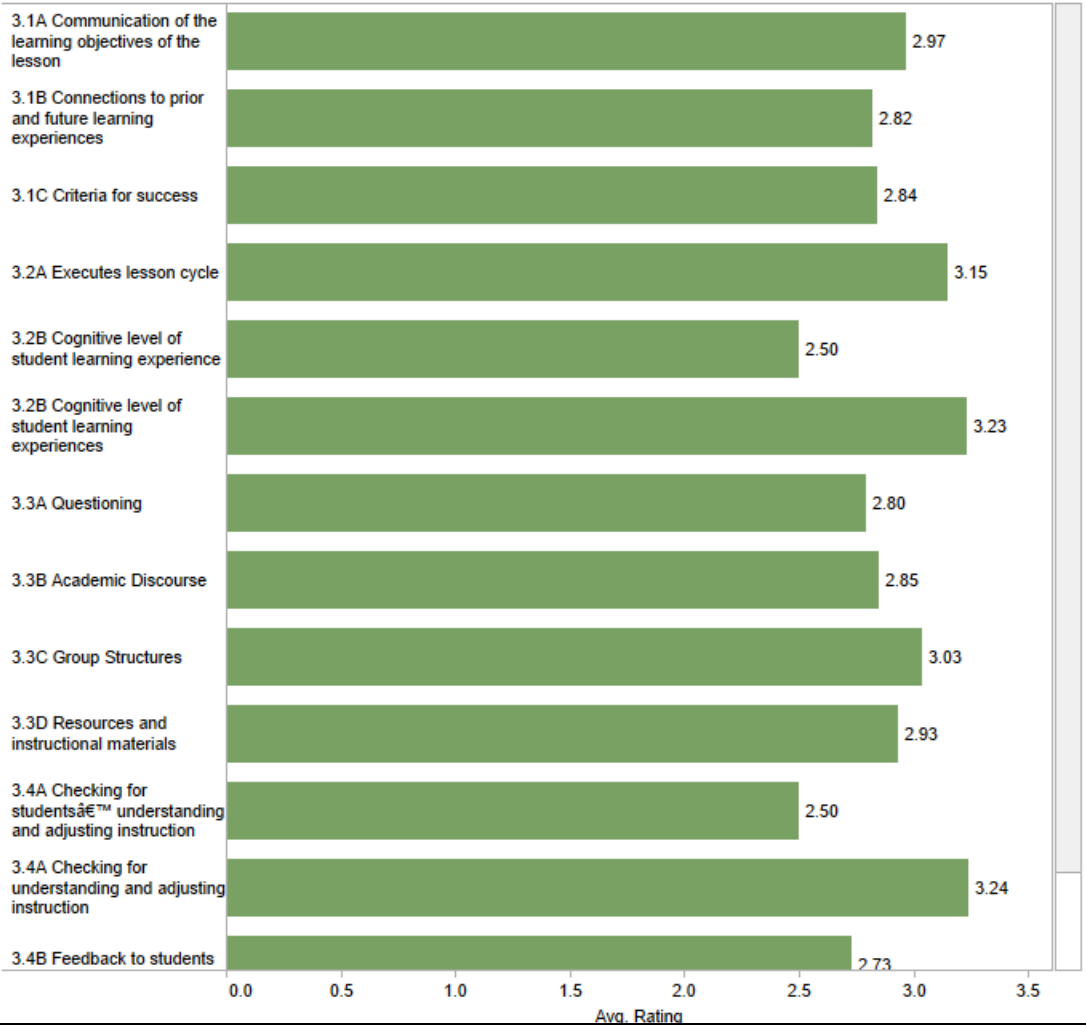
Includes All Observations



Our teachers have developed great relationships with our students and this is reflected in the average for interactions between teachers and students. We are focusing as a school on growth mindset and creating rigorous lessons that are cognitively engaging, but challenging and require perseverance.

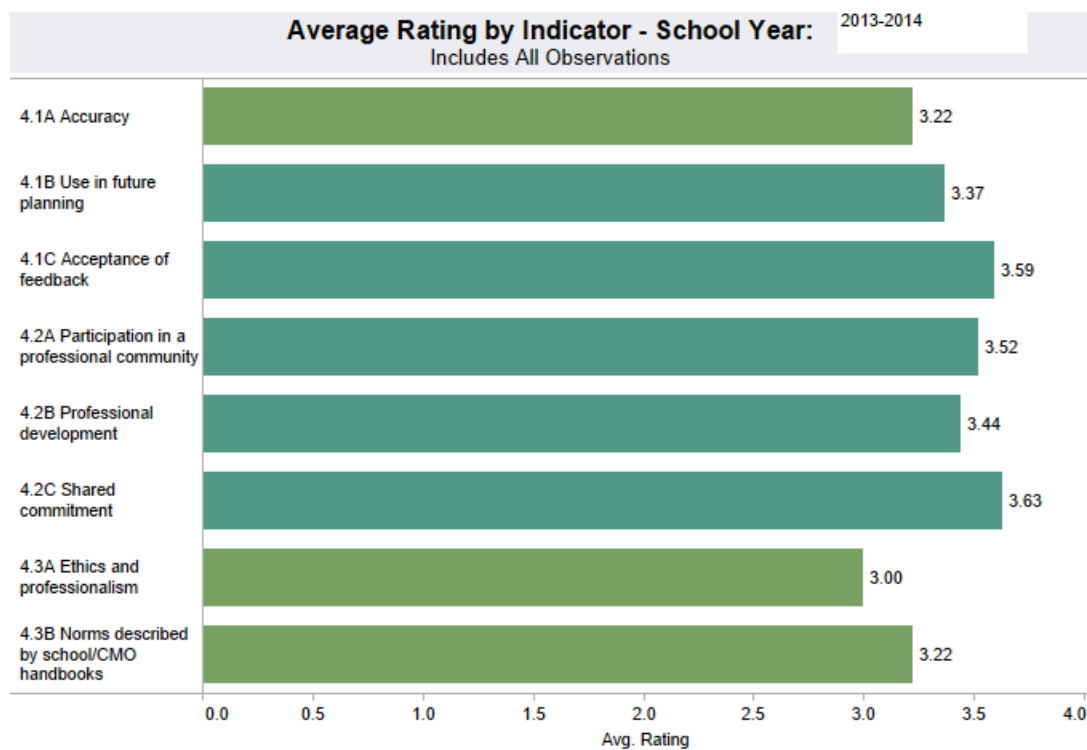
Average Rating by Indicator - School Year: 2013-2014

Includes All Observations



Avg
1.C

Our teachers do a fantastic job creating rigorous lessons that are higher level of rigor on Bloom’s Taxonomy. The lessons are well executed and pacing is adjusted based on checks for understanding. As a school, we have begun team conversations around raising the level of academic discourse. Several teachers went to Kate Kinsella’s vocabulary professional development last year and have been implementing, and sharing with teams, her methods of promoting academic discourse with high level vocabulary.



After the lesson has been planned and implemented, our teachers are evaluated on their ability to reflect and accept feedback. Our teachers are highly rated in their shared commitment of ensuring the success of all of our scholars on their path to and through college. Teachers have been given many more leadership opportunities with Aspire and at BMA with will help in increasing levels of professionalism.

At BMA, each teacher also receives coaching and feedback from the Principal and the Deans of Instruction during monthly observation and feedback cycles that include two 15 minute observations, two rubric-driven lesson plan assessments, and two thirty minute debriefs, in which rubric-aligned action plans are developed. Administrators 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	Daily Review
• Reading mini-lessons	• Do Now

<ul style="list-style-type: none"> • Independent Reading • Word Work and Academic Vocabulary Building • Read Aloud • Response to Literature and Text <p>Writing Workshop</p> <ul style="list-style-type: none"> • Writing Mini-lessons • Independent Writing • Interactive Writings • Grammar • Writing Conferences • Six Traits of Writing <p>Small Group Instruction</p> <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"> • Flashbacks • Mental Math <p>Daily Mini Lesson</p> <p>Cooperative Group Learning 3-5 times per week</p> <p>Data Driven Instruction</p> <p>Student Led Solutions & Number Strings</p> <p>Homework Daily</p> <p>Academic Language Support:</p> <ul style="list-style-type: none"> • Math Dictionary • Standards Tool Kit • Conceptually rich Word Wall • Student Led Solution • Advanced Problem Solving
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Which are the strongest features of teaching and learning, and why?

Teachers who have been at Berkley Maynard Academy for more than two years are aligned with regards to teaching the instructional guidelines and using assessment to drive instruction. These teachers have taken on many leadership opportunities such as Common Core driver, Data Driver, Lead Teacher, Induction Coach, Mentor Teacher, and Writing Committee member. These roles help to drive our collaborative environment and aid in supporting new teachers throughout the year.

One of our strongest features is our implementation of instructional guidelines throughout our week and across all grade levels. Our balanced literacy model, which includes writer’s workshop, reader’s workshop, and guided reading. Literacy is evident in every aspect of our school culture. Classrooms are print rich and model growth and improvement in writing and reading. Our math instructional guidelines are also well implemented. We implement number strings, student led solutions, problem solving in groups, and math workstations and guided math to support all of our scholars learning and needs.

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

Due to our needs with regards to teacher attrition, every teacher is not in the same place with regards to understanding and implementing our instructional guidelines. This is mostly true for our new teachers who are learning about the methodology of instruction we use such as Balanced Literacy and Inquiry based mathematics. Every teacher who is new to Aspire and BMA has an expert coach that observes them weekly, debriefs lessons and pedagogy and creates action plans to improve practice. Each teacher, new and returning, also has an administrator (principal or dean) who provides specific grade level support through observations and debriefs biweekly. Our more senior teachers are taking on leadership roles that aid in the alignment and support of our new teachers.

DRA Teacher Growth - School

Click on a School

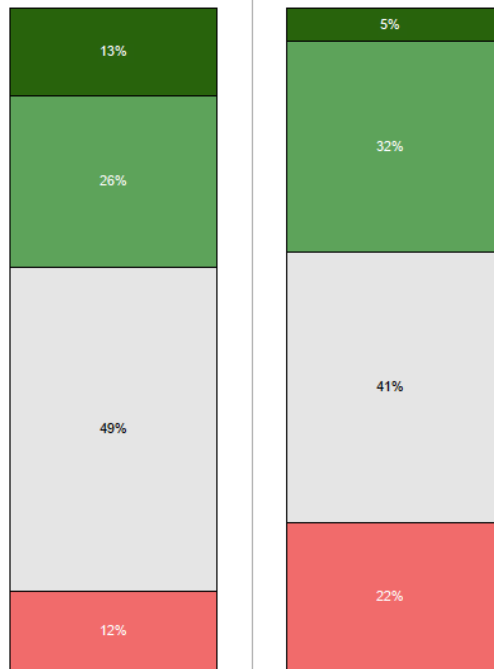
BMA

Matched DRA Distribution Changes (Percent of Students)

N = 680

Fall/Winter DRA
13-14

End Of Year DRA
13-14



Matched DRA Proficiency Level Changes (Percent of Students)



Modified DRA Prof Level Changes

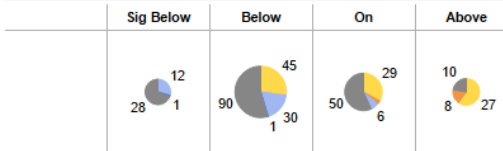
(Does not include drops from the Above grade level to On grade level)



-2 or more -1 Same Level +1 +2 or more

Analysis Prompt: What proportion of your students decreased and increased reading proficiency levels between fall and EOY?

Starting Reading Proficiency Level by Proficiency Level Changes



	Sig Below	Below	On	Above
-2 or more			3%	18%
-1		27%	33%	60%
Same Level	68%	54%	57%	22%
+1	29%	18%	7%	
+2 or more	2%	1%		

Analysis Prompt: Are students at different skill levels accelerating or dropping at varying rates? If so, what are the instructional implications?

School Year
13-14

GradeLevel
All

Reading Proficiency Levels

- Above
- On
- Below
- Sig Below

Last year we had 10% more scholars significantly below grade level on the DRA by the end of the year as compared to the beginning of the year. This year, we focused on norming as an entire school around the administration of the DRA. We will be using the DRA more closely this year as a diagnostic assessment to determine the assets of our scholars as readers and to identify their needs. We will use running records in guided reading to ensure that our significantly below grade level percentage is less than our beginning of the year (a goal of 5% max).

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

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

At the end of the 2013-2014 school year, 82% of teachers said “there is someone at Aspire who actively supports my professional growth and development. 82% also said that they have had “opportunities at work to learn and grow.”

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:** BMA 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 and vision. This year, we focused on Margaret Wheatley's "Below the Green Line" equity work as well as staff response to student misbehavior through logical consequences and the restorative justice process and philosophy.
- **Friday afternoon:** Each school at Aspire has a half-day on Fridays for teacher professional development. These topics include: Guided Reading, Independent Reading and other components of Balanced Literacy, SPED, TCRP/Aspire Instructional Rubric, Aspire Instructional Methods (aligned to Common Core), *Strategies that Work*, Number Strings, Response to Behavior, Family Outreach, Data Analysis focused on Common Core-aligned assessments (DRA, Aspire Writing Snapshot, and curriculum embedded assessments from Stepping Stones and Lucy Calkins), and Personal Learning Plans. This year we are also partnering with other Aspire Bay Area elementary schools in a 7 session Professional Development for all BMA teachers on Writers Workshop with Growing Educators, an LA-based consulting group that leads professional development on the Lucy Calkins Writers Workshop model. The Principal, Instructional Deans and Aspire coaches also receive coaching and training to ensure wrap around coaching for BMA teachers.

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. At BMA, Friday professional development is selected by the leadership team, which consists of 4 teachers, our Academic Deans, our Scholar Support Manager, and our Reading Interventionist/RtI lead. The lead team analyzes school-wide data to determine our school's goals which shapes our professional development.

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

This year, our school-wide professional development is based on our four school-wide goals:

1. **Writing:** Students will grow an average of 10% across all grade levels on the Writing Snapshot.
2. **Reading:** All teachers will be calibrated in administration of the DRA and use the data from this diagnostic assessment to drive guided reading and balanced literacy instruction.
3. **TCRP:** Teachers will show at least one level of growth in all 3 indicators chosen for growth in their Personalized Learning Plan.
4. **Culture:** All BMA staff will consistently support positive behaviors with praise and incentives as well as respond to misbehavior in a consistent manner, including reinforcing a growth mindset and using a student-centered orientation in order to reduce referrals by 50% over the course of this school year.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

BMA, with the support of Aspire and the coaching community, has an assessment and monitoring system to determine students’ progress along with the expected school wide learning results. Aspire has numerous monitoring systems to help educators keep track of progress including a central data portal which stores and aggregates scores on our benchmark assessments that have been aligned to the Common Core State Standards. Each student takes a benchmark assessment and is administered the DRA multiple times per year. In addition, we keep track of progress on Aspire’s Writing Snapshots using this tool. All of the data is openly shared with families and the community during Saturday Schools and Student Led Conferences. We are equipped with data analysis tools which allow us to disaggregate student achievement by strand and with an equity lens (by subgroup), which allows us to stay abreast of student data trends and revisit instruction accordingly. This year, our Director of Data and Assessment, John Ericson, is using our progress notes from the DRA to pilot a tool which should help us to more strategically meet the needs of students with reading gaps which pertain to strategy and not just comprehension.

What are the strongest features of assessment?

BMA uses a variety of assessments to measure student achievement and drive the development of the academic program. Each day all teachers administer “Do Now’s” and “Exit Tickets” after each chunk of time including classroom and all non-classroom instructional areas. These quick, informal assessments allow teachers to gauge student learning of new and spiraled material. Our expectation is that teachers use this frequent form of checking for understanding to adjust instruction, groupings, and review practices.

Formal classroom based assessments are administered for each subject in each unit. Across grade levels, 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. In Language Arts, teachers administer expository writing assessments, DRA, DIBELS, Oral Language Fluency, and other nationally recognized Curriculum Based Measurements on a monthly, bi-monthly, weekly, or daily basis depending on the student’s Tier location in the RtI pyramid and receipt of supplemental push in or pull out intervention services, writing snapshots (administered twice a year to inform writing instruction), a battery of RtI assessments are administered three times a year (to determine intervention class placement), and DRA aligned or DRA assessments are administered monthly to students to determine intervention and grouping needs for them. In Math, teachers administer daily Do-Nows and Exit Tickets, unit assessments, and additional progress monitoring consistent with RtI best practices for students who demonstrate need for additional math supports.

Formal Aspire assessments are administered according to the assessment calendar created in May of the previous school year at a frequency of at least three times per year. These exams are curriculum and grade-based benchmarks/interims and prepare the students for the Smarter Balanced Assessment Consortium (SBAC) and gauge student knowledge of the standards in the spring.

BENCHMARKS: Through the analysis of benchmark assessments BMA teachers revise instructional plans based on specific areas requiring attention, as seen through the data results. The results from benchmarks help teachers group students 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 weekly in grade level data talks and create growth goals to guide action plans.

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

The use of assessment with regards to the shifts in curriculum is an area of focus for our school. We are shifting to interims and performance tasks in mathematics which will require progress monitoring and data analysis prior to these assessments. Our Teacher Leader who works as a Data Driver, in conjunction with leadership team, is providing professional development to help teachers check for understanding within lessons, progress monitor between assessments, and use this Common Core-aligned data to drive instruction.

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?

BMA 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, BMA has implemented a strategy for recruitment that includes, but is not limited to:

- An open enrollment process compliant with all state and federal requirements that is public and widely publicized
- Providing Spanish translation of oral presentation and materials,
- Distribution of promotional and informational materials in both English and Spanish
- Allowing for classroom visits and school visits by interested families.
- Bilingual school tours and question and answer sessions for interested families by the school principal during open enrollment season.
- Leveraging our families and former 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 with a focus on African American families
- Recruitment of teachers and staff of color to provide culturally competent resources to students and families of staff with culturally, racially, and linguistically relevant life experiences.

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

All BMA students are students of color, members of ethnic minorities, and 78% qualify for free or reduced lunches. Our families have consistently been a driving force in our recruitment efforts as families satisfaction with our school is 88% favorable. Our families highly recommend the education their student is receiving at our school, which has resulted in a large waitlist at our school.

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

Our networking in the local community through preschools and other mediums needs improvement. Our Scholar Support Manager, who is responsible for community outreach and building a bridge between our school and the local community, will be working on recruitment through local preschools and in the surrounding neighborhood.

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

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Areas in which strong leadership with demonstrated effective results include:

- Family satisfaction with school leadership as measured by annual surveys
- Student satisfaction with school as measured by annual surveys.
- Development and implementation of best-practices aligned Response to Intervention Program where students receiving intervention make progress at a more accelerated rate than their classmate counterparts
- Implementation of a teacher observation, feedback and PD action plan process that exceeds Aspire requirements for evaluative observation and feedback, and tailoring that process to be responsive to teacher needs based on surveys, individual meetings, and grade level team meeting with teachers and administrators.
- Expansion of student support services through proactive partnership with Aspire staff and external

- partners to expand counseling program. We currently have a full time school counselor and intern.
- Support/corrective plans leading to the replacement of ineffective teachers with effective teachers as measured by significant increase in student achievement scores in recruited teachers' classes.
- Implementation of equity and cultural competence sequence in which teachers demonstrate mastery of current methodology for discussing and responding to issues of inequity and disproportionality on campus.

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

There are several ways in which we support teachers and staff to implement CA Standards-based Curriculum:

- BMA utilizes and implements Aspire's Instructional Guidelines for the development of curriculum.
- New teachers participate in a summer week-long training that includes: creating a standards based pacing guide, task-analysis of Common Core State Standards to break them into daily lesson chunks, objective creation using a backward design of (objective, assessment, Do Now, and direct instruction, guided practice, and independent practice, differentiation)
- BMA uses Aspire's The College Ready Promise – Teacher Effectiveness Rubric (AIR) to develop supports for curriculum development and assessing the effectiveness of teacher planning, classroom environment, and instruction.
- Administrators, lead team, RtI, and coaches meet regularly and plan support for teacher in curriculum development, unit planning, and lesson planning.
- Administrators, Aspire Coaches, and Interventionists visit classrooms regularly to help ensure that Aspire Instructional Guidelines are implemented by observing, modeling, and helping with planning support.
- Teachers are provided four planning periods a week and an additional two hours of common planning time with their grade level teams, in addition to three hours of mandatory PD weekly.

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 Instructional Guidelines are being implemented. This includes Walk-Throughs, written feedback on lesson planning, observation and face to face feedback, and work with the site leadership team. The principal also monitors teams' use of the cycle of inquiry, and works with teachers through individual action planning meetings twice a 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?

Our school has a principal and two academic deans who observe, debrief, monitor data, and coach our teachers. The principal and academic deans meet weekly to discuss goals, progress, and next steps in our observation and feedback cycles. This process allows close monitoring and analysis of data of the school's academic performance down to specific classrooms and teachers' effectiveness

On Mondays, the instructional administrative team of the principals and two academic deans look at data and determine a focus for the entire school. On Tuesdays, this data and observations are shared with leadership team and we discuss ideas for action that lead teachers can bring back to their teams for team meetings on Wednesday. We spend the week observing teachers and meeting with teams to collect new data and to observe teams' plans in action.

In conjunction with our data driver, we also look at our assessment data whole school 4 times a year. During this time, teachers and administrators deep dive into school wide data around assessments. Teams create action plans and adjust their scope and sequences to ensure concepts are retaught for mastery and small groups are created for meeting the needs of every individual scholar. .

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?

BMA implements a variety of strategies, which inspire and support parental and community involvement. The array of strategies is intended to create strong partnerships with families to encourage their students’ academic success. Throughout the school year, BMA communicates with families via weekly administrative newsletters and other publications. Weekly principal calls are made to families with timely information.

BMA has a staff member who has time which is dedicated to engaging families and the principal meets with families monthly on Friday mornings. The goal of the group is to have a representative voice for families in the strategic planning of academics, events, and celebrations. The Principal co-creates the agendas and helps facilitate.

Which are the strongest features, and why?

At the beginning of the school year, BMA publishes resources, information memos, and important policies to keep the entire community aligned in belief, expectations, and compliance. Each week parents receive a “Family Message” via email from the school’s Principal. This is a phone call that communicates school progress and upcoming events for the week. Families are given the Student/Family Handbook that communicates the school-wide behavioral, habitual, and academic expectations from parents and students. At our back to school event, families and meet with the Principal and Family Liaison to discuss family engagement opportunities and meet with the Dean of Instruction to discuss supporting students with academic goals for the year.

Student-Led Conferences keep parents involved in the teaching/learning process at BMA. Parents are required to attend these conferences led by their child twice during the school year. The Student-Led Conferences allow parents to speak with teachers and further examine the academics and school life of their child. In addition, progress reports and monthly newsletters are sent weekly and monthly by classroom teachers to keep students and their parents up-to-date in regards to their grades and classroom events. Additionally, parents are expected to attend IEP and SST meetings to stay involved with their child’s educational progression and success.

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

There are two significant areas that need improvement:

- Develop the Teacher, Administrator, and Parent organization into a group that is a more significant part of the decisions at the school. We will do this through developing their leadership capacity, facilitating meetings, and participating on school committees. We have begun strengthening this group’s capacity by dedicating the time of a staff member to serve as our official Family Liaison.
- Refocus the work of TAP to incorporate structured family engagement opportunities such as Safety Volunteers, Dinner With Dads, Teacher Appreciation, Spirit Week, field trip fundraisers, and other events.

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 BMA 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 BMA is Amie Lamontagne, an Emerging Leader with New Leaders.

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.

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 a variety of data including DRA, the Aspire Writing Snapshot and other measures from the previous year as a school and as individual teachers. Our Director of Data and Assessment provides analysis as well. We use that to drive instruction and to address strand level weakness. 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.

The Data Driver group meets with our Director of Data and Assessment quarterly to go over new and improved ways for teachers to examine 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. We will be implementing the Renaissance STAR comprehensive reading assessment this year while we wait for SBAC data in order to have a measure of student growth that we can compare with other Aspire schools.

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. In addition, we comply with all regulations on communication to families about achievement loss.

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

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.

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?

BMA’s RtI team has evolved intervention practices, and particularly progress monitoring of Interventions, at a sophisticated level of best practices. Lead Teachers and RtI teammates, and all teachers by the end of September, have been trained to do multi-point analysis of Curriculum Based Measurements probes to document Tier I, II, and III interventions. Students are placed in small groups for literacy intervention that provide very specific targeted supports.

Aspire utilizes a full inclusion model of SPED to ensure that all students are provided excellent, differentiated in-class supports in the least restrictive environment, while receiving quality pull-out and push-in SPED supports from one of our two Ed. Specialists, and, for the past two years. Students are also supported by a SLP, OT, DHH, School Counselor, School Psychologist, and a counseling intern to assure that all physical and mental health support needs are met.

Our school has done an intensive analysis of ELL progress and discovered disproportionate Representation of ELLS in lower performance bands on the CSTs, DRAs, benchmarks, and other School wide assessments. Our RtI team will progress monitor growth for our ELL students this year across all subjects to address this.

Which are the strongest features, and why?

The RtI process at BMA is robust and comprehensive as described above. Our Home Office support for Special Education is strong and helps the school with monitoring. Although at BMA, the Principal has a great deal of Special Education knowledge, the coach model and the monitoring of services overall from our Home Office allows for the school leader to concentrate on instruction and delivery.

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

We manage our Special Education team using a team approach. There is a SPED coach who serves multiple Aspire Schools and who is the hiring manager. The principal helps with hiring and day to day management of the team assigned to the school. Ideally, the principal and coach make decisions together about allocation and which teammate works with which students. However, because the coach has to consider multiple schools as positions and resources are allocated, there are times when 100% alignment is not met at the school. This does not interfere with service minutes, but with vision for varied programs across school sites depending upon school leaders.

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?

BMA’s RtI team has evolved intervention practices, and particularly progress monitoring of Interventions, at a sophisticated level of best practices. Lead Teachers and RtI teammates, and all teachers by the end

of September, have been trained to do multi-point analysis of Curriculum Based Measurements probes to document Tier I, II, and III interventions. Students are placed in small groups for literacy intervention that provide very specific targeted supports. Our progress monitoring of intervention and SPED students led Aspire SPED staff to ask us to host a PD for SPED staff and another school's RtI team on Progress Monitoring of students with intervention needs.

Which are the strongest features, and why?

Our RtI team and program is quite robust and highly effective due to the consistent attrition of our RtI team members over the past 3 years. Teachers have weekly check ins with various representatives of the RtI team to discuss consultancies and students of concern. This keeps teachers actively involved in the process and progress monitoring of data in collaboration with the RtI team. The interventionists and educational specialists are experienced in providing the targeted supports necessary to address the needs of their students.

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

Our school does a tremendous job diagnosing, monitoring, and addressing the needs of scholars who are below proficiency. A focus for this year, especially with the adoption of Common Core State Standards, will be addressing the needs of our gifted students. The RtI team this year will work with our school psychologist to determine eligibility and next steps such as Stanford EPGY program to address the needs of our gifted students.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory

How do you know?

Board members contribute to the effective management of the organization and provide significant benefit to staff in leading the organization. Those elements include policy setting, financial oversight, strategic direction, program evaluation and monitoring and compliance. As our organization and environment evolve, the Board continues to evolve as well. There are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties.

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

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

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

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

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 factors.

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

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

The Board is responsible for:

- Mission stewardship and strategic direction
- Financial oversight of the organization
- Fundraising
- Program evaluation
- CEO evaluation

Aspire’s Board of Directors is highly qualified, engaged and plays a significant role in the organization’s strategic decision making. In 2011-12, the Board engaged significantly in the organization’s strategic planning process as they provided strategic guidance and insight into the decision-making process to expand out of state. The Board helped to identify key risks and gauge the organizations’ ability to effectively mitigate and manage those risks. They subsequently approved expansion to Tennessee.

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

The Aspire Public Schools governing board has a long-standing membership, which includes the founder, and 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 Aspire governing board has a number of key policy statements that impact decisions at the school level, including the “Must Achieves,” the “Rigor Arch,” and the graduation requirements. All are aligned to the Aspire-wide mission of “College for Certain.” The implementation of these policies is then delegated to the Area Superintendents, content-area coaches, school-level administrators, and teachers. The Board does not have regular contact with 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 on the ground work.

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?

Lead teachers serve on the Leadership Team, which is the body that supports the long-term direction of BMA, living our values and achieving our goals of college preparation for every student. This is done in coordination with the Principal, Deans od Instruction, Area Superintendent, and central Home Office. The teachers on the Leadership team have an equal voice with the administrators in setting the direction of the school. Also, each week all teachers are asked to provide feedback on any “red flag” issues they would like address or ways that PD, Lead Team, RtI Team, Administrators, or other supports/resources could be improved. These are then reviewed and action taken to meet needs.

Families provide input via the TAP organization and at monthly Family Meetings/Coffee Chats so that their voice is heard and incorporated into our planning and actions. At the monthly Family Meetings we request and receive feedback from families about how they feel the school is going that is then incorporated into improvement planning and action plans. Family input is used to guide grade level instructional teams as they write their achievement goals and articulate their vision for the subsequent year.

Which are the strongest features, and why?

Family involvement and participation in their student’s education is very strong. The parents at our school, in coordination with the teachers and administration, help to organize and run community events throughout the year. These events, such as our Saturday School, Fall Festival, Multicultural Festival, Oratorical Festival, & Promotion, help to honor and celebrate the diversity of our school community and include parents as partners in their students’ education.

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

The area that needs the most improvement is connecting our families, school, and community in partnership. In order to work on this, we have hired a Scholar Support Manager. This position handles family communication and creating partnerships with community members, resources, and events. The Scholar Support Manager will also gather input from the community to ensure their voice is included in the work of the Leadership Team at Berkley Maynard Academy.

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

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

The school’s fiscal soundness and legal compliance are very strong. The school works closely with the home office on all budget decision making, legal and insurance matters, and cash management.

Budget Process and Fiscal Management

There is a set of “Strategic Priorities” that is approved by the Aspire board of directors. The school developed an annual plan linked to those strategic priorities which led to the creation of Berkley Maynard Academy’s 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.

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 are working to build a clear understanding of the allotment of Title I funds and parent/community input in how these funds are used.

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 Berkley Maynard Academy 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

- Strong Leadership Team
- Strong Home Office which supports back office tasks
- Strong data cycles
- Common assessments across the organization
- Focus on achievement & high standards
- Strong culture of looking at data and adjusting instruction
- Active family engagement and support
- Common planning time each week at each grade level
- Godzilla supported data portal & school site data driver
- Highly developed RtI team

BARRIERS

- Teacher and Administrator turnover
- Teacher burn out
- Poor development for EL instruction
- Beginning work around equity and cultural competence with staff has been done within past year.
- The majority of certificated staff does not share relevant racial, linguistic, or socioeconomic experience with students.
- School is still working to develop supports for family members wanting to provide English-language homework assistance and appropriate translation when they are non-English speakers.

Charter Renewal Data Document

Name of school: Aspire Berkley Maynard Academy				Name of School Leader: Jay Stack		
Financial Information				Year		2014-15
Total Operational Budget		\$1,592,337	Per Student Revenue		\$9,008	
Total Expenditure		\$4,892,229	Expenditure Per Student		\$8,739	
Balance brought forward from previous year		\$1,699,205	Projected balance carried forward to next year		\$1,913,285	
Special Populations	2010-11	2011-12	2012-13	2013-14	2014-15	
Percentage of students receiving <i>free/reduced lunch</i>	78.6%	71.5%	76.5%	79.7%	67.6%	
Percentage of ELL students	28.0%	26.3%	19.9%	23.9%	28.0%	
Percentage of students with IEPS	3.2%	4.1%	5.0%	6.8%	5.6%	
Percentage of students with 504 plans	NA	0.2%	0.7%	0.9%	0.7%	
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				22 (2 weeks post 1 st day)		
Students who left the school other than at the usual time of leaving (excluding expulsions)				12		
Attendance for current and prior year P-2 ADA	2010-11	2011-12	2012-13	2013-14	2014-15	Attendance Rate to Date
School data	521.96	537.24	538.47	539.49	534.80	97.4%
Background of students 2013-14	Number of students/Percent of Students		Discipline 2013-14		Suspension # of incidents	Expulsion # of incidents
African-American	250/44.6%		African-American		120	0
Asian/Pacific Islander	11/2.0%		Asian/Pacific Islander		1	0
Hispanic	284/50.6%		Hispanic		33	0
White	8/1.4%		White		0	0
Mixed/ No Response	6/1.1%		Mixed/ No Response		2	0
Gender (male/female)	48.1%/51.9%		ELL		13	0
Homeless Students	3/0.5%		SPED		18	0
		Gender (male/female)		119/39		0/0
		Homeless Students		0		0

Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per	Number of Students on Waiting List (per grade)
1 st year of renewal 2010-2011		K	70	60	10
		1	10	2	8
		2	12	0	12
		3	8	3	5
		4	18	0	18
		5	10	3	7
		6	27	3	25
		7	20	10	10
2 nd year of renewal 2011-2012		K	93	66	17
		1	20	0	17
		2	18	1	15
		3	15	0	14
		4	17	2	15
		5	15	1	11
		6	29	2	27
		7	11	1	5
3 rd year of renewal 2012-2013		K	95	66	28
		1	15	3	12
		2	12	4	8
		3	4	3	1
		4	9	0	9
		5	14	0	13
		6	20	10	10
		7	9	1	8
4 th year of renewal 2013-2014		K	74	66	21
		1	20	0	20
		2	32	3	29
		3	22	1	21
		4	14	0	14
		5	13	0	13
		6	28	1	27
		7	20	2	18
		8	12	3	9

Graduation Information	2010-11	2011-12	2012-13	2013-14	2014-15
HS only Graduation Rate – 12 th Grade	NA	NA	NA	NA	NA
Retention Rate (% of 12 th grade enrolled since grade 9)	NA	NA	NA	NA	NA
Post-Graduation Plans – HS Only					
% attending 4-year college	NA	NA	NA	NA	
% attending 2-year college	NA	NA	NA	NA	
% attending vocational/ technical training	NA	NA	NA	NA	
% joined military	NA	NA	NA	NA	
% working exclusively	NA	NA	NA	NA	
Teacher Recruitment/Retention					
	2010-11	2011-12	2012-13	2013-14	2014-15
Total # of Teachers	22	25	26	30	35
#/% New Hires	5/23%	9/36%	9/35%	6/20%	9/26%

#/% Retained from Prior Year	19/86%	21/84%	21/81%	23/77%	24/69%
Total number of vacant teaching posts currently (FTE): 0					

AYP	2010-11	2011-12	2012-13	2013-14	2014-15
AYP Met?	Yes	No	No	n/a	n/a
% AMOS Met	100%	75%	69%	n/a	n/a
% Proficient-AMOS: African-American	ELA: 61% Math: 62%	ELA: 67% Math: 68%	ELA: 59% Math: 60%	n/a	n/a
% Proficient-AMOS: Asian/PI	n/a	n/a	n/a	n/a	n/a
% Proficient-AMOS: Hispanic	ELA: 66% Math: 69%	ELA: 68% Math: 67%	ELA: 65% Math: 70%	n/a	n/a
% Proficient-AMOS: Mixed/No response	n/a	n/a	n/a	n/a	n/a
% Proficient-AMOS: White	n/a	n/a	n/a	n/a	n/a
% Proficient-AMOS: Socioeconomically Disadvantaged	ELA: 61% Math: 66%	ELA: 66% Math: 66%	ELA: 59% Math: 67%	n/a	n/a
ELL	ELA: 63% Math: 70%	ELA: 65% Math: 69%	ELA: 58% Math: 72%	n/a	n/a
Students with disabilities	n/a	n/a	n/a	n/a	n/a

API	2010-11	2011-12	2012-13	2013-14	2014-15
API	841	851	833	n/a	n/a
Statewide rank	7	7	7	n/a	n/a
Similar schools rank	10	10	10	n/a	n/a

CST	2010-11	2011-12	2012-13	2013-14	2014-15
ELA					
Proficient/Advanced	64%	66%	62%	n/a	n/a
Basic/Proficient/Advanced	91%	92%	92%	n/a	n/a
Below Basic/Far Below Basic	9%	8%	8%	n/a	n/a

MATH					
Proficient/Advanced	66%	63%	65%	n/a	n/a
Basic/Proficient/Advanced	90%	85%	85%	n/a	n/a
Below Basic/Far Below Basic	10%	15%	15%	n/a	n/a

CAHSEE	2010-11	2011-12	2012-13	2013-14	2014-15
10 th grade pass rate	NA	NA	NA	NA	NA

MEASURABLE PUPIL OUTCOMES – Insert MPO table from most recent Spring Site Visit, updated with most recent available data.

Aspire Berkley Maynard Academy — Measurable Pupil Outcomes

The **Measurable Pupil Outcomes** listed in the data table below for **Aspire Berkley Maynard Academy** were extracted from the school’s current charter agreement, taking into consideration and modifications pursuant to the previous year’s Spring Site Visit.

The data table identifies the **Instrument** to be used in measuring each pupil outcome and the **Target** to be achieved for each outcome. We request that the school complete the **Progress section** by providing information and evidence to report the extent to which the school is meeting each specific outcome. We ask that each school complete this progress report in preparation for the upcoming Spring Site Visit.

During the Spring Site Visit, the Office of Charter Schools will review and discuss the progress **Aspire Berkley Maynard Academy** has made towards attainment of its charter related Measurable Pupil Outcomes. The Office of Charter Schools will be maintaining an ongoing record of the school’s progress.

As the school begins to complete this progress report, please do not hesitate to contact our office with any questions.

Measurable Pupil Outcomes		Instrument	Target	2012-2013 Progress			2013-2014 Progress																																																																				
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15	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 (6-8)	1x a year <u>Proficiency Goal</u> <u>Proficiency Annual Goal</u> 10-11 50% 11-12 50% 12-13 60% 13-14 70% 14-15 80%	<table border="1"> <tr><th colspan="2">CST 2012- Social Science Results</th></tr> <tr><th>Grade</th><th>% Proficient/Advanced</th></tr> <tr><td>8th</td><td>68%</td></tr> </table>	CST 2012- Social Science Results		Grade	% Proficient/Advanced	8th	68%	<table border="1"> <tr><th colspan="2">CST 2013- Social Science Results</th></tr> <tr><th>Grade</th><th>% Proficient/Advanced</th></tr> <tr><td>8th</td><td>60%</td></tr> </table>	CST 2013- Social Science Results		Grade	% Proficient/Advanced	8th	60%																
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17	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control.	Attendance rate	3x a year <u>Annual Goal</u> 95% ADA	Attendance Rate 2012-13: P1-96.24% P2-95.69%	Attendance Rate 2013-14: P1-96.6% P2-96.3%																
18	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control.	Office referrals	3x a year <u>Annual Goal</u> Reduce by 50%		Kinder: 17 office referrals First: 38 office referrals Second: 81 office referrals Third: 83 office referrals Fourth: 118 office referrals																

					Fifth: 16 office referrals Sixth: 317 office referrals Seventh: 154 office referrals Eighth: 160 office referrals
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Statutory Renewal Threshold	
1. API Growth Target:	
<i>Did school attain API Growth Target in prior year?</i>	Yes
<i>Did school attain API Growth Target in two of last three years?</i>	Yes
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	Yes
2. API Rank:	
<i>Is the school ranked 4 or higher on API in prior year?</i>	Yes
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	Yes
3. API Similar Schools Rank:	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	Yes
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	Yes
4. <i>Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?</i>	Yes

Appendix II: Surrounding Schools Study

Aspire Berkley Maynard Academy

Surrounding Schools Demographic and Performance Data												
Address: 6200 San Pablo Ave, Oakland, CA 94608												
OUSD Schools	# of Students [2013-14]	% Students Eligible for Free/ Reduced Lunch	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011 - 2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank
Peralta Elementary	338	33.4%	2.7%	54.1%	17.8%	11.8%	942	Yes	Yes	943	10	7
Malcolm X Elementary	527	36.4%	10.8%	41.2%	21.6%	16.1%	890	Yes	No	876	9	8
Leconte Elementary	344	54.9%	25.0%	39.8%	23.6%	18.0%	830	Yes	No	810	6	3
Anna Yates Elementary	506	64.0%	19.4%	54.2%	22.5%	10.7%	814	No	No	789	4	7
Charter Schools												
Aspire Berkley Maynard Academy	561	80.6%	22.1%	50.6%	44.6%	1.6%	833	Yes	Yes	842	7	10
North Oakland Community Charter	223	21.1%	4.0%	41.7%	21.5%	17.9%	891	Yes	Yes	891	9	7

**Appendix III:
Sample School Bell Schedule**

Music

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:05 AM 8:48 AM	Saddlemire	Kozlov	Thomas	Qian	Thomas
2	8:53 AM 9:36 AM	Lamontagne	McCall	Alexander	Abdul-Wajid	Lamontagne
3	9:41 AM 10:23 AM	Prep	Perlite	Prep	Prep	Prep
4	10:29 AM 11:12 AM	McCall	Saddlemire	6th Grade Electives	6th Grade Electives	Qian
5	11:17 AM 12:00 PM	Kelly	Prep	7th Grade Electives	7th Grade Electives	Kozlov
6	12:05 PM 12:48 PM	L	L	L	L	
7	12:53 PM 1:36 PM	Schneider	Hanaoka	Perlite	Baird	
8	1:41 AM 2:24 PM	Hughes	Lloyd	Baird	Errickson	
9	2:29 PM 3:12 PM	Abdul-Wajid	Errickson	8th Grade Electives	8th Grade Electives	

Physical Education

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:05 AM 8:48 AM	Lloyd	Lamontagne	Errickson	Schneider	Lloyd
2	8:53 AM 9:36 AM	Abdul Wajid	Alexander	Kelly	Alexander	Hughes
3	9:36 AM 10:05 AM	Prep	Prep	Prep	Prep	Prep
Recess	10:05AM 10:20 AM	Recess Duty	Recess Duty	Recess Duty	Recess Duty	Recess Duty
4	10:29 AM 11:12 AM	6a	6b	6th Grade Elective	6th Grade Elective	Kelly
5	11:17 AM 12:00 PM	7a	7b	7th Grade Elective	7th Grade Elective	McCall
6	12:05 PM 12:48 PM	L	L	L	L	
7	12:53 PM 1:36 PM	Saddlemire	Baird	Qian	Hanaoka	
8	1:41 AM 2:24 PM	Kozlov	Thomas	Hughes	Perlite	
9	2:29 PM 3:12 PM	8a	8b	8th Grade Elective	8th Grade Elective	

Sam Art

	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:05 AM 8:48 AM				
2	8:53 AM 9:36 AM				Saddlemire (2)
3	9:41 AM 10:23 AM				Schneider (2)
4	10:29 AM 6a 11:12 AM	6b	6th Grade Electives	6th Grade Electives	Alexander (5)
5	11:17 AM 7a 12:00 PM	7b	7th Grade Electives	7th Grade Electives	McCall (1)
6	12:05 PM L 12:48 PM	Lunch Duty	L	Lunch Duty	Every Other Friday
7	12:53 PM Prep 1:36 PM	L	Prep	L	Prep on Off Fridays
8	1:41 AM 2:24 PM	Alexander	Hughes	Lloyd	Kelly
9	2:29 PM 3:12 PM	8a	8b	8th Grade Electives	8th Grade Electives

Ursula Art

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:05 AM 8:55 AM	Errickson		Abdul-Wajid		8:05 AM 8:48 AM Prep
2	9:00 AM 9:50 AM	Perlite		Saddlemire		8:53 AM 9:36 AM Saddlemire
3	10:00 AM 10:50 AM	Baird		McCall		9:41 AM 10:23 AM Schneider
4	11:00 AM 11:40 AM	Prep		Schneider		10:29 AM 11:12 AM Alexander
5	11:40 AM 12:20 PM	L		L		11:17 AM 12:00 PM Abdul-Wajid
6	12:20 PM 1:10 PM	Hanaoka		Hanaoka		Every Other Friday
7	1:20 AM 2:10 AM	Thomas		Kozlov		
8	2:20 AM 3:10 AM	Qian		Lamontagne		

6A Daily Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday
1	8:05 AM 8:29 AM	Advisory	Advisory	Advisory	Advisory
2	8:34 AM 9:17 AM	Humanities Barratt	Math/Sci White	Humanities Barratt	Math/Sci White
3	9:22 AM 10:05 AM	Humanities Barratt	Math/Sci White	Humanities Barratt	Math/Sci White
B	10:05 AM 10:25 AM				
4	10:29 AM 11:12 AM	PE or Art	PE or Art	Elective	Elective
5	11:17 AM 12:05 PM	Humanities Barratt	Math/Sci White	Humanities Barratt	Math/Sci White
L	12:05 PM 12:48 PM	Humanities Barratt	Math/Sci White	Humanities Barratt	Math/Sci White
6	12:53 PM 1:36 PM	Math/Sci White	Humanities Barratt	Math/Sci White	Humanities Barratt
7	1:41 PM 2:24 PM	Math/Sci White	Humanities Barratt	Math/Sci White	Humanities Barratt
8	2:29 PM 3:12 PM	Math/Sci White	Humanities Barratt	Math/Sci White	Humanities Barratt

Friday		
1	8:05 AM 8:48 AM	Townhall
2	8:53 AM 9:36 AM	Humanities Barratt
3	9:41 AM 10:24 AM	Humanities Barratt
4	10:29 AM 11:12 AM	Math/Sci White
5	11:17 AM 12:00 PM	Math/Sci White

Minimum Day Schedule

	Time	
		Minimum Day
1	8:05 AM 9:00 AM	Humanities Barratt
2	9:05 AM 10:00 AM	Humanities Barratt
3	10:05 AM 11:00 AM	Math/Sci White
4	11:05 AM 12:00 PM	Math/Sci White

6B Daily Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday
1	8:05 AM 8:29 AM	Advisory	Advisory	Advisory	Advisory
2	8:34 AM 9:17 AM	Math/Sci White	Humanities Barratt	Math/Sci White	Humanities Barratt
3	9:22 AM 10:05 AM	Math/Sci White	Humanities Barratt	Math/Sci White	Humanities Barratt
B	10:05 AM 10:25 AM				
4	10:29 AM 11:12 AM	PE or Art	PE or Art	Elective	Elective
5	11:17 AM 12:05 PM	Math/Sci White	Humanities Barratt	Math/Sci White	Humanities Barratt
L	12:05 PM 12:48 PM				
6	12:53 PM 1:36 PM	Humanities Barratt	Math/Sci White	Humanities Barratt	Math/Sci White
7	1:41 PM 2:24 PM	Humanities Barratt	Math/Sci White	Humanities Barratt	Math/Sci White
8	2:29 PM 3:12 PM	Humanities Barratt	Math/Sci White	Humanities Barratt	Math/Sci White

		Friday
1	8:05 AM 8:48 AM	Townhall
2	8:53 AM 9:36 AM	Math/Sci White
3	9:41 AM 10:24 AM	Math/Sci White
4	10:29 AM 11:12 AM	Humanities Barratt
5	11:17 AM 12:00 PM	Humanities Barratt

Minimum Day Schedule

	Time	Minimum Day
1	8:05 AM 9:00 AM	Math/Sci White
2	9:05 AM 10:00 AM	Math/Sci White
3	10:05 AM 11:00 AM	Humanities Barratt
4	11:05 AM 12:00 PM	Humanities Barratt

7A Daily Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday
1	8:05 AM 8:29 AM	Advisory	Advisory	Advisory	Advisory
2	8:34 AM 9:17 AM	Math McLaughlin	History Dominguez	Life Science Kelly-Henkin	English Costello
3	9:22 AM 10:05 AM	Math McLaughlin	History Dominguez	Life Science Kelly-Henkin	English Costello
B	10:05 AM 10:25 AM				
4	10:29 AM 11:12 AM	Math McLaughlin	History Dominguez	Life Science Kelly-Henkin	English Costello
5	11:17 AM 12:05 PM	PE or Art	PE or Art	Elective	Elective
L	12:05 PM 12:48 PM				
6	12:53 PM 1:36 PM	Life Science Kelly-Henkin	English Costello	Math McLaughlin	History Dominguez
7	1:41 PM 2:24 PM	Life Science Kelly-Henkin	English Costello	Math McLaughlin	History Dominguez
8	2:29 PM 3:12 PM	Life Science Kelly-Henkin	English Costello	Math McLaughlin	History Dominguez

Friday		
1	8:05 AM 8:48 AM	Townhall
2	8:53 AM 9:36 AM	English Costello
3	9:41 AM 10:24 AM	World History Dominguez
4	10:29 AM 11:12 AM	Life Science Kelly-Henkin
5	11:17 AM 12:00 PM	Math McLaughlin

Minimum Day Schedule

	Time	Minimum Day
1	8:05 AM 9:00 AM	English Costello
2	9:05 AM 10:00 AM	World History Dominguez
3	10:05 AM 11:00 AM	Life Science Kelly-Henkin
4	11:05 AM 12:00 PM	Math McLaughlin

7B Daily Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday
1	8:05 AM 8:29 AM	Advisory	Advisory	Advisory	Advisory
2	8:34 AM 9:17 AM	Life Science Kelly-Henkin	English Costello	Math McLaughlin	History Dominguez
3	9:22 AM 10:05 AM	Life Science Kelly-Henkin	English Costello	Math McLaughlin	History Dominguez
B	10:05 AM 10:25 AM				
4	10:29 AM 11:12 AM	Life Science Kelly-Henkin	English Costello	Math McLaughlin	History Dominguez
5	11:17 AM 12:05 PM	PE or Art	PE or Art	Elective	Elective
L	12:05 PM 12:48 PM				
6	12:53 PM 1:36 PM	Math McLaughlin	History Dominguez	Life Science Kelly-Henkin	English Costello
7	1:41 PM 2:24 PM	Math McLaughlin	History Dominguez	Life Science Kelly-Henkin	English Costello
8	2:29 PM 3:12 PM	Math McLaughlin	History Dominguez	Life Science Kelly-Henkin	English Costello

		Friday
1	8:05 AM 8:48 AM	Townhall
2	8:53 AM 9:36 AM	Math McLaughlin
3	9:41 AM 10:24 AM	English Costello
4	10:29 AM 11:12 AM	World History Dominguez
5	11:17 AM 12:00 PM	Life Science Kelly-Henkin

Minimum Day Schedule

	Time	Minimum Day
1	8:05 AM 9:00 AM	Math McLaughlin
2	9:05 AM 10:00 AM	English Costello
3	10:05 AM 11:00 AM	World History Dominguez
4	11:05 AM 12:00 PM	Life Science Kelly-Henkin

8A Daily Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday
1	8:05 AM 8:29 AM	Advisory	Advisory	Advisory	Advisory
2	8:34 AM 9:17 AM	History Dominguez	Math McLaughlin	English Costello	Physical Science Kelly-Henkin
3	9:22 AM 10:05 AM	History Dominguez	Math McLaughlin	English Costello	Physical Science Kelly-Henkin
B	10:05 AM 10:25 AM				
4	10:29 AM 11:12 AM	History Dominguez	Math McLaughlin	English Costello	Physical Science Kelly-Henkin
5	11:17 AM 12:05 PM	English Costello	Physical Science Kelly-Henkin	History Dominguez	Math McLaughlin
L	12:05 PM 12:48 PM				
6	12:53 PM 1:36 PM	English Costello	Physical Science Kelly-Henkin	History Dominguez	Math McLaughlin
7	1:41 PM 2:24 PM	English Costello	Physical Science Kelly-Henkin	History Dominguez	Math McLaughlin
8	2:29 PM 3:12 PM	PE or Art	PE or Art	Elective	Elective

		Friday
1	8:05 AM 8:48 AM	Townhall
2	8:53 AM 9:36 AM	Physical Science Kelly-Henkin
3	9:41 AM 10:24 AM	Algebra McLaughlin
4	10:29 AM 11:12 AM	English Costello
5	11:17 AM 12:00 PM	History Dominguez

Minimum Day Schedule

	Time	
		Minimum Day
1	8:05 AM 9:00 AM	Physical Science Kelly-Henkin
2	9:05 AM 10:00 AM	Algebra McLaughlin
3	10:05 AM 11:00 AM	English Costello
4	11:05 AM 12:00 PM	History Dominguez

8B Daily Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday
1	8:05 AM 8:29 AM	Advisory	Advisory	Advisory	Advisory
2	8:34 AM 9:17 AM	English Costello	Physical Science Kelly-Henkin	History Dominguez	Math McLaughlin
3	9:22 AM 10:05 AM	English Costello	Physical Science Kelly-Henkin	History Dominguez	Math McLaughlin
B	10:05 AM 10:25 AM				
4	10:29 AM 11:12 AM	English Costello	Physical Science Kelly-Henkin	History Dominguez	Math McLaughlin
5	11:17 AM 12:05 PM	History Dominguez	Math McLaughlin	English Costello	Physical Science Kelly-Henkin
L	12:05 PM 12:48 PM				
6	12:53 PM 1:36 PM	History Dominguez	Math McLaughlin	English Costello	Physical Science Kelly-Henkin
7	1:41 PM 2:24 PM	History Dominguez	Math McLaughlin	English Costello	Physical Science Kelly-Henkin
8	2:29 PM 3:12 PM	PE or Art	PE or Art	Elective	Elective

Friday		
1	8:05 AM 8:48 AM	Townhall
2	8:53 AM 9:36 AM	US History Dominguez
3	9:41 AM 10:24 AM	Physical Science Kelly-Henkin
4	10:29 AM 11:12 AM	Algebra McLaughlin
5	11:17 AM 12:00 PM	English Costello

Minimum Day Schedule

	Time	Minimum Day
1	8:05 AM 9:00 AM	US History Dominguez
2	9:05 AM 10:00 AM	Physical Science Kelly-Henkin
3	10:05 AM 11:00 AM	Algebra McLaughlin
4	11:05 AM 12:00 PM	English Costello

**Appendix IV:
Sample School Calendar**

July

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jul-14

4: Home Office Holiday
7-11: CCSS Inst for BA & LA
14-19: Bay 6-12 New Tr Train & CCSS Inst
14-19: Bay K-5New Teacher Train & CCSS Inst
28: Teachers return to School / launch
29 - 1 CCSS Training all teachers

January 2015

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan-15

1-9 Winter Break	
12: Classes resume	
19: MLK	
23: Bay Data Collaboration PD	
26: Regional Principal Meeting	
29: TCRP Observer Calibration	
14 Days of Instruction	14

August

S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug-14

1 CCSS Training all teachers	
4,5,6 teacher planning/launch week	
7: First Day of School	
21:TCRP Observer Calibration	
25: Regional Principal Meeting	
17 Days of Instruction	17

February

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

Feb-15

7: Leadership Retreat(Regional)	
16: Presidents' Day	
18: Sec Principal's mtg TBD	
19 Days of Instruction	33

September

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

Sep-14

1: Labor Day	
17:Principal Mtg (HO)	
21 Days of Instruction	38

March

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar-15

9: Regional Principal Meeting	
23-31: Spring Break	
15 Days of Instruction	48

October

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct-14

6- 10 Fall Break	
20: Regional Principal Meeting	
23: TCRP Observer Calibration	
18 Days of Instruction	56

April

S	M	T	W	Th	F	S
		1	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		

Apr-15

1-3 Spring Break	
6: Principal Meeting (LA)	
19 Days of Instruction	67

November

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

Nov-14

3:Principal Meeting (HO)	
24-28: Thanksgiving Holidays	
15 Days of Instruction	71

May

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May-15

4: Regional Principal Meeting	
25: Memorial Day	
20 Days of Instruction	87

December

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec-14

9: Principal Meeting (LA)	
22- 31 Winter Break	
15 Days of Instruction	86

June

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

Jun-15

12: Last Day of school	
22-24: Leadership Retreat(Sac)	
10 Days of Instruction	97

Total Days of Instruction	183
Two Saturday Schools	2
Total Days of Instruction	185

Appendix V:
Aspire's Elementary Assessment Calendar

2014–2015 Aspirewide Elementary* ASSESSMENT CALENDAR (6/13/14)

Time of Year	Grades/ Students	ASSESSMENT	Content	Length	Scan DATE
Fall	K - 5	STAR Renaissance Pre Test	CCSS Stds	1 – 2 hrs	Bay/Valley 9/1 – 9/26 LA 9/8 – 10-3
	3 – 5 2 nd grade Optional	Math Interim #1 (SR & CR**)	Test Wk 8	TBD	Bay/Valley test wk of 9/29 LA wk of 10/6 Scan by break
	1 – 5	DRA	Reading Skills	Approx 25 min per student	Test between weeks 5 & 10 Scan by 10/24
	English Learners	CELDT	Old CA ELD Stds	Varies by Grade	By Oct 31
Early Winter	3 – 5 2 nd grade Optional	ELA Benchmark #1 (SR & CR)	Test Week 14 - 16	TBD	Test Window = Wk 14 through wk of 12/15 Scan by Break
	3 – 5 2 nd grade Optional	Math Interim #2 (SR & CR)	Test Week 16		Test wk of 12/15 Scan by Break
	5 th Grade	Math Basic Skills Test**	Key Math Skills	45 min	
Winter	3 - 5	Math Performance Task (Whole School Scoring)	Current Yr Stds	1.5 hrs + Class Prep	Test wk of 1/20 Scan by 2/13
	K – 5 (DRA Levels A – 38)	DRA Running record for students at level 40+ NOT SCANNED	Reading Skills	Approx 25 min per student	3 Months after Fall (Betw Wks 15 & 22)
Spring	K - 5	Writing Snapshot	Key Wrt Skills	1 period	Test post spring break and scan by EOY
	3 – 5 2 nd grade Optional	ELA Benchmark #2 and Math Interim #3 (SR & CR)	Test Week 29	TBD	Test and scan within 2 weeks of 4/13
	K - 5	STAR Renaissance Post	CCSS Stds	1 – 2 hrs	Must be given anytime between 4/20 and 5/19
	3 - 5	ELA and Math SBAC (SR & CR and Performance Tasks)	CCSS Stds	Approx 4 hrs ELA 3 hrs Math	Valley window 4/27 to 6/5 Bay/LA window 5/4 – 6/12
	5 th	Science CST	CA Sci Stds	90 min	May (2 weeks after day marking 85% of instruction)
	5 th	Physical Fitness Test	CA Stds		By May 29
End of Year	K - 5	DRA (2-3 weeks before EOY to analyze growth)	Reading Skills	Approx 25 min per student	3 Months after Winter or between Weeks 27 & 34
	5 th Grade Not Passed the MBST***	Math Basic Skills Test	Key Math Skills	45 min	Can test multiple times in Spring Scan 2 wks before EOY

*K-6 and K-8 Schools should generally follow the Elementary Assessment Calendar. Middle school teachers in K-6 and 6-8 schools could also collaborate on key activities with nearby 6 – 12 schools.

**SR & CR = Selected and Constructed Response

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

Summary of Key Changes for 14-15

New Assessment/ Analysis	Rationale for Addition
STAR Renaissance (3 - 5)	Added to grade 3 to create a growth measure moving forward. Added to grades 4 and 5 to create a 14-15 growth measure. We won't have an SBAC growth measure in 14-15 because it is a baseline year. The feds will only allow us to reach back 1 year for SGP purposes (i.e. we can only use 13-14 CST SGPs). We surveyed teachers and a majority of respondents said they would like to add a current year measure (i.e. STAR Ren) for SGP purposes in 14-15.
Math Interims as opposed to Benchmarks	The interims allow us to focus on the standards covered to date - allowing us to ask more questions and gain a deeper understanding of mastery.
Math Performance Tasks (Scored Whole School)	Create alignment to SBAC and Performance Task expectations for students.
SBAC in grades 3 - 5 (approximately 7 hours of testing)	Required Common Core Aligned Assessments
Increased time needed to score Constructed Response Items in 3 - 5 (short writing tasks (e.g. providing a rationale for your answer))	Create alignment to SBAC and gain a deeper understanding of our students' conceptual understanding
Things Taken Off Assessment Calendar	Rationale for Deletion
CSTs (with exception of required 5th grade Science)	They are history!
K-2 Math Benchmarks and Grade 2 ELA Benchmarks	We will not have formal Aspirewide benchmarks/interims in K-2 in 14-15. Coaches will work with schools on using assessments aligned with their curriculum to inform instruction and monitor progress.
Reduce number of ELA Assessments (from 3 to 2)	Historically the 1st benchmark was a diagnostic. We need to start teaching the Common Core standards before a diagnostic will yield good data.
5th Grade Fall MBSA	This continues to be optional and as a result does not need to be on the Assessment Calendar for the fall. If you want to give it you can but it is not the expectation (i.e. all standards have not been taught in the fall).
Progress Monitoring Measures for Intervention Students	Schools are providing intervention to below grade level readers in various ways. You know you need to monitor progress in ways that are aligned with your interventions and makes the most sense for your students.

Appendix VI:
Aspire's EL Master Plan



College for Certain

ENGLISH LEARNERS MASTER PLAN

Overview

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

- Students have the opportunity to receive instruction that will produce high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning will be implemented in a culturally relevant manner;

Aspire will meet all applicable legal requirements for English Learners as it pertains 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. Aspire will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and capitalize on students' multilingual and multicultural proficiencies.

HOW STUDENTS WHO ARE ENGLISH LEARNERS WILL HAVE THEIR NEEDS IDENTIFIED

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 state's Designated Primary Language Test (currently the Aprenda and Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

Transcripts

Transcripts from private schools, out-of-country schools and out-of-state schools will be considered in placement of students to the appropriate grade. All students transferring will be given the appropriate assessment, CELDT or ELPAC, unless the student's results from a previous school are included in the cumulative record. After receiving the cumulative records, the principal will review the information in PowerSchool and CALPADs for accuracy.

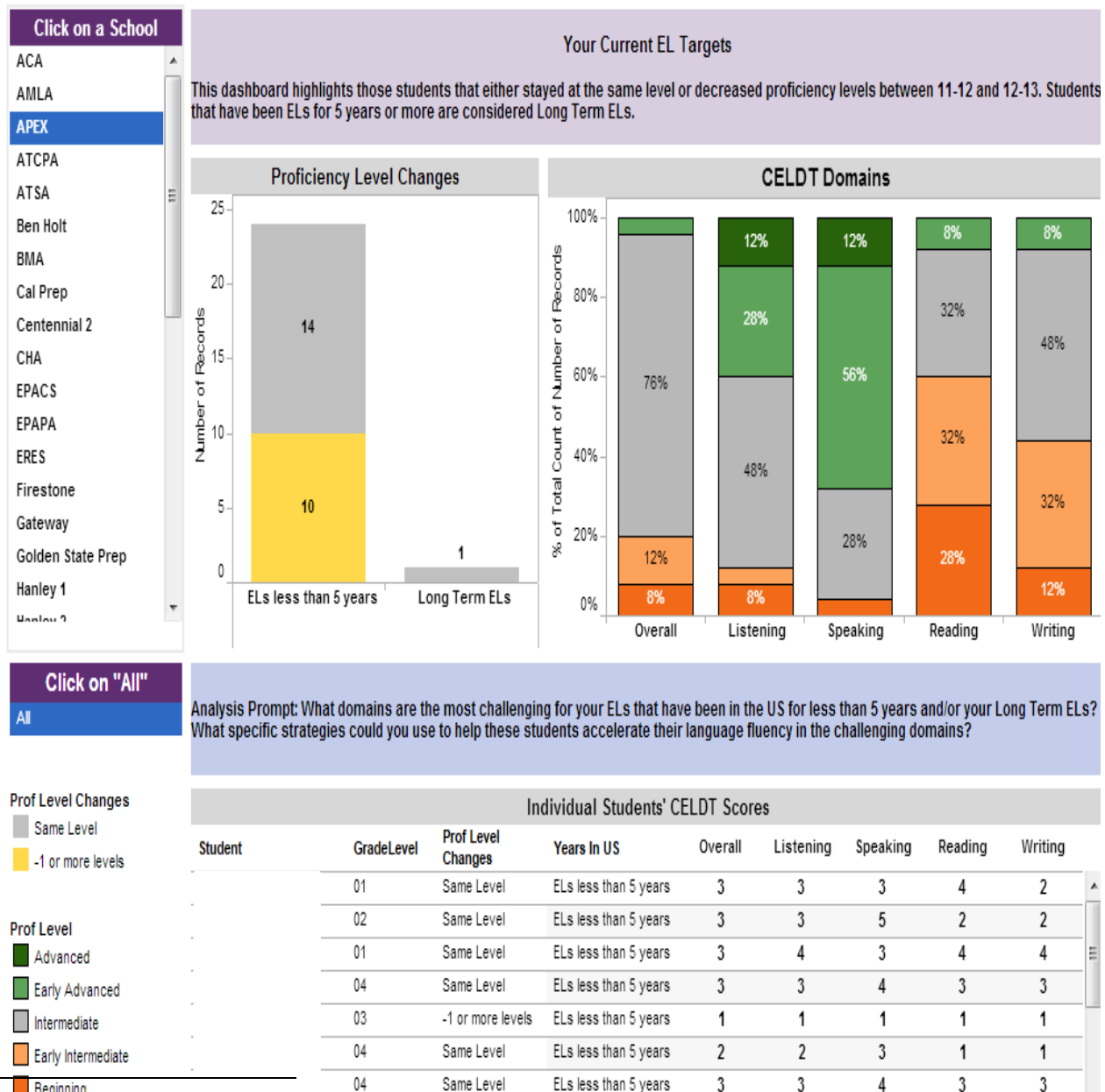
CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") or the current California language assessment and

tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Aspire 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.

As soon as the CELDT data is received from the state, it will be imported into Aspire’s Data Portal. The sample report below will guide the placement and instruction of all English Learners, as well as inform professional development for all staff.



¹ The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT 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.

Parental Notification of Initial Assessment Results and Program Placement

All Parents of EL students who are administered the annual CELDT must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

Parent Confirmation of Program Placement

After parents have been informed of the initial CELDT results, the Initial Parent Notification of Language Test Results is to be returned to the school with the parent's signature. By signing the letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter. The signed letter will be filed in the student's cumulative record.

Annual Language Classification/Status

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

WHAT SERVICES WILL BE OFFERED FOR STUDENTS WHO ARE ENGLISH LEARNERS HOW, WHERE AND BY WHOM THE SERVICES WILL BE PROVIDED

STUDENT ACHIEVEMENT GOALS

1. Academic Achievement – English Learners will show evidence of academic achievement at the same rate or higher as measured by the Developmental Reading Assessment, Aspire internal writing assessment, Aspire internal math assessments and the California Common Core State

Standards Assessment (SBAC). Each school's individual charter provides specific growth targets.

2. Reclassifying English learners - All English Learners who meet established criteria will be reclassified. There will be established follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The goals for this are determined by the AMAOs as determined by the state.

Support for English Learners varies as much as the individual student. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but child also brings some unique strength to meet those needs. The School provides comprehensive support for English Learners through professional development and data to support teachers on these differentiated needs. The school will align all English Language Development instruction with the 2012 state adopted standards. By having a common understanding of students' needs and the goals for all students, the school can provide a needed consistent program no matter the adult working with a child

The tenets of the program include these guiding principles²

- The priority for instruction is language learning and exploration.
- Using our Rtl program, students will be grouped by proficiency level, as determined by multiple sources such as CELDT results, Developmental Reading Assessment, Aspire Writing Assessment and oral language samples.
- Language tasks should be relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

PLACEMENT AND INSTRUCTIONAL DESIGN

Placement decisions are guided by student assessments and the California Education Code.

California Education Code Section 305 requires that, except by parental waiver, all children be placed in English language classrooms. ELs are to be educated through sheltered English immersion during a temporary transition period not normally to exceed one year. Once ELs have acquired a good working knowledge of English, they shall be transferred to English language mainstream classes.

Aspire schools makes available an English Learner program²Mainstream English Instruction.

The description is as follows:

English Language Mainstream (ELM): Students who score at reasonable fluency in English are placed in an ELM program. They are taught ELD lessons and other core subjects by authorized teachers using state-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

The California English Language Development Standards focus on two different aspects of supporting English Learners. The first part, Interacting in Meaningful Ways, is best reached through student's

² Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

participation in their content classrooms, Integrated English Language Development. Through successful use of EL instructional strategies, English learners and practice the language through collaboration, interpretation and production of the English Language.

English Learners also need support in how English works. This instruction will take place through daily lessons in the English Language Development. The purpose of this instruction, Designated English Language Development, is to develop English language proficiency as rapidly and effectively as possible. Teachers will use the California English Language Development Standards (2012), as well as the English Language Development curriculum to guide them in planning their lessons.

Additionally, our youngest students who will simultaneously be learning English while learning to read and write will have extensive oral language experiences to assist in development of both skills.

DESIGNATED ENGLISH DEVELOPMENT

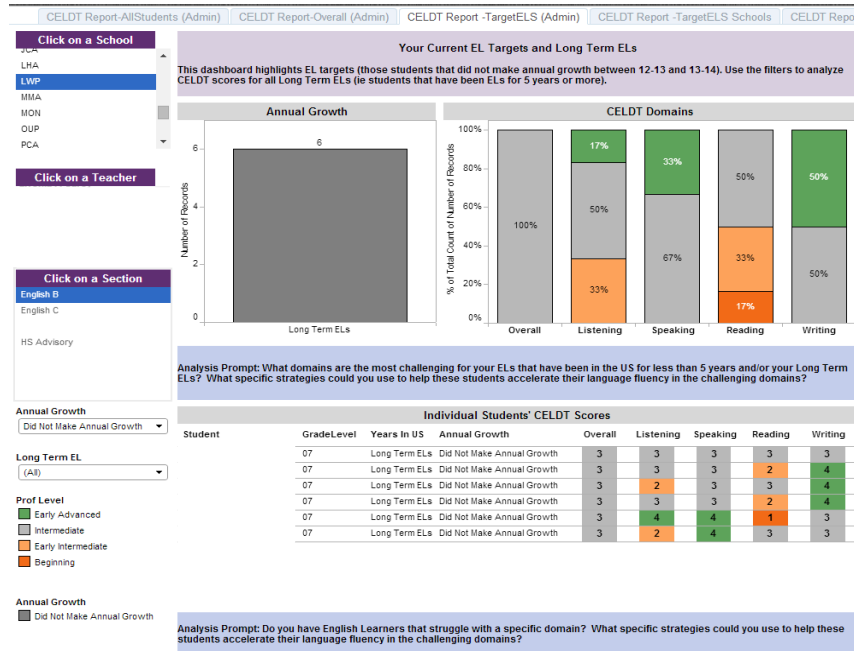
English Learners also need support in how English works. This instruction will take place through daily lessons in the English Language Development. The purpose of this instruction is to develop English language proficiency as rapidly and effectively as possible.

K-6 Self-contained classroom teachers will use the California English Language Development Standards (2012), as well as the Imagine It! English Language Development curriculum to guide them in planning their ELD lessons. This curriculum will be updated when the Department of Education releases a list of recommended ELD instructional materials. Additionally, our youngest students who will simultaneously be learning English while learning to read and write will have extensive oral language experiences to assist in development of both skills. Teachers will use the Student Oral Language Observation Matrix to measure progress and plan lessons to move students in their development. Once more assessments aligned with the 2012 standards are available, this is assessment tool may change.

7-12 Students requiring English Language Development in grades 7th through 12th grade will receive it during a designated class, Academic Literacy. Students will receive instruction on the English Language Development standards. Embedded assessments and curriculum will be based on READ 180's LBook series which focuses on English Language Development. Student data from this program will be used to determine effectiveness and growth of students.

Long Term English Learners

Long term English learners require more intensive services as they function well socially in English. In order to meet the needs of these learners, Aspire has created dashboards to make identification of long term English learners easier for teachers. A screen shot from our data portal is below.



Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on study skills during Advisory

Parental Exception Waivers

Per EC Section 310, the requirement to place an EL in an English Language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. The forms are available at the school office and must be submitted to the school office. At any time during the school year, a parent may request placement into an English language main stream classroom.

The school will grant the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason will be documented and provided to the parent in writing. Parents may appeal the school's decision by contacting the Chief Academic Officer at Aspire Public Schools in writing.

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

Aspire will provide EL students full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) to provide full access will 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
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

The Common Core State Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. Aspire will use integrated the English Language Development in tandem with the Common Core State Standards and Next Generation Science Standards. Overall, the School will use these research-based instructional strategies to support English learners in the content areas:

Common Core English Language Arts

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts³ and the English Language Development Standards. The School will provide instruction in units of study

³ Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdes;
Mathematics, the Common Core, and Language: Judit Moschkovich;
Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch Amanda Kibler, and Susan Pimentel (the articles can be found here: <http://ell.stanford.edu/papers/practice>)

to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration. Finally, the School will leverage technology by providing differentiated on-line books.

Common Core Mathematics

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. *Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.* (p.80, Chapter 2, California Draft ELA/ELD Framework).

This meaning making will take place during Number Talks and Student Led Solutions. The Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

Next Generation Science Standards

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

Social Studies

Although the California Social Science Standards have not been changed, the School will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

NEWCOMERS

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies five important elements for their success⁴. The way our schools address those elements is listed below.

1. Systematic support and placement of students - All students who enter a school spend their initial day or half day being administered an extensive battery of assessments of language, the CELDT or other appropriate verbal language assessments and content knowledge, Aspire's internal assessments in English and in their native when possible and appropriate. Based on

⁴ *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

the newcomers' results, students are given a combination of a personalized plan, designated supplemental English Language Development and mainstream classes.

2. Heterogeneous Grouping - Because our schools are small, new comers will be mixed in with other students at varying levels of language acquisition. They will be supported by classroom teachers and supplemental staff if appropriate, but the learning of English from peers will be a core part of their program for part of their day.
3. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school program can include support for English Language Development for all new comers.
4. Coordinated Efforts: Newcomer Programs, Programs for Advanced ELs, and Mainstream Classes. This coordination and ongoing support is done by the student's advisor, classroom teacher in elementary grades or the academic counselor. The small school allows this coordination to happen automatically as no student slips between the cracks in a small school.
5. Targeted Resources for Language and Literacy Development - Newcomers receiving supplemental English Language Development and other supports via their Personalized Learning Plan will use the Language Central Literacy ELD. This curriculum includes specific programs for newcomers. Teachers providing the support will receive the appropriate professional development through Pearson.

Redesignation Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- 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.
- 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 will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

After receiving the CELDT results each year, the Home Office will send a list of possible students for redesignation based on these criteria. Parents will be notified and given the option review and express an opinion on redesignation.

A parent, student or school may request that the School review a student for redesignation before the criteria is met. A team of the principal, a teacher and the parent will review the request. This can

only be done if a student scores intermediate or higher on the CELDT and can prove mastery of the Common Core Standards at “basic” level or above.

After a student has been redesignated to R-FEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of R-FEP students. If students do not move ahead in their academic progress as measured by internal and external measures, they will receive additional intervention services from the Intervention Teacher.

Reclassifying English Learners with Disabilities

The reclassification criteria apply to EL students with Disabilities being reconsidered for reclassification; however, a CMA-ELA score (or the current modified state accepted assessment) of Basic or higher may substitute for the SBAC –ELA if the student takes that assessment. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

Specialized Services for English Learners with Disabilities

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. ELs with disabilities will receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instructional time and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student’s individual needs and monitor the student’s progress in ELD.

In order to determine whether a student is making adequate progress in ELD, the IEP team will assessments used by the classroom teacher and others appropriate for the student’s disability. If the student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will review each of the four language domains, and determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making

adequate progress in ELD, the IEP team will use appropriate assessments as noted in the IEP, as well as classroom assessments and the student's progress toward meeting their IEP language development goals.

HOW THE PROGRAM FOR STUDENTS WHO ARE ENGLISH LEARNERS WILL BE EVALUATED EACH YEAR AND HOW THE RESULTS OF THIS EVALUATION WILL BE USED TO IMPROVE THOSE SERVICES

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 or Smarter Balance Assessment Consortium may also be reviewed with the Advisory School Council which would then have input into the plan for supporting English Learners. Services for English Learners will be revised based on internal and external student achievement measures.

Ongoing Assessment of EL Students

English Learners will have the same thorough ongoing assessment as all of our non- English Learners. This is primarily done through our Response to Intervention (RtI) team and our Cycles of Inquiry. Additionally, ELs will be monitored on their mastery of the English Language Development Standards. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress. The analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

College Readiness Measures for English Learners

College readiness at Aspire is measured by several different metrics:

- Completion of 15 credits at a community college
- Scoring *college ready* on the EAP
- Scoring *college ready* on the ACT or SAT

Although Advanced Placement classes are sometimes offered at the school, Aspire's secondary schools are all Early College High Schools. Emphasis is placed on students accruing real college credits rather than hoping they will be granted through an AP test. All English Learners receive support to take these courses. High school teachers have pre-designated time to support ELs struggling with this requirement. Since college classes do not meet every day, Monday through Friday, the days when college classes are not held are designated for specialized support. A teacher would be available to support the student on unfamiliar vocabulary, writing instruction or whatever content the English Learner was not able to manage. Data for scoring college ready by every metric is disaggregated by subgroups including English Learners annually to identify any patterns or needs before the master schedule is created at our secondary schools.

Monitoring and Evaluation of Program Effectiveness

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

- Adhere 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.

Monitoring of Professional Development and Implementation of English Language Development strategies

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
3. Each school has devoted time on Fridays for professional development. At least two of these are devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.

The implementation of these strategies is done through formal and informal lesson plan reviews and instructional observations. Teachers receive at least two informal and one formal observation based on the Aspire Instructional Rubric. This rubric specifically identifies the needs of subgroups such as English Learners be specifically addressed in lesson planning in indicators:

- 1.2A Designing and sequencing of learning opportunities
- 1.2B Creating cognitively engaging learning experiences for students
- 1.3A Lesson design guided by data
- 1.4 A Knowledge of subject matter to identify pre-requisite knowledge skills

Observations in the classroom require differentiation specifically listed in:

- 3.2A Executes lesson cycle
- 3.4A checking for understanding and adjusting instruction

Scores on these indicators inform a principal, Area Superintendent and teacher on their success in meeting the needs of English Learners and the strategies taught during professional development.

Appendix VII:
Aspire's 504 Procedures

Part I: Quick and Basic 504 Process Procedures

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

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

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

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

504 Accommodation Plan Process Steps (done at least annually)

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

Discipline Steps for Students with 504s

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

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

Section 504 Process and Procedure Guide: Introduction

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

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

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

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

Part I: Basic 504 Process Procedures

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

Part II: Detailed 504 Process Procedures

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

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

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

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

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

Part I: Quick and Basic 504 Process Procedures

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

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- 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)
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- 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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- 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

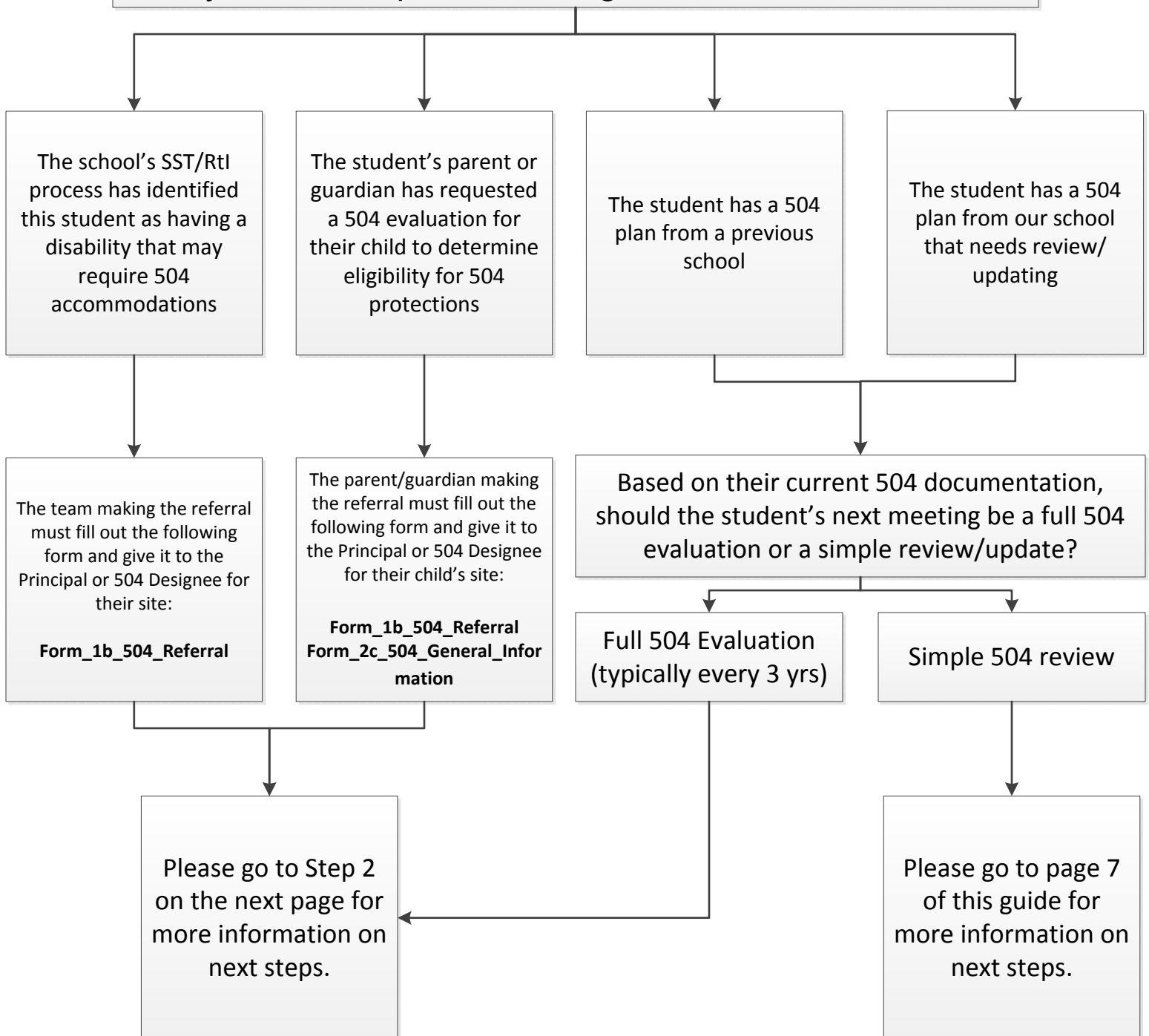
Need more information on any of these steps? Check out the other process and procedure guides!

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

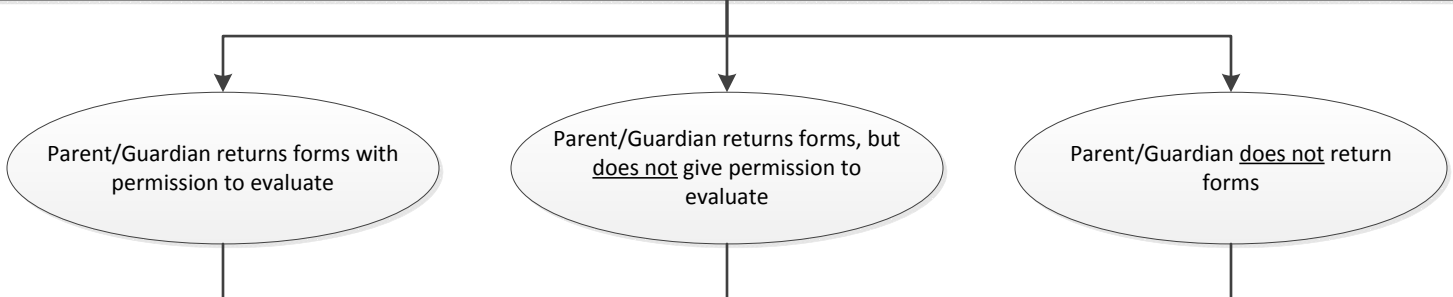
Once the 504 designee receives the referral for new 504s/notice of an existing 504 evaluation, he/she must determine what types of evaluative materials are needed for the 504 team to effectively determine eligibility.

- 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



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.

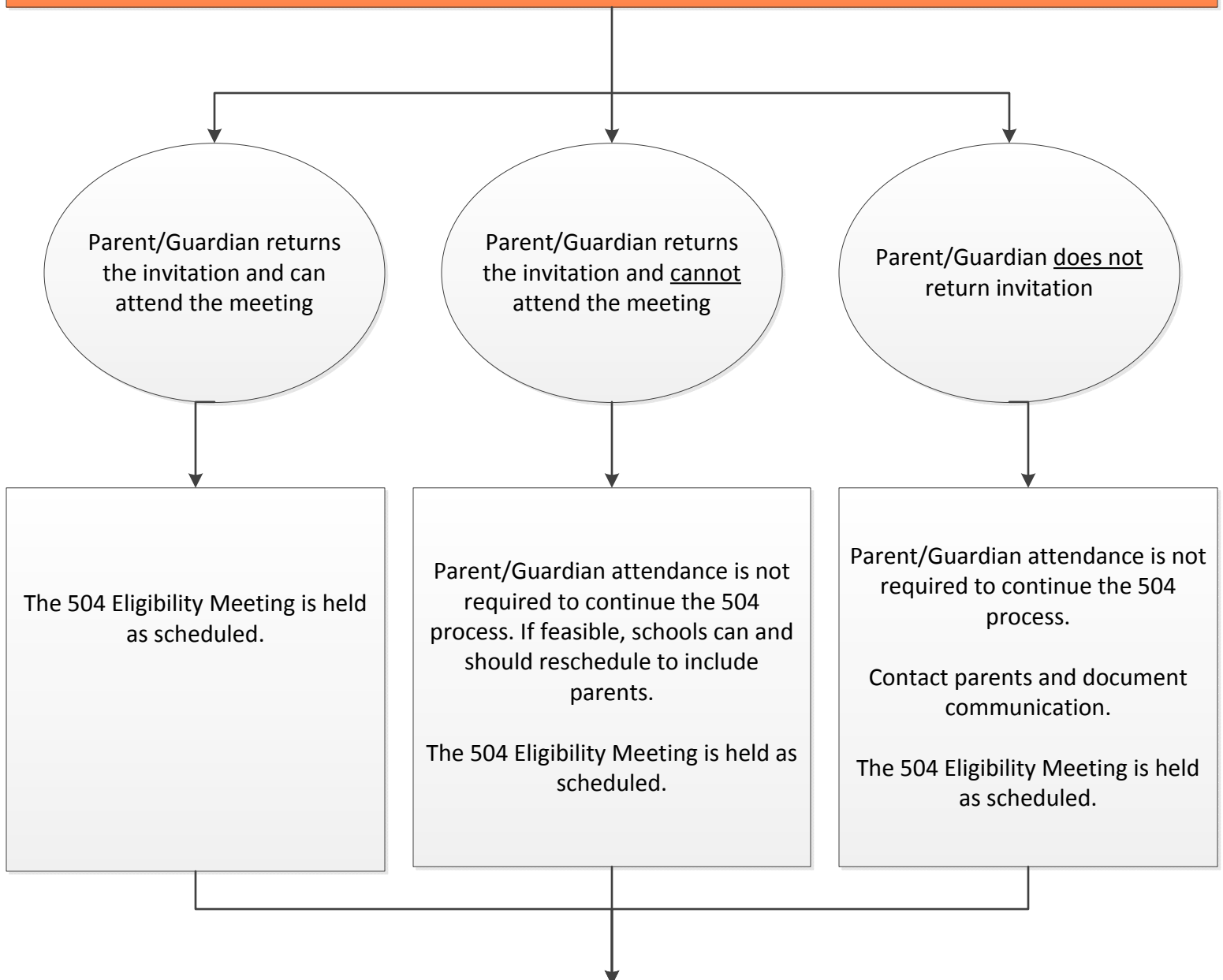
Continue to page 3 for next steps.

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

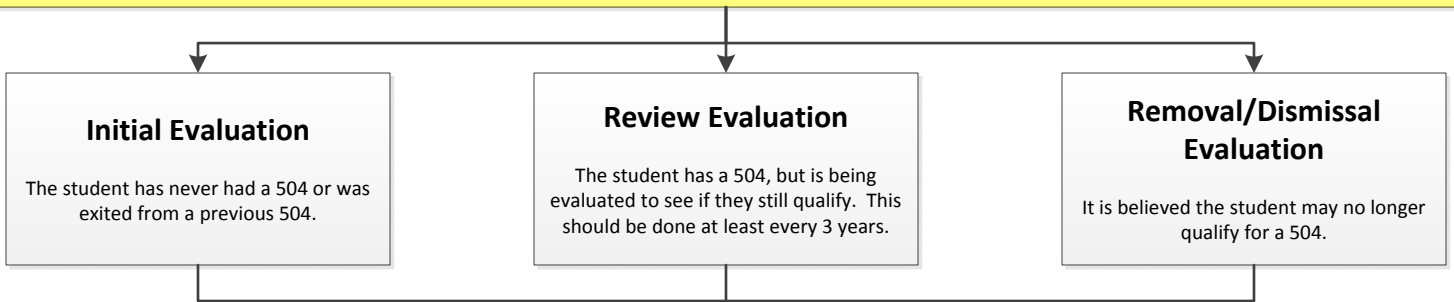
If you have questions about the basics of 504 eligibility, please contact the Director of Student Services! You are not alone 😊

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



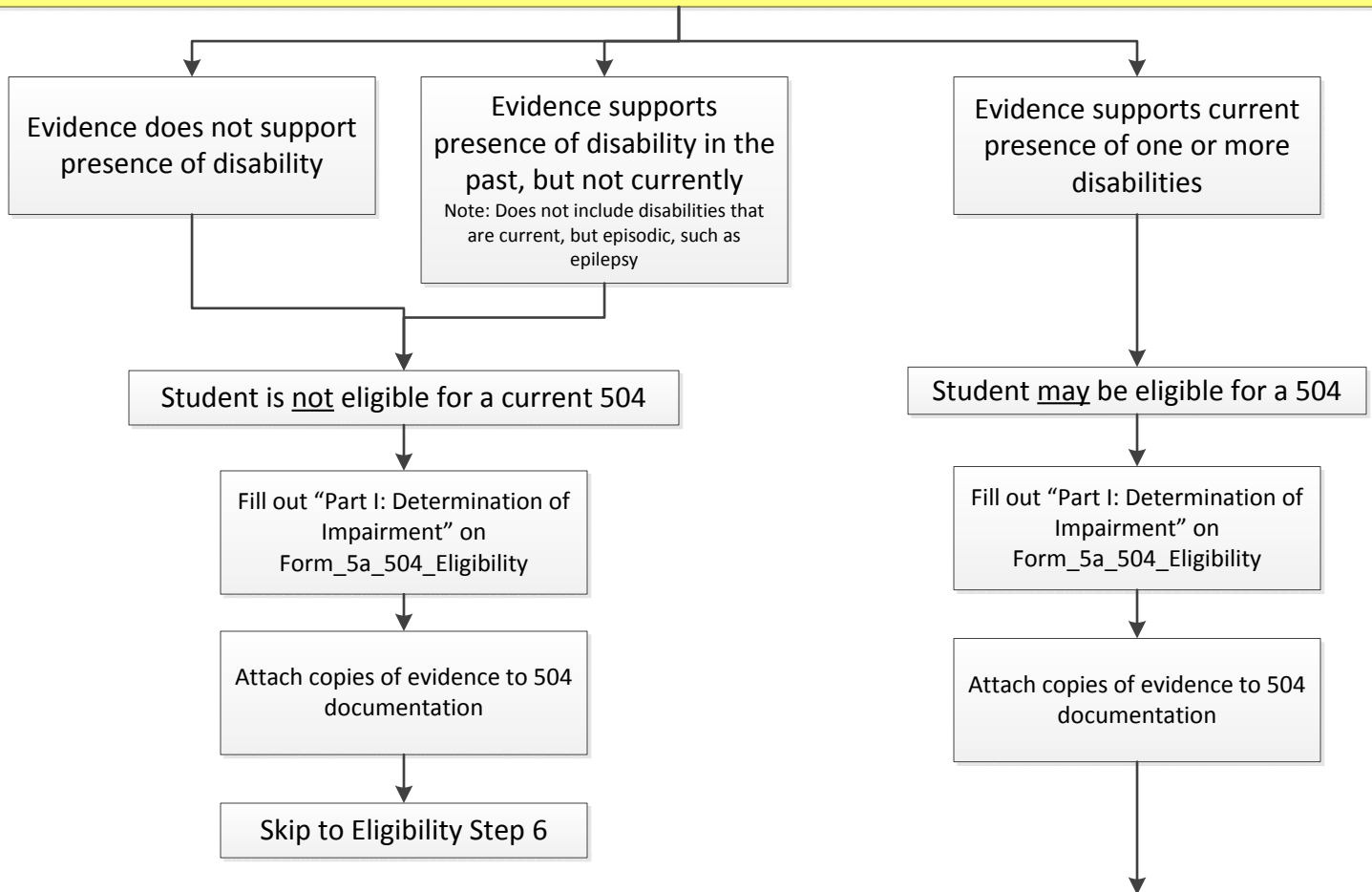
Step 3: Due Process Rights

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

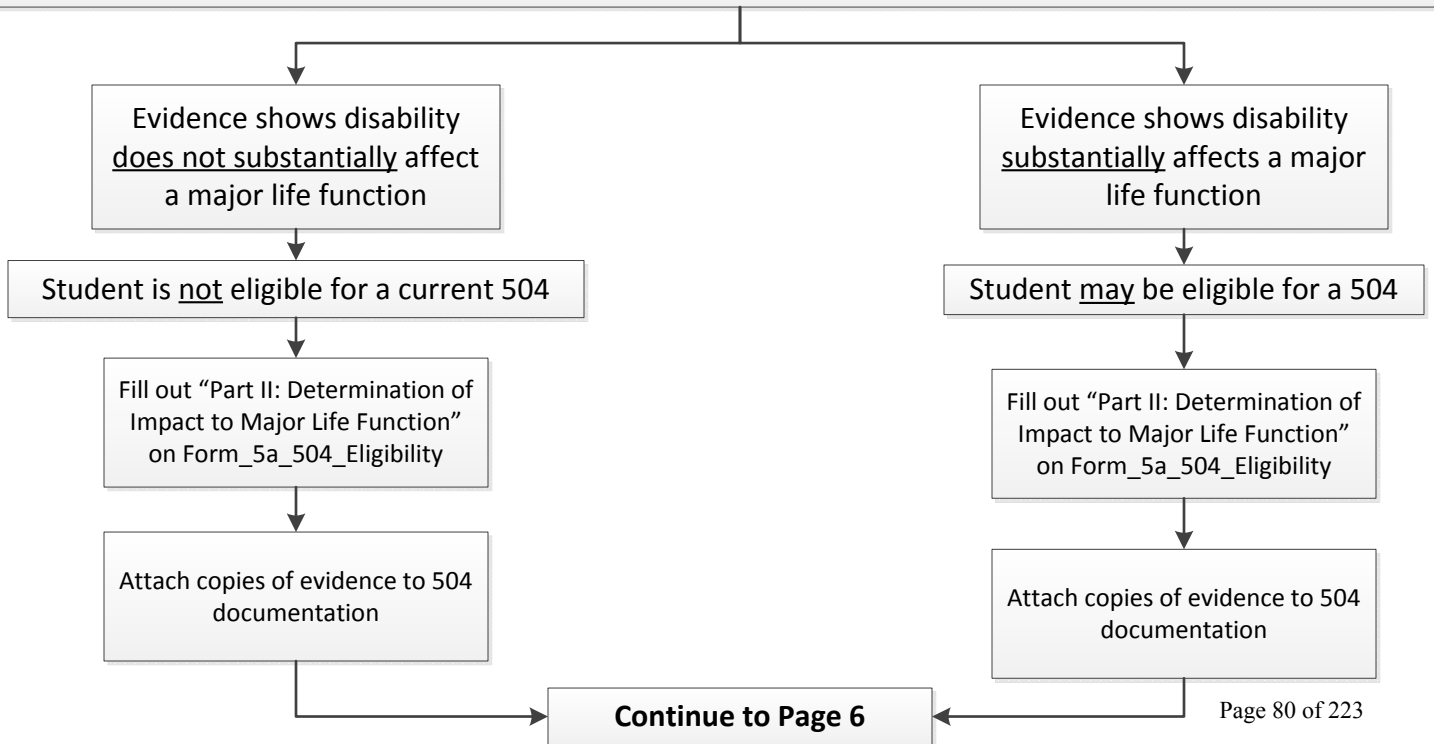
Step 4: Review the Evidence of Disability



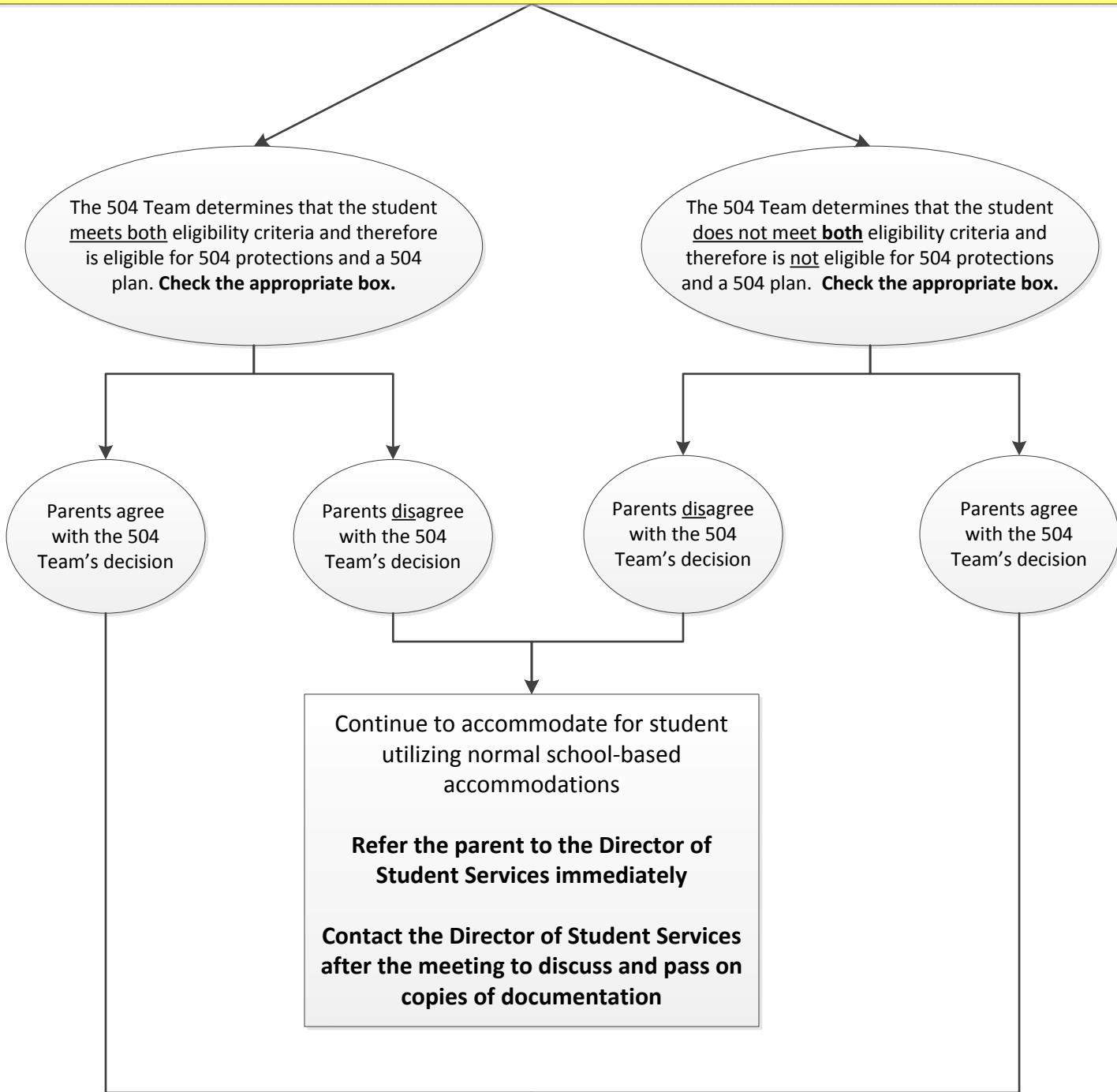
Step 5: Review Evidence of Impact of Disability on a Major Life Function

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



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:

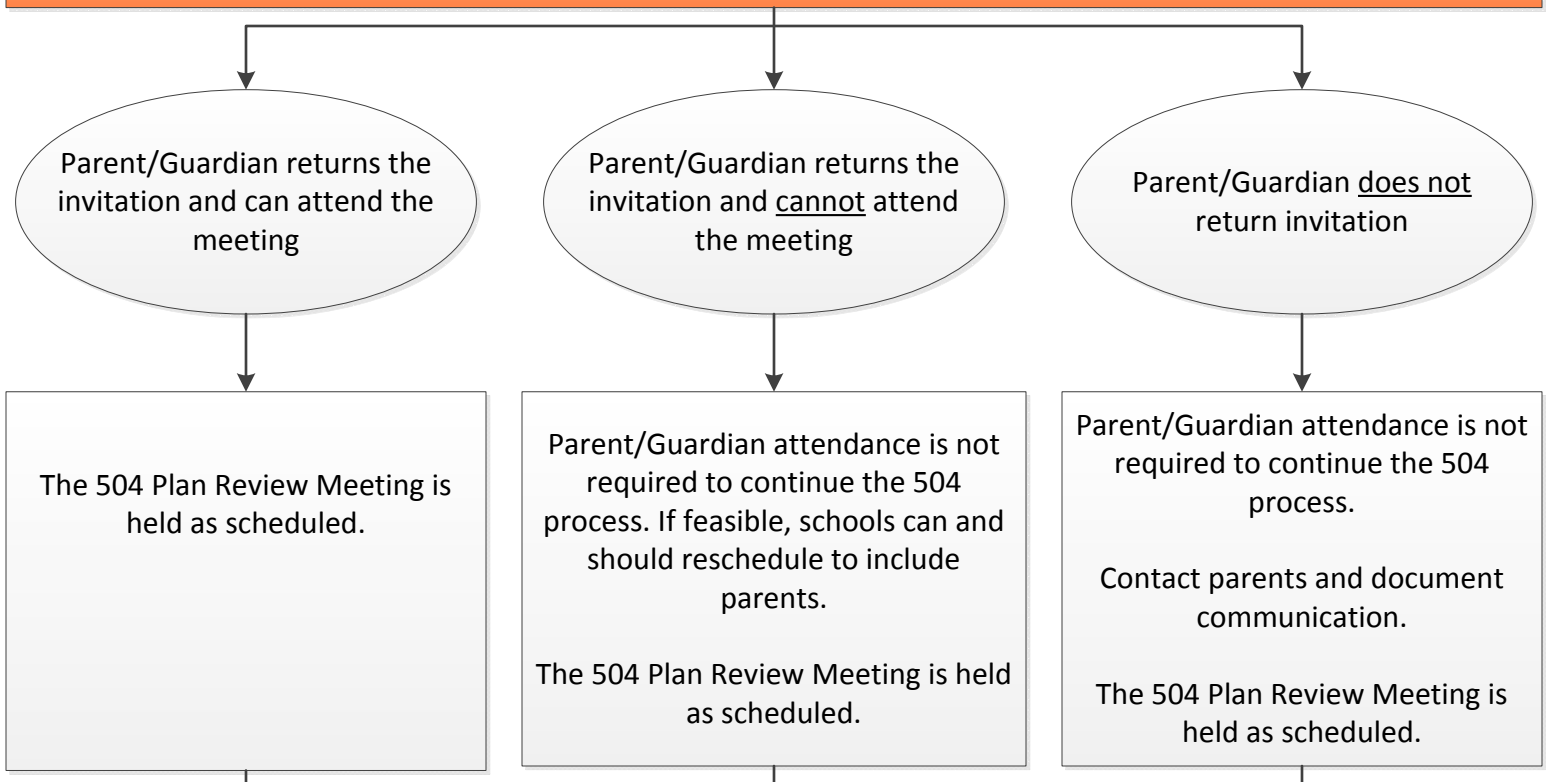
Form_4_504_Parent_Invite

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 ☺

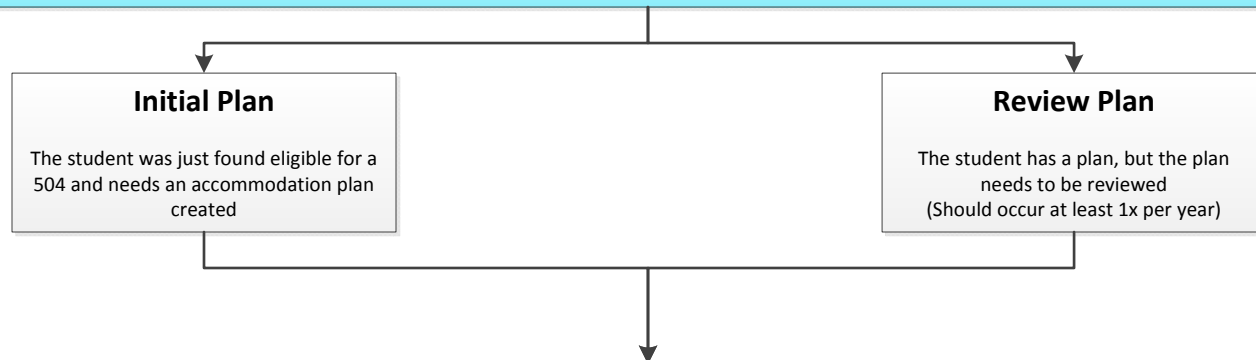
For all 504 Accommodation Plans, the following form should be used:

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

September 15, 2008

Don Shalvey, Ed.D., CEO
ASPIRE Public Schools
1001 – 22nd Avenue, Suite 100
Oakland, CA 94606

Dear Dr. Shalvey:

Thank you for your request for three additional ASPIRE Public School sites to become members of the El Dorado County SELPA Charter Consortium

The designated committee reviewed the information you submitted and, based on this information and our contacts with your current SELPA, we have admitted the following schools to the El Dorado County Charter SELPA effective September 4, 2008.

Millsmont Secondary Academy – 8030 Atherton Street, Oakland, CA

Berkley Maynard Academy – 6200 San Pablo Avenue, Oakland, CA

California College Preparatory Academy – 2125 Jefferson Ave., Berkeley, CA

Please feel free to contact me at (530) 295-2228 if you have any questions. Thank you again for your continued interest and we look forward to maintaining a successful working relationship with you and your charter schools.

Sincerely,

Emi Johnson
SELPA Director
El Dorado County Charter SELPA

EJ/kh

cc: Vicki L. Barber, Ed.D., County Superintendent, EDCOE
Francie Heim, Deputy Superintendent, EDCOE
Lisa Donaldson, Accountant, EDCOE

Appendix IX:
Board of Directors Biographies

Aspire Public Schools Board of Directors Biographies

Warren Felson, Private Investor

Warren Felson has been managing family investments since 2000. He lived in London from 1986 to 2009 where he was President of the commodity trading firm Gerald Metals, S.A., Managing Director of Drexel Burnham Lambert Ltd and ran a quantitative equity hedge fund. Prior to moving to London he was President of Metal Traders Inc. in New York. Mr. Felson was Chairman of the Governors and Financial Governor of Chelsea Community Hospital School, London, where he was also a volunteer teacher from 2003-2008. He has a Bachelor of Metallurgical Engineering from McGill University, Montreal, and an MBA with Distinction from Harvard Business School.

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.

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.

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.

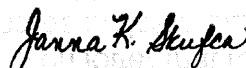
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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 *Amended*
Secretary of State
State of California

JUN 24 2013

ice

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.



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: _____ *Jm*

Debra Bowen
DEBRA BOWEN, Secretary of State
Page 97 of 223

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.



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

MR. JAY STACK



Born in Princeton, New Jersey, Mr. Stack attended school on the East Coast in Philadelphia. He graduated from Neshaminy High School and attended Penn State University where he first majored in Computer Engineering. During his time at school, he began working with students at local schools and switched majors to Elementary Education.

Mr. Stack began his professional educational career working as the Playworks Site Coordinator at Berkley Maynard Academy in 2005 (the school's second year). He provided a physical education and recess program as well as coached a girls' basketball, coed volleyball, and a coed soccer team.

Mr. Stack moved into the classroom and taught third, fourth, and fifth grade at Berkley Maynard Academy. He also ran the Newspaper Club & Little Kids Rock Club in which he taught students how to play guitar. During the 2012-2013 and the 2013-2014 school year, Mr. Stack was a mentor teacher in the Aspire Residency program for two residents who are now educators at Berkley Maynard Academy.

Entering his 9th year at Berkley Maynard Academy, Mr. Stack has transitioned into school leadership and is currently the principal at Berkley Maynard through the support of the parents, staff, and administrative team.

Appendix XV:
Aspire Instructional Rubric

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 lesson 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
	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
	C) Planned Self-Monitoring
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 Lesson	A) Lesson Structure
	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
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

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) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) is missing either a specific level of cognition or content. OR Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) includes both a specific level of cognition and content. AND Learning objective(s) is aligned to and progresses toward mastery of content standards.	<i>All of level 3 and...</i> Teacher creates secondary learning objective(s) that aligns to differentiated learning activities to meet the identified needs of individuals or subgroups of students.
	B) Measurability of learning objectives through lesson assessments	Lesson assessment does not measure the independent mastery of the learning objective(s).	Lesson assessment measures the independent mastery of the learning objective(s). AND Lesson assessment includes general criteria (quantitative or qualitative) for measuring success.	Lesson assessment measures the independent mastery of the learning objective(s). AND Lesson assessment includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Lesson assessment(s) includes opportunity for student choice. OR Lesson assessment(s) includes opportunity for differentiated outputs. OR Lesson assessment measures mastery of learning objective(s) through 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 either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate 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 and timed to enable all students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	<i>All of level 3 and...</i> The timing or sequence of the learning experiences is differentiated for individual students or subgroups of students. OR The design of the learning experiences offers students choice in time or sequence of learning experiences.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson. OR The instructional plans do not include appropriate support so that all students can access the content of the lesson.	The teacher designs each learning experience with appropriate support, but inconsistently plans cognitively engaging learning experiences throughout the lesson. OR Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, but inconsistently include appropriate support so that all students can access the content of the lesson.	Instructional plans include cognitively engaging learning experiences throughout the lesson. AND Teacher designs each learning experience with appropriate support so that all students can access the content of the lesson.	<i>All of level 3 and...</i> Teacher designs differentiated learning experiences for individual students or subgroups of students. OR Teacher structures lesson to offer students choice of learning experiences to enhance cognitive engagement. .

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 cite data. OR Data is used to inform neither content nor instructional strategies.	The teacher cites multiple sources of data, but they are not relevant to the objective. OR The teacher cites multiple sources of data, but none of the sources are current and specific. OR Data is used to inform only content <i>or</i> instructional strategies.	The teacher cites multiple sources of data relevant to the objective including sources that are current and specific. AND Data informs the content and instructional strategies to scaffold for individual students or subgroups of students.	<i>All of Level 3 and...</i> The teacher plans differentiated learning experiences to meet the needs of individual students or subgroups of students based on cited data. OR The teacher plans for students to use their own data to inform choice of learning experience.
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	The teacher does not accurately identify the prerequisite knowledge necessary to access the lesson.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson, but does not include a strategy to activate prerequisite knowledge. OR The teacher accurately identifies the prerequisite knowledge or skills necessary to access the lesson, but does not include an opportunity to address potential gaps.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson. AND The teacher includes an opportunity to activate prerequisite knowledge necessary to access the lesson. AND The teacher includes a strategy to address potential gaps in prerequisite knowledge or skills necessary to access the lesson.	<i>All of level 3 and...</i> The teacher designs differentiated learning experiences to address potential gaps for individual students or subgroups of students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student content misconception(s).	The teacher anticipates common student content misconception(s) but does not include a strategy for addressing each misconception.	The teacher anticipates common student content misconception(s) that would inhibit the students' ability to master the learning objective(s) and includes a strategy for addressing each misconception.	<i>All of level 3 and...</i> The teacher includes strategies that ensure students recognize and correct these misconceptions. OR The teacher includes multiple strategies for correcting the same misconceptions.

Standard	Indicators	Level I	Level II	Level III	Level IV
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	Checks for understanding are not aligned to the learning objective(s). OR Checks for understanding are not planned.	Checks for understanding are inconsistently aligned to the learning objective(s). OR Checks for understanding do not yield actionable data. OR Checks for understanding are planned for a single component of the lesson cycle.	Different types of checks for understanding are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Checks for understanding are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> Checks for understanding are differentiated to yield actionable data about individual students or subgroups of students. OR Teacher offers students choice of checks for understanding to enhance progress toward or beyond the learning objective(s).
	B) Planned response to formative assessment data	The teacher has not planned to adjust instruction based on the data from checks for understanding.	The teacher inconsistently plans to adjust instruction based on the data from checks for understanding.	The teacher plans to adjust instruction based on the data from each check for understanding.	<i>All of level 3 and...</i> The teacher articulates how students will be involved in establishing next steps.
	C)Planned Self-Monitoring	The teacher does not plan student self-monitoring. OR The teacher plans self-monitoring that does not assess academic skills or knowledge related to the learning objective(s).	The teacher plans self-monitoring to enable students to assess their academic skills or knowledge related to the learning objective(s), but self-monitoring exercises lack specific criteria.	The teacher plans self-monitoring exercises with specific criteria to enable students to assess their academic skills or knowledge related to the learning objective(s).	<i>All of level 3 and ...</i> The teacher plans differentiated self-monitoring to meet the needs of individual students or subgroups of students. OR The teacher for students to specifically identify further steps in learning.

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.

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.

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 learning objective(s) is not communicated. OR The learning objective(s) is unclear.	The learning objective(s) is communicated but not referred to throughout the lesson. OR Students cannot articulate the learning objective(s).	The learning objective(s) is communicated and referred to throughout the lesson. AND Students are able to articulate the learning objective(s).	<i>All of level 3 and...</i> 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 or future learning. OR The teacher makes connections to prior and future learning but the connections are vague or are primarily based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and 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 and future learning to further student understanding of the content material.
	C. Criteria for success	The teacher does not communicate criteria for successfully demonstrating attainment of the learning objective(s). OR Students are unable to articulate criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates general criteria for successfully demonstrating attainment of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s), but students are only able to articulate general criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s). AND Students are able to articulate specific criteria for successfully demonstrating attainment of the learning objective(s).	<i>All of level 3 and...</i> The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Lesson	A. Lesson Structure	The teacher facilitates a lesson that is inappropriately sequenced and timed. AND The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates a lesson that is inappropriately sequenced or timed. OR The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> Teacher facilitates differentiated timing or sequencing of lesson for individual students or subgroups of students. OR Teacher offers student choice of timing or sequencing of the lesson.

<p>B. Cognitive Level of Student Learning Experiences</p>	<p>Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).</p>	<p>Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).</p>	<p>Learning experiences throughout the lesson are cognitively engaging for all students. AND Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).</p>	<p><i>All of level 3 and...</i> Learning experiences are differentiated for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.</p>
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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 inappropriately.	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 appropriately.	<i>All of Level 3 and...</i> 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.	In the whole class and small group discussions that occur, the teacher inconsistently requires students to use academic vocabulary, discuss academic ideas, and justify their reasoning. OR Academic discourse is limited to a small number of students.	In the whole class and small group discussions that occur, the teacher facilitates conversations that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group conversations 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). OR Teacher does not actively facilitate or monitor student participation during group structures.	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Teacher facilitation inconsistently supports active student participation throughout all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Teacher facilitation supports active student participation throughout all group structures.	<i>All of level 3 and...</i> 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(s).
	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.	<i>All of level 3 and...</i> Resources and instructional materials facilitate differentiation or choice of learning experiences for individual students or subgroups of students.

Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitoring student learning during instruction	A. Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objective(s) during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding. OR The teacher adjusts instruction ineffectively or inconsistently.	The teacher checks for understanding using different techniques throughout the lesson to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.	<i>All of level 3 and...</i> The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).
	B. Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson. OR Feedback inconsistently advances students toward mastery of the learning objective(s).	The teacher provides feedback throughout the lesson that is specific and timely. AND Feedback consistently advances students toward mastery of the learning objective(s).	<i>All of level 3 and...</i> Students provide specific academic feedback to one another.
	C. Self-monitoring	The teacher does not facilitate student self-monitoring. OR The teacher facilitates self-monitoring that does not assess academic skills or knowledge related to the learning objective(s).	The teacher facilitates self-monitoring to enable students to assess their academic skills or knowledge related to the learning objective(s), but self-monitoring exercises lack specific criteria	The teacher facilitates self-monitoring with specific criteria to enable students to assess their academic skills or knowledge related to the learning objective(s).	<i>All of level 3 and...</i> The teacher facilitates differentiated self-monitoring to meet the needs of individual students or subgroups of students. OR Students specifically identify further steps in learning and explain how these steps develop the academic skills or knowledge related to the learning objective(s).

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which the lesson or its elements, was effective.	The teacher has an accurate impression of the lesson's effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	<i>All of level 3 and...</i> The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional needs of subgroups or individuals.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson. AND The teacher explains how their specific instructional practices can be improved.	<i>All of level 3 and...</i> The teacher explains future plans for differentiated instruction based on results of this lesson.
	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.
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 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.
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Standard	Indicators	Level I	Level II	Level III	Level IV
<p>4.3</p> <p>Uphold and exhibit the CMO norms and expectations</p>	<p>A) Ethics and professionalism</p>	<p>The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.</p>	<p>The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.</p>	<p>The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.</p>	<p>The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.</p>
	<p>B) Norms described by school/CMO handbooks</p>	<p>The teacher inconsistently complies with school and CMO policies and timelines.</p>	<p>The teacher complies with school and CMO policies and timelines, doing just enough to “get by.”</p>	<p>The teacher fully supports and complies with school and CMO policies and timelines.</p>	<p>The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.</p>

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 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.
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 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.

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

Appendix XVI:
Sample School Safety Plan

Earthquake:

1. Quickly and calmly get all scholars under desks or tables that are away from windows.
2. Everyone (including you) should hold onto the leg of their desk or chair and cover their head with the other arm until further instructions.
3. Do not leave your classroom to find scholars who are in the hallway or bathroom. The office will do whatever it can to get children to a safe place.
4. If prompted, initiate a fire evacuation after an earthquake. The building may be the best place for us to be; however, if there is structural damage, we may have to evacuate.

Emergency exits:

Abdul-Wajid, Lamontagne

Exit Herzog Street door, and continue right to Rec. Center Field

McCall, Errickson, Thomas, Kozlov, Stack

Exit alleyway door, and continue left to Rec. Center Field.

Hanaoka/Smith, Perlite, Schneider, Ogier, Sweeney, Reading Partners, Perlite, Franco

Exit main door. Continue right to the main gate and around the school perimeter to Rec. Field.

Rau, Bennett

Exit 63rd St. exit door, and continue right and around school perimeter to Rec. Center Field

Alway, Rosenfeld

Exit Herzog gate, and continue right to Rec. Center Field

Rose, Swail

Exit main gate or pedestrian walk, and walk through gate to the Rec. Center Field

Capriccio, Costello, Dominguez, Kelly-Hankin, McLaughlin

Walk down stairs near science room, and exit 63rd St. door. Continue right and around the school perimeter to the Rec. Center Field.

White, Barratt, Kelly, Lastimosa, Saberton

Walk down stairs near Lastimosa's room. Reverse direction and walk out the door immediately to the right onto the front playground. Walk across the playground and out the main gate or pedestrian fence to the Rec. Center field.

Hughes, Phillips, Alexander, Lloyd, Metoyer

Walk left out of classroom and out the staircase by Lloyd's room. Walk out the exit door by Kozlov's room. Exit through the gate to the alleyway and continue to the Rec. Center field.

Qian, Saddlemire, Chappell, Baird

Walk down stairs by Austin's room. Exit out Herzog exit. Turn right and walk to the Rec Field.

Franco, Bennett, Rosenfeld, Carl: Check all bathrooms before exiting through assigned door.

Lunch/cafeteria duty:

- Report to the cafeteria **before** your designated lunch cafeteria duty. Check in with Claudia to see if she needs support with food distribution. Then, moving around the cafeteria continuously, monitor scholars in seats and reinforce the cafeteria expectations. Celebrate correct cafeteria behavior using the lunch incentive system. Help scholars stay in their seats by passing out condiments and helping throw away small pieces of trash. At the end of lunch, assist teachers in checking the floors and tables during clean up.

After-school duty (administrators and non-teaching staff only)

- Report to the front of the school **before** school ends and monitor scholars until 3:30 pm. At 3:30, all scholars who are not in the After School Program should be off campus. Be aware of the “before and after school” expectations and consequences from the BMA Scholar/Family Handbook.

EMERGENCIES:

- We will not use code words to initiate a lockdown or shelter in place. In the event of a lockdown, we will announce, “We are in a lock-down situation”; in the event of a shelter in place, we will announce “We are in a shelter in place situation.”

Lock Down: Violent Activity has spilled onto campus; all people inside take cover
Shelter in Place: Violent Activity outside campus; all people stay inside building and proceed with learning as usual

Lockdowns and shelters 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 classroom doors (remember – they should already be locked) 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.

Lockdown:

1. Please instruct scholars to move away from doors and windows and sit on floor. Await all-school announcement that safety has been restored.

Shelter in place:

1. Please close your classroom door (ensuring that it’s locked), display your red/green sheet, and continue to teach.
2. If your class has recess or PE during a shelter in place, do not escort scholars 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 an all-school announcement.

Earthquake Procedures Snapshot

Inside the Classroom

- ✓ Upon command, drop down to knees.
- ✓ Get under/below equipment (desks, tables, chairs, etc.); back to windows.
- ✓ Grasp equipment (table legs, etc.) with both hands, hold tight
- ✓ Keep body under or below equipment.
- ✓ Wait for further instructions.

Outside of the School Buildings

- ✓ Get clear of all buildings, power lines, light poles or sources that maybe dangerous.
- ✓ Assume "drop/hold" position if possible.
- ✓ Wait for further instructions of "All Clear"

Drop/Hold to and From School

- ✓ Move away from building, trees, hazards of any kind.
- ✓ Assume "drop/hold" position if possible.

In any of these three situations, it is the teacher's responsibility to do the following:

- ✓ Give the drop, cover, and hold command.
- ✓ Check for any injured students and render first aid.
- ✓ Make a visual check of the classroom/area for any damage (structural damage like cracks in the wall, broken windows, fallen lights, or ceiling tiles and report findings to)
- ✓ If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring emergency folder and supplies.
- ✓ Check attendance in the evacuation area. Report any missing students (green/red card)
- ✓ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.
- ✓ Stay alert for aftershocks. Implement duck, cover, and hold if there is an aftershock.
- ✓ DO NOT reenter building until it is determined to be safe.
- ✓ Follow the instructions that gives.

*Temporary 8/13 Fire Drill Procedure

1. _____ will stand in the main hallway and sound the air horn once. This will indicate the start of the drop and cover drill. We will be inside at this point, so we will follow the directions for a classroom drill. Please review with students what they would do if they were outside of the school or on their way to or from school (on page 3). We will try an outside drill later in the year.

2. _____ will sound the air horn twice. This will indicate the end of the drop and cover drill. At this time, classroom teachers will line their students up and proceed along the exit route (See Exit Route Chart) to the lines at the rear of the yard. This is our designated EAA or Emergency Assembly Area. Admin and support staff will check bathrooms and hallways for students. Your first concern is to get students in your class out of the building.

*It is important to add here that, we want all students to understand that this is an important drill and that the things that they practice and review during this drill could save their lives or the lives of other in their care in the future. To that end, we request that all staff hold students to the expectation that they remain silent throughout the entirety of the drill. Any student that is seen talking, laughing or behaving in a manner that is in anyway disorderly or disruptive will receive an immediate referral and be sent to Kenya or me at the close of the drill.

5. Once at the lines or Emergency Assembly Area, all classroom teachers will take roll using the class roster (K-5 teachers should have students sit down in line). If all students are present, the classroom teacher will hold up a green card. If some students are missing, the classroom teacher will hold up the red card. A member of the staff

_____ will approach any classroom teacher holding up a red card to identify and determine the whereabouts of any missing student.

6. After the whereabouts of all missing student have been determined, Christine will signal the conclusion of the Shake-out drill. All students and teachers may return to their classrooms.

The Emergency folders containing the classroom rosters, red and green card stock and exit route charts, will be handed on out _____ Teachers, please review

all of the information contained in this email with your students
have any questions, comments, or concerns, please forward them.

*before
drill* If you

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 on 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.

Appendix XVII: Evidence of Insurance

EVIDENCE OF COVERAGE BOUND



Attn: Jennifer Rubin
 PO Box 969, Weimar, CA 95736
 (888) 901-0004 / F (530) 236-9569

POLICY TERM

EFFECTIVE DATE
 July 1, 2014 12:01 am

EXPIRATION DATE
 July 1, 2015 12:01 am

NAMED INSURED
 Aspire Public Schools
 1001 22nd Avenue, Suite 100
 Oakland, CA 94606

COVERAGE PROVIDED BY

COVERAGE PROVIDER A: CALIFORNIA CHARTER SCHOOLS JPA
 COVERAGE PROVIDER B: TRAVELERS INSURANCE COMPANY
 COVERAGE PROVIDER C: SAFETY NATIONAL CASUALTY CORPORATION
 COVERAGE PROVIDER D: SCOTTSDALE INSURANCE COMPANY
 COVERAGE PROVIDER E: LLOYDS OF LONDON
 COVERAGE PROVIDER F: ARCH INSURANCE COMPANY
 COVERAGE PROVIDER G: LEXINGTON INSURANCE
 COVERAGE PROVIDER H: INDIAN HARBOR INSURANCE COMPANY

CO Ltr	TYPE OF COVERAGE	LIMITS
A,B	PROPERTY <input checked="" type="checkbox"/> Building <input checked="" type="checkbox"/> Personal Property <input checked="" type="checkbox"/> Business Income <input checked="" type="checkbox"/> Property in Transit <input checked="" type="checkbox"/> Extra Expense <input checked="" type="checkbox"/> Ordinance or Law Valuation: <input checked="" type="checkbox"/> Replacement Cost <input type="checkbox"/> Actual cash value Deductible: \$1,000 PER OCCURRENCE	BUILDING \$ 123,613,956.30 CONTENTS \$ 4,858,870.56 ELECTRONIC DATA PROCESSING \$ 4,462,809.63 EXTRA EXPENSE \$ 1,000,000 BUSINESS INCOME \$ 1,000,000
A	GENERAL LIABILITY - LAYER 1 <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) <input checked="" type="checkbox"/> SEXUAL ABUSE (CLAIMS MADE) Exposure Basis: 13,354 Students	PER OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES \$ 1,000,000 PREMISES MED PAY (per person) \$ 10,000 PREMISES MED PAY (per occurrence) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000
A	GENERAL LIABILITY - LAYER 2 <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) <input checked="" type="checkbox"/> SEXUAL ABUSE (CLAIMS MADE) Exposure Basis: 13,354 Students	PER OCCURRENCE \$ 4,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
A	AUTOMOBILE LIABILITY - LAYER 1 <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	PER ACCIDENT \$ 1,000,000 AUTO PHYSICAL DAMAGE \$ 1,000,000 UNINSURED/UNDERINSURED \$ 1,000,000 AUTO MED PAY (per person) \$ 10,000 AUTO MED PAY (per accident) \$ 50,000
A	AUTOMOBILE LIABILITY - LAYER 2 <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	PER ACCIDENT \$ 4,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
A	CRIME <input checked="" type="checkbox"/> MONEY & SECURITIES <input checked="" type="checkbox"/> FORGERY OR ALTERATION <input checked="" type="checkbox"/> EMPLOYEE DISHONESTY	EMPLOYEE DISHONESTY \$ 1,000,000 FORGERY OR ALTERATION \$ 1,000,000 MONEY & SECURITIES \$ 1,000,000
A	EDUCATORS' LEGAL LIABILITY <input checked="" type="checkbox"/> ERRORS & OMISSIONS Deductible: \$2,500 per occurrence	PER OCCURRENCE \$ 1,000,000
D	PROFESSIONAL LIABILITY - LAYER 1 <input checked="" type="checkbox"/> DIRECTORS & OFFICERS & COMPANY (D&O) <input checked="" type="checkbox"/> EMPLOYMENT PRACTICE LIABILITY (EPLI) <input checked="" type="checkbox"/> FIDUCIARY LIABILITY Deductibles (per claim): DIRECTORS & OFFICERS & COMPANY (D&O): \$25,000 EMPLOYMENT PRACTICE LIABILITY: \$35,000 INDIVIDUALIZED EDUCATION PLAN (IEP): \$15,000 FIDUCIARY LIABILITY: \$0	D&O PER CLAIM AND AGGREGATE \$ 1,000,000 EPLI PER CLAIM AND AGGREGATE \$ 1,000,000 FIDUCIARY PER CLAIM AND AGGREGATE \$ 1,000,000 IEP SUBLIMIT PER CLAIM & AGGREGATE \$ 100,000
A	PROFESSIONAL LIABILITY - LAYER 2 <input checked="" type="checkbox"/> DIRECTORS & OFFICERS & COMPANY (D&O) <input checked="" type="checkbox"/> EMPLOYMENT PRACTICE LIABILITY (EPLI)	PER CLAIM \$ 4,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
A	EMPLOYEE BENEFITS LIABILITY	LAYER 1 \$ 1,000,000 LAYER 2 PER OCCURRENCE AND INDIVIDUAL MEMBER AGGREGATE \$ 4,000,000
G	EXCESS LIABILITY <input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> AUTO LIABILITY <input checked="" type="checkbox"/> EDUCATORS' LEGAL LIABILITY <input checked="" type="checkbox"/> EMPLOYEE BENEFITS LIABILITY <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY <input checked="" type="checkbox"/> D&O <input checked="" type="checkbox"/> EPLI	PER OCCURRENCE \$ 25,000,000 INDIVIDUAL MEMBER AGGREGATE \$ 25,000,000
A, C	WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY Exposure Basis: 1,349 Employees \$63,380,183.26 Annual Payroll	WORKERS' COMPENSATION STATUTORY E.L. PER ACCIDENT \$ 5,000,000 E.L. DISEASE - PER EMPLOYEE \$ 5,000,000 E.L. DISEASE - POLICY LIMIT \$ 5,000,000

A, E	DOMESTIC TERRORISM	PER CLAIM & JPA MEMBERS' ANNUAL AGGREGATE	\$ 5,000,000
A, F	STUDENT ACCIDENT 104 week benefit period Exposure Basis: 13,354 Students	PER INJURY ACCIDENT MAXIMUM ACCIDENTAL DEATH ACCIDENTAL DISMEMBERMENT	\$ 50,000 \$ 50,000 \$ 15,000 \$ 30,000
H	CYBER LIABILITY DEDUCTIBLE: \$2,500 per claim	PER CLAIM JPA MEMBERS' ANNUAL AGGREGATE	\$ 1,000,000 \$ 5,000,000

INSURED SCHOOLS AND LOCATIONS

Aspire Public Schools

1001 22nd Avenue, Suite 100
Oakland, CA 94606
1001 22nd Avenue, Oakland, CA 94606
Aspire Home 1001 22nd Avenue, Suite 100, Oakland, CA 94606

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 College Academy

8030 Atherton Street
Oakland, CA 94605
8030 Atherton Street, Oakland, CA 94605

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 Ollin Academy

2540 East 58th Street
Huntington Park, CA 90255
2540 East 58th Street, Huntington Park, CA 90255
2545 East 58th Street, Huntington Park, CA 90255

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 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

TOTAL VEHICLE VALUES: \$0

**Appendix XVIII:
School Financials**

Three Year Budget

		2014-2015	2015-2016	2016-2017	2017-2018	
		Projection	Budget	Budget	Budget	Notes
Revenues						
State	State aid - principal apportionment	\$2,794,450	\$2,881,737	\$2,979,536	\$3,088,497	See LCFF revenue assumptions below
	State aid - education protection account	\$805,309	\$827,131	\$851,581	\$878,821	See LCFF revenue assumptions below
	Lottery	\$86,638	\$86,638	\$86,638	\$86,638	See revenue assumptions below
	Mandate block grant	\$7,487	\$7,487	\$7,487	\$7,487	See revenue assumptions below
	ASES grant	\$150,000	\$150,000	\$150,000	\$150,000	Assuming continuation of current ASES grant
	SB740 facility grant	-	-	-	-	Not eligible (Aspire-owned facility)
	State SpEd	\$162,748	\$166,166	\$169,988	\$174,237	See revenue assumptions below
	State nutrition	\$16,338	\$16,540	\$16,573	\$16,605	Estimated based on typical participation rates
	Other state	\$35,067	-	-	-	One-time \$65 per 13-14 ADA state grant in 2014-2015
Federal	Title I/II/III	\$175,046	\$175,046	\$175,046	\$175,046	Estimated based on current grant amounts
	CSFIG facility grant	-	-	-	-	Not eligible (Aspire-owned facility)
	Federal SpEd	\$64,176	\$65,524	\$67,031	\$68,707	See revenue assumptions below
	Federal nutrition	\$218,953	\$221,666	\$222,101	\$222,535	Estimated based on typical participation rates
	Other federal	\$106,751	\$106,751	\$106,751	-	TIF grant ending in 2016-2017
Local	In lieu of property taxes	\$426,786	\$426,786	\$426,786	\$426,786	See LCFF revenue assumptions below
	Local nutrition	\$16,159	\$16,359	\$16,391	\$16,423	Estimated based on typical participation rates
	Other local	\$60,000	\$60,000	\$60,000	\$60,000	Estimated based on historical amounts
	Interfund transfers in	-	-	-	-	
Revenues - Total		\$5,125,907	\$5,207,831	\$5,335,907	\$5,371,782	
Expenses - Personnel						
	Certificated salaries	\$1,949,401	\$1,965,400	\$2,010,604	\$2,060,869	See staffing details below
	Classified salaries	\$568,967	\$560,860	\$573,760	\$588,104	See staffing details below
	Benefits & payroll taxes	\$781,523	\$863,820	\$968,648	\$1,076,923	See expense assumptions below
Expenses - Personnel		\$3,299,891	\$3,390,080	\$3,553,012	\$3,725,896	
Expenses - Operating						
Supplies	Books	\$89,600	\$91,482	\$93,586	\$95,925	See expense assumptions below
	Materials	\$112,000	\$114,352	\$116,982	\$119,907	See expense assumptions below
	Software	\$16,800	\$17,153	\$17,547	\$17,986	See expense assumptions below
	Computers, equipment, & furniture	\$50,000	\$51,050	\$52,224	\$53,530	See expense assumptions below
	Food services	\$228,064	\$230,891	\$231,343	\$231,795	Estimated based on typical participation rates
Services	Travel & conferences	\$16,715	\$16,964	\$17,354	\$17,788	See expense assumptions below
	Dues & memberships	\$1,672	\$1,696	\$1,735	\$1,779	See expense assumptions below
	Insurance	\$22,400	\$22,870	\$23,396	\$23,981	See expense assumptions below
	Utilities	\$56,000	\$57,176	\$58,491	\$59,953	See expense assumptions below
	Rent	\$160,135	\$163,497	\$167,258	\$171,439	See expense assumptions below
	Leases	\$12,000	\$12,252	\$12,534	\$12,847	See expense assumptions below
	Professional services	\$104,800	\$107,001	\$109,462	\$112,198	See expense assumptions below
	Communications	\$12,000	\$12,252	\$12,534	\$12,847	See expense assumptions below
	Interest	-	-	-	-	Not applicable for this school
	Authorizer oversight fees	\$40,265	\$41,357	\$42,579	\$43,941	See expense assumptions below
Other Outgo	Depreciation	\$11,692	\$11,925	\$12,164	\$12,407	Based on current depreciation schedules
	Home office contribution	\$300,700	\$308,338	\$316,895	\$326,429	See expense assumptions below
	Facility allocation contribution	\$257,743	\$264,289	\$271,624	\$279,797	See expense assumptions below
	Special education home office charges	\$42,957	\$44,048	\$45,061	\$46,188	See expense assumptions below
Expenses - Operating		\$1,535,542	\$1,568,593	\$1,602,770	\$1,640,738	
Expenses - Total		\$4,835,433	\$4,958,673	\$5,155,782	\$5,366,634	
Surplus/(Deficit)		\$290,473	\$249,158	\$180,125	\$5,147	Deficit due to depreciation; cash basis is positive
	Beginning Fund Balance	\$1,692,592	\$1,983,065	\$2,232,223	\$2,412,348	
	Ending Fund Balance	\$1,983,065	\$2,232,223	\$2,412,348	\$2,417,496	

Three Year Budget

	2014-2015	2015-2016	2016-2017	2017-2018	Notes
	Projection	Budget	Budget	Budget	
Students					
Total enrollment	560	560	560	560	
Attendance rate	95.5%	95.5%	95.5%	95.5%	Estimated based on historical levels
Total ADA	535	535	535	535	
%Free meal	68.5%	68.5%	68.5%	68.5%	Estimated based on 2013-2014 P-2
% Reduced meal	12.1%	12.1%	12.1%	12.1%	Estimated based on 2013-2014 P-2
%ELL	22.1%	22.1%	22.1%	22.1%	Estimated based on 2013-2014 P-2
%Unduplicated	81.8%	81.8%	81.8%	81.8%	Estimated based on 2013-2014 P-2
Enrollment					
Kindergarten	66	66	66	66	
1st grade	66	66	66	66	
2nd grade	66	66	66	66	
3rd grade	64	64	64	64	
4th grade	62	62	62	62	
5th grade	60	60	60	60	
6th grade	59	59	59	59	
7th grade	59	59	59	59	
8th grade	58	58	58	58	
9th grade	-				
10th grade	-				
11th grade	-				
12th grade	-				
Total enrollment	560	560	560	560	
Staff					
1110 Cert. Teachers	29.9	29.7	29.7	29.7	
1200 Cert. Support	1.5	1.5	1.5	1.5	
1300 Cert. Admin	2.0	2.0	2.0	2.0	
2100 Instructional Aides	5.9	5.9	5.9	5.9	
2200 Class. Support	1.0	1.0	1.0	1.0	
2300 Class. Admin	-	-	-	-	
2400 Clerical/Office Staff	3.0	3.0	3.0	3.0	
2900 Class. Other	6.2	6.2	6.2	6.2	
Total FTEs	49.5	49.3	49.3	49.3	

Three Year Budget

		2014-2015	2015-2016	2016-2017	2017-2018	
		Projection	Budget	Budget	Budget	Notes
Revenue Assumptions						
LCFF	COLA	0.9%	2.1%	2.3%	2.5%	School Services estimates
	Base grant per ADA - K-3	\$6,952	\$7,011	\$7,158	\$7,323	School Services estimates
	Base grant per ADA - 4-6	\$7,056	\$7,116	\$7,265	\$7,432	School Services estimates
	Base grant per ADA - 7-8	\$7,266	\$7,328	\$7,482	\$7,654	School Services estimates
	Base grant per ADA - 9-12	\$8,419	\$8,490	\$8,669	\$8,868	School Services estimates
	Grade level supplement % - K-3	10.4%	10.4%	10.4%	10.4%	School Services estimates
	Grade level supplement % - 9-12	2.6%	2.6%	2.6%	2.6%	School Services estimates
	Supplemental grant %	20.0%	20.0%	20.0%	20.0%	School Services estimates
	Concentration grant threshold %	55.0%	55.0%	55.0%	55.0%	School Services estimates
	Local district unduplicated %	77.6%	77.6%	77.6%	77.6%	2013-2014 P-2 report
	Concentration grant %	50.0%	50.0%	50.0%	50.0%	School Services estimates
	Local district LCFF funding per ADA	-	-	n/a	n/a	Projection based on 2013-2014 P-2 rate & LCFF assumptions
	LCFF gap funded %	29.6%	9.3%	10.4%	11.4%	Match revenue COLA
EPA	% of total LCFF funding	20.0%	20.0%	20.0%	20.0%	CSDC estimates
In Lieu	Amount per ADA - K-12	\$798	\$798	\$798	\$798	2013-2014 P-2 report
Lottery	Amount per ADA - K-12	\$162	\$162	\$162	\$162	School Services estimates
Mandate	Amount per ADA - K-8	\$14	\$14	\$14	\$14	School Services estimates
	Amount per ADA - 9-12	\$42	\$42	\$42	\$42	School Services estimates
Facility Grant	SB740 facility grant - % of rent method	0.0%	0.0%	0.0%	0.0%	Ineligible - school district facility
	SB740 facility grant - \$/ADA method	-	-	-	-	Ineligible - school district facility
	CSFIG facility grant	-	-	-	-	CSFA estimates
SpEd	State special education funding rate (per ADA)	\$500	\$511	\$522	\$535	EDCOE estimates
	State mental health funding rate (per ADA)	\$10	\$10	\$10	\$11	EDCOE estimates
	EDCOE intra-Aspire transfers	-\$110,000	-\$112,310	-\$114,893	-\$117,765	Estimated based on historical amounts
	Federal special education funding rate (per ADA)	\$120	\$123	\$125	\$128	EDCOE estimates
Expense Assumptions						
COLA	COLA	0.85%	2.10%	2.30%	2.50%	Match revenue COLA
Benefits	STRS %	8.88%	10.73%	12.58%	14.43%	CALSTRS estimates
	PERS %	11.77%	12.60%	15.00%	16.60%	CALPERS estimates
	Medicare %	1.45%	1.45%	1.45%	1.45%	No change to current rate
	OASDI %	6.20%	6.20%	6.20%	6.20%	No change to current rate
	Other benefits costs %	2.75%	2.75%	2.75%	2.75%	No change to current rate
	Healthcare average per eligible employee	\$9,000	\$9,900	\$10,890	\$11,979	10% increase per year
Supplies	Books - cost per student	\$160	\$163	\$167	\$171	Estimated based on historical spending, 14-15 includes CCSS
	Materials - cost per student	\$200	\$204	\$209	\$214	Estimated based on historical spending
	Software - cost per student	\$30	\$31	\$31	\$32	Estimated based on historical spending
	Comp., equip., & furn. - flat amount	\$50,000	\$51,050	\$52,224	\$53,530	Estimated based on historical spending
Materials	Travel & conferences - cost per cert. staff	\$500	\$511	\$522	\$535	Conference expenses and related travel (e.g. mileage, flight, hotel)
	Dues & memberships - cost per cert. staff	\$50	\$51	\$52	\$54	Professional association dues
	Insurance - cost per student	\$40	\$41	\$42	\$43	Aspire organization wide insurance policy cost
	Insurance - facility	-	-	-	-	Estimated based on historical amounts
	Utilities - cost per student	\$100	\$102	\$104	\$107	Estimated based on historical spending
	Rent - annual amount	\$160,135	\$163,497	\$167,258	\$171,439	OUSD facility rent
	Leases - cost per month	\$1,000	\$1,021	\$1,044	\$1,071	Estimate for printer leases and associated copy charges
	Prof. services - facility contractors per month	\$400	\$408	\$418	\$428	Evening janitorial service, security system, repairs/maintenance
	Prof. services - ed consultants - flat amount	\$50,000	\$51,050	\$52,224	\$53,530	Special education contractors, PD consultants, etc.
	Prof. services - other - flat amount	\$50,000	\$51,050	\$52,224	\$53,530	Printing, field trips, fingerprinting, penalties, and other misc.
	Communications - cost per month	\$1,000	\$1,021	\$1,044	\$1,071	Estimate for phone, internet, and postage
Services	Authorizer oversight fees	1.00%	1.00%	1.00%	1.00%	1% oversight fee (on LCFF revenues)
Other Outgo	Home office contribution - cost per student	7.00%	7.00%	7.00%	7.00%	Estimated by % of ongoing state and federal revenues
	Facility allocation contribution	6.00%	6.00%	6.00%	6.00%	Estimated by % of ongoing state and federal revenues
	Special Education home office charges	1.00%	1.00%	1.00%	1.00%	Estimated by % of ongoing state and federal revenues

Cash Flow - 2015-2016

Aspire Berkley Maynard Academy - Charter Petition Financials.xlsx

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 1,700,000	\$ 1,670,302	\$ 1,456,354	\$ 1,554,033	\$ 1,471,617	\$ 1,420,001	\$ 1,690,198	\$ 1,695,823	\$ 1,662,326	\$ 1,805,738	\$ 1,892,549	\$ 1,830,902	\$ 1,959,359	
Revenues															
State															
State aid - principal apportionment	\$ 2,881,737	\$ 144,087	\$ 144,087	\$ 259,356	\$ 259,356	\$ 259,356	\$ 259,356	\$ 259,356	\$ 259,356	\$ 259,356	\$ 259,356	\$ 259,356	\$ 259,356	\$ -	\$ 2,881,737
State aid - education protection account	\$ 827,131	\$ -	\$ -	\$ 206,783	\$ -	\$ -	\$ 206,783	\$ -	\$ -	\$ 206,783	\$ -	\$ -	\$ 206,783	\$ -	\$ 827,131
Lottery	\$ 86,638	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,659	\$ -	\$ -	\$ 21,659	\$ -	\$ -	\$ 43,319	\$ 86,638
Mandate block grant	\$ 7,487	\$ -	\$ -	\$ -	\$ -	\$ 7,487	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,487
ASES grant	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ -	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 60,000	\$ 150,000
SB740 facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State SpEd	\$ 166,166	\$ 8,308	\$ 8,308	\$ 14,955	\$ 14,955	\$ 14,955	\$ 14,955	\$ 14,955	\$ 14,955	\$ 14,955	\$ 9,272	\$ 299	\$ -	\$ 35,294	\$ 166,166
State nutrition	\$ 16,540	\$ -	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ 1,504	\$ -	\$ 16,540
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total State	\$ 4,135,698	\$ 152,395	\$ 153,899	\$ 482,598	\$ 275,815	\$ 283,302	\$ 535,098	\$ 297,474	\$ 275,815	\$ 482,598	\$ 329,291	\$ 261,159	\$ 467,643	\$ 138,612	\$ 4,135,698
Federal															
Title I/II/III	\$ 175,046	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,018	\$ -	\$ -	\$ -	\$ 70,018	\$ -	\$ -	\$ 35,009	\$ 175,046
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 65,524	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,381	\$ -	\$ -	\$ -	\$ 16,381	\$ -	\$ 32,762	\$ 65,524
Federal nutrition	\$ 221,666	\$ -	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ 20,151	\$ -	\$ 221,666
Other federal	\$ 106,751	\$ -	\$ -	\$ -	\$ 26,688	\$ -	\$ -	\$ 26,688	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,688	\$ 106,751
Total Federal	\$ 568,987	\$ -	\$ 20,151	\$ 20,151	\$ 46,839	\$ 20,151	\$ 90,170	\$ 63,220	\$ 20,151	\$ 20,151	\$ 116,858	\$ 36,532	\$ 20,151	\$ 94,459	\$ 568,987
Local															
In lieu of property taxes	\$ 426,786	\$ 25,607	\$ 51,214	\$ 34,143	\$ 34,143	\$ 34,143	\$ 34,143	\$ 34,143	\$ 59,750	\$ 29,875	\$ 29,875	\$ 29,875	\$ 29,875	\$ -	\$ 426,786
Local nutrition	\$ 16,359	\$ -	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ 1,487	\$ -	\$ 16,359
Other local	\$ 60,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ 60,000
Interfund transfers in	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local	\$ 503,145	\$ 30,607	\$ 57,702	\$ 40,630	\$ 40,630	\$ 40,630	\$ 40,630	\$ 40,630	\$ 66,237	\$ 36,362	\$ 36,362	\$ 36,362	\$ 36,362	\$ -	\$ 503,145
Total Revenue	\$ 5,207,831	\$ 183,002	\$ 231,752	\$ 543,379	\$ 363,284	\$ 344,084	\$ 665,898	\$ 401,325	\$ 362,204	\$ 539,111	\$ 482,511	\$ 334,054	\$ 524,156	\$ 233,071	\$ 5,207,831
Expenses															
(1000) Certificated Salaries	\$ 1,965,400	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 157,232	\$ 78,616	\$ 1,965,400
(2000) Classified Salaries	\$ 560,860	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 44,869	\$ 22,434	\$ 560,860
(3000) Employee Benefits	\$ 863,820	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 69,106	\$ 34,553	\$ 863,820
(4000) Books/Supplies	\$ 504,927	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 40,394	\$ 20,197	\$ 504,927
(5000) Services/Other Operating Exp	\$ 435,065	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 34,805	\$ 17,403	\$ 435,065
(6000) Capital Outlay	\$ 11,925	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 954	\$ 477	\$ 11,925
(7000) All Other Outgo	\$ 616,675	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 49,334	\$ 24,667	\$ 616,675
Total Expenses	\$ 4,958,673	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 396,694	\$ 198,347	\$ 4,958,673
Surplus/(Deficit)	\$ 249,158	\$ (213,692)	\$ (164,942)	\$ 146,685	\$ (33,410)	\$ (52,610)	\$ 269,204	\$ 4,631	\$ (34,490)	\$ 142,417	\$ 85,817	\$ (62,640)	\$ 127,463	\$ 34,724	\$ 249,158
Accounts Receivables															
Apportionment AR	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other AR	\$ 233,000	\$ 233,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (Add back)	\$ 11,925	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ 994	\$ -	\$ -
Liabilities															
Short-term Payables	\$ (200,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)	\$ (50,000)
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 1,670,302	\$ 1,456,354	\$ 1,554,033	\$ 1,471,617	\$ 1,420,001	\$ 1,690,198	\$ 1,695,823	\$ 1,662,326	\$ 1,805,738	\$ 1,892,549	\$ 1,830,902	\$ 1,959,359		

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%	9.0%	9.0%	0.0%
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%
Other state	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%
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%
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%	14.0%	7.0%	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%
Interfund transfers in	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Expenses													
Groups/Finance/Charter Renewal	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

Aspire Berkley Maynard Academy - Charter Petition Financials.xlsx

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 1,959,359	\$ 1,919,478	\$ 1,695,320	\$ 1,792,967	\$ 1,704,407	\$ 1,646,233	\$ 1,915,986	\$ 1,915,429	\$ 1,875,375	\$ 2,018,341	\$ 2,098,464	\$ 2,030,300	\$ 2,157,967	
Revenues															
State															
State aid - principal apportionment	\$ 2,979,536	\$ 148,977	\$ 148,977	\$ 268,158	\$ 268,158	\$ 268,158	\$ 268,158	\$ 268,158	\$ 268,158	\$ 268,158	\$ 268,158	\$ 268,158	\$ 268,158	\$ -	\$ 2,979,536
State aid - education protection account	\$ 851,581	\$ -	\$ -	\$ 212,895	\$ -	\$ -	\$ 212,895	\$ -	\$ -	\$ 212,895	\$ -	\$ -	\$ 212,895	\$ -	\$ 851,581
Lottery	\$ 86,638	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,659	\$ -	\$ -	\$ 21,659	\$ -	\$ -	\$ 43,319	\$ 86,638
Mandate block grant	\$ 7,487	\$ -	\$ -	\$ -	\$ -	\$ 7,487	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,487
ASES grant	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ -	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 60,000	\$ 150,000
SB740 facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State SpEd	\$ 169,988	\$ 8,499	\$ 8,499	\$ 15,299	\$ 15,299	\$ 15,299	\$ 15,299	\$ 15,299	\$ 15,299	\$ 15,299	\$ 9,485	\$ 306	\$ -	\$ 36,105	\$ 169,988
State nutrition	\$ 16,573	\$ -	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ 1,507	\$ -	\$ 16,573
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total State	\$ 4,261,801	\$ 157,476	\$ 158,983	\$ 497,859	\$ 284,964	\$ 292,451	\$ 550,359	\$ 306,623	\$ 284,964	\$ 497,859	\$ 338,310	\$ 269,971	\$ 482,560	\$ 139,424	\$ 4,261,801
Federal															
Title I/II/III	\$ 175,046	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,018	\$ -	\$ -	\$ -	\$ 70,018	\$ -	\$ -	\$ 35,009	\$ 175,046
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 67,031	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,758	\$ -	\$ -	\$ -	\$ 16,758	\$ -	\$ 33,515	\$ 67,031
Federal nutrition	\$ 222,101	\$ -	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 20,191	\$ 222,101	
Other federal	\$ 106,751	\$ -	\$ -	\$ -	\$ 26,688	\$ -	\$ 26,688	\$ -	\$ 26,688	\$ -	\$ -	\$ -	\$ -	\$ 26,688	\$ 106,751
Total Federal	\$ 570,929	\$ -	\$ 20,191	\$ 20,191	\$ 46,879	\$ 20,191	\$ 90,209	\$ 63,636	\$ 20,191	\$ 20,191	\$ 116,897	\$ 36,949	\$ 20,191	\$ 95,212	\$ 570,929
Local															
In lieu of property taxes	\$ 426,786	\$ 25,607	\$ 51,214	\$ 34,143	\$ 34,143	\$ 34,143	\$ 34,143	\$ 34,143	\$ 59,750	\$ 29,875	\$ 29,875	\$ 29,875	\$ 29,875	\$ -	\$ 426,786
Local nutrition	\$ 16,391	\$ -	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ 1,490	\$ -	\$ 16,391
Other local	\$ 60,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ 60,000
Interfund transfers in	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local	\$ 503,177	\$ 30,607	\$ 57,704	\$ 40,633	\$ 40,633	\$ 40,633	\$ 40,633	\$ 40,633	\$ 66,240	\$ 36,365	\$ 36,365	\$ 36,365	\$ 36,365	\$ -	\$ 503,177
Total Revenue	\$ 5,335,907	\$ 188,083	\$ 236,878	\$ 558,683	\$ 372,475	\$ 353,275	\$ 681,201	\$ 410,893	\$ 371,395	\$ 554,415	\$ 491,572	\$ 343,285	\$ 539,116	\$ 234,637	\$ 5,335,907
Expenses															
(1000) Certificated Salaries	\$ 2,010,604	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 160,848	\$ 80,424	\$ 2,010,604
(2000) Classified Salaries	\$ 573,760	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 45,901	\$ 22,950	\$ 573,760
(3000) Employee Benefits	\$ 968,648	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 77,492	\$ 38,746	\$ 968,648
(4000) Books/Supplies	\$ 511,682	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 40,935	\$ 20,467	\$ 511,682
(5000) Services/Other Operating Exp	\$ 445,343	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 35,627	\$ 17,814	\$ 445,343
(6000) Capital Outlay	\$ 12,164	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 973	\$ 487	\$ 12,164
(7000) All Other Outgo	\$ 633,581	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 50,686	\$ 25,343	\$ 633,581
Total Expenses	\$ 5,155,782	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 412,463	\$ 206,231	\$ 5,155,782
Surplus/(Deficit)	\$ 180,125	\$ (224,379)	\$ (175,584)	\$ 146,220	\$ (39,987)	\$ (59,188)	\$ 268,739	\$ (1,570)	\$ (41,068)	\$ 141,952	\$ 79,109	\$ (69,178)	\$ 126,654	\$ 28,405	\$ 180,125
Accounts Receivables															
Apportionment AR	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other AR	\$ 233,071	\$ 233,071	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (Add back)	\$ 12,164	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ 1,014	\$ -	\$ -
Liabilities															
Short-term Payables	\$ (198,347)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ (49,587)	\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 1,919,478	\$ 1,695,320	\$ 1,792,967	\$ 1,704,407	\$ 1,646,233	\$ 1,915,986	\$ 1,915,429	\$ 1,875,375	\$ 2,018,341	\$ 2,098,464	\$ 2,030,300	\$ 2,157,967		

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%	9.0%	9.0%	0.0%
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%
Other state	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%
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%
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%	14.0%	7.0%	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%
Interfund transfers in	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Expenses													
Groups/Finance/Charter Renewal	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 - 2017-2018

Aspire Berkley Maynard Academy - Charter Petition Financials.xlsx

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 2,157,967	\$ 2,106,493	\$ 1,869,222	\$ 1,965,095	\$ 1,841,262	\$ 1,776,475	\$ 2,046,423	\$ 2,012,985	\$ 1,966,317	\$ 2,109,479	\$ 2,156,156	\$ 2,081,422	\$ 2,208,903	
Revenues															
State															
State aid - principal apportionment	\$ 3,088,497	\$ 154,425	\$ 154,425	\$ 277,965	\$ 277,965	\$ 277,965	\$ 277,965	\$ 277,965	\$ 277,965	\$ 277,965	\$ 277,965	\$ 277,965	\$ 277,965	\$ -	\$ 3,088,497
State aid - education protection account	\$ 878,821	\$ -	\$ -	\$ 219,705	\$ -	\$ -	\$ 219,705	\$ -	\$ 219,705	\$ -	\$ 219,705	\$ -	\$ 219,705	\$ -	\$ 878,821
Lottery	\$ 86,638	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,659	\$ -	\$ -	\$ 21,659	\$ -	\$ -	\$ 43,319	\$ 86,638
Mandate block grant	\$ 7,487	\$ -	\$ -	\$ -	\$ -	\$ 7,487	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,487
ASES grant	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ -	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 60,000	\$ 150,000
SB740 facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State SpEd	\$ 174,237	\$ 8,712	\$ 8,712	\$ 15,681	\$ 15,681	\$ 15,681	\$ 15,681	\$ 15,681	\$ 15,681	\$ 15,681	\$ 9,722	\$ 314	\$ -	\$ 37,008	\$ 174,237
State nutrition	\$ 16,605	\$ -	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ 1,510	\$ -	\$ 16,605
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total State	\$ 4,402,285	\$ 163,137	\$ 164,646	\$ 514,861	\$ 295,156	\$ 302,643	\$ 567,361	\$ 316,815	\$ 295,156	\$ 514,861	\$ 348,356	\$ 279,788	\$ 499,179	\$ 140,327	\$ 4,402,285
Federal															
Title I/II/III	\$ 175,046	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,018	\$ -	\$ -	\$ -	\$ 70,018	\$ -	\$ -	\$ 35,009	\$ 175,046
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 68,707	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,177	\$ -	\$ -	\$ -	\$ 17,177	\$ -	\$ 34,353	\$ 68,707
Federal nutrition	\$ 222,535	\$ -	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ -	\$ 222,535
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 466,287	\$ -	\$ 20,230	\$ 20,230	\$ 20,230	\$ 20,230	\$ 90,249	\$ 37,407	\$ 20,230	\$ 20,230	\$ 90,249	\$ 37,407	\$ 20,230	\$ 69,362	\$ 466,287
Local															
In lieu of property taxes	\$ 426,786	\$ 25,607	\$ 51,214	\$ 34,143	\$ 34,143	\$ 34,143	\$ 34,143	\$ 34,143	\$ 59,750	\$ 29,875	\$ 29,875	\$ 29,875	\$ 29,875	\$ -	\$ 426,786
Local nutrition	\$ 16,423	\$ -	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ 1,493	\$ -	\$ 16,423
Other local	\$ 60,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	\$ 60,000
Interfund transfers in	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Local	\$ 503,209	\$ 30,607	\$ 57,707	\$ 40,636	\$ 40,636	\$ 40,636	\$ 40,636	\$ 40,636	\$ 66,243	\$ 36,368	\$ 36,368	\$ 36,368	\$ 36,368	\$ -	\$ 503,209
Total Revenue	\$ 5,371,782	\$ 193,744	\$ 242,584	\$ 575,727	\$ 356,022	\$ 363,509	\$ 698,246	\$ 394,858	\$ 381,629	\$ 571,459	\$ 474,973	\$ 353,563	\$ 555,778	\$ 209,689	\$ 5,371,782
Expenses															
(1000) Certificated Salaries	\$ 2,060,869	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 164,870	\$ 82,435	\$ 2,060,869
(2000) Classified Salaries	\$ 588,104	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 47,048	\$ 23,524	\$ 588,104
(3000) Employee Benefits	\$ 1,076,923	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 86,154	\$ 43,077	\$ 1,076,923
(4000) Books/Supplies	\$ 519,143	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 41,531	\$ 20,766	\$ 519,143
(5000) Services/Other Operating Exp	\$ 456,774	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 36,542	\$ 18,271	\$ 456,774
(6000) Capital Outlay	\$ 12,407	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 993	\$ 496	\$ 12,407
(7000) All Other Outgo	\$ 652,414	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 52,193	\$ 26,097	\$ 652,414
Total Expenses	\$ 5,366,634	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 429,331	\$ 214,665	\$ 5,366,634
Surplus/(Deficit)	\$ 5,147	\$ (235,587)	\$ (186,747)	\$ 146,396	\$ (73,309)	\$ (65,822)	\$ 268,915	\$ (34,473)	\$ (47,702)	\$ 142,129	\$ 45,642	\$ (75,768)	\$ 126,447	\$ (4,976)	\$ 5,147
Accounts Receivables															
Apportionment AR	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other AR	\$ 234,637	\$ 234,637	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (Add back)	\$ 12,407	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ 1,034	\$ -	\$ -
Liabilities															
Short-term Payables	\$ (206,231)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ (51,558)	\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 2,106,493	\$ 1,869,222	\$ 1,965,095	\$ 1,841,262	\$ 1,776,475	\$ 2,046,423	\$ 2,012,985	\$ 1,966,317	\$ 2,109,479	\$ 2,156,156	\$ 2,081,422	\$ 2,208,903		

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%	9.0%	9.0%	0.0%
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%
Other state	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%
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%
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%	14.0%	7.0%	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%
Interfund transfers in	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Expenses													
Groups/Finance/Charter Renewal	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 XIX: Leadership Team Biographies

Aspire Public Schools Senior Leadership Team Biographies

James Willcox, Chief Executive Officer

James Willcox assumed leadership of Aspire Public Schools in 2009, taking over for founder Don Shalvey upon his transition to Chairman of the Board. James joined the Aspire team as Chief Operating Officer in 2007. During his tenure at Aspire, the organization has more than doubled in size from 17 to 37 schools and grown to serve over 13,000 students across California and in Memphis, TN. Prior to joining the management team of Aspire, James was the founding Chief Operating Officer of Education for Change, an organization focused on restructuring underperforming schools as independent charter schools in partnership with the Oakland Unified School District.

Before his direct involvement in school system management, he served as a Principal at New Schools Venture Fund, a philanthropic organization founded to improve the educational opportunities for underserved students across the country. James has also spent time as a nonprofit consultant with The Bridgespan Group, and served as a U.S. Army officer and helicopter pilot for over seven years. He holds a B.S. from the United States Military Academy at West Point and an M.Ed. and M.B.A. from Stanford University.

Elise Darwish, Chief Academic Officer

Elise Darwish has been on the leadership team of Aspire Public Schools since its founding and currently serves as the Chief Academic Officer. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over twenty-five years of experience in charter schools, traditional public schools and private schools, Elise was well-poised to design the Aspire education model and oversee its implementation. She began her teaching career as a kindergarten teacher in the inner city of Chicago; since then, she has worked in the roles of teacher, mentor teacher, assistant principal, administrator and curriculum coordinator.

Prior to Aspire, Elise was the Instructional Coordinator at the San Carlos Charter Learning Center, California's first charter school and the nation's second. During her tenure, the school grew from 3 grades to a full K-8 program with an extensive waiting list and became internationally recognized for its innovation. Elise also coordinated instructional technology for San Carlos School District, managed Net Day, and implemented a Local Area Network and a Wide Area Network. She holds a B.S. in Early Childhood Education from the University of Illinois and a Master's Degree in Educational Administration from San Francisco State University.

Heather Kirkpatrick, Chief People Officer

As the Chief People Officer, Heather supports all of Aspire's talent and development activities across the organization, including both Human Resources and parts of the Education team. Heather began her teaching at Erasmus Hall High School in Brooklyn, New York. Prior to teaching, she worked for several years in organizational development at a non-profit serving indigent adults. She holds a B.A. from Barnard College, a Master's in Education from the Harvard Graduate School of Education, and a Ph.D. in Education from the Stanford University School of Education.

Viraj Patel, Chief Financial Officer

Viraj Patel has joined Aspire Public Schools as Chief Financial Officer. Viraj brings 30 years of financial and operations experience at prominent VC-backed and Fortune 500 public technology and industrial companies in the US, Europe and Asia. Previously serving as CFO for UTStarcom from 2005-2010 and Deeya Energy from 2010--2013, Viraj managed a large team across many geographies. Viraj holds a BBA from Pace University and is a Certified Public Accountant. He is also a Board Member and Audit Committee Chair for Helios and Matheson Analytics. Viraj is excited to lend his vast financial and operations knowledge to Aspire, as his first venture in non-profit K-12 education

Chris Padula, Vice President of Advancement

Chris Padula joined Aspire Public Schools as Vice President of Advancement in 2012. In this role, he oversees development, communications, brand strategy, and government grants. Chris previously served as Executive Director, Western Region, at Jumpstart for Young Children, leading the organization's largest region serving 3,500 children annually. He also served on Jumpstart's national executive team. Prior to Jumpstart, Chris was Vice President of Development at the Hispanic Scholarship Fund (HSF), overseeing all national and regional fundraising and cause-marketing efforts for the \$40 million/year national organization. He also served on HSF's executive leadership team. With nearly 15 years of non-profit and education experience, Chris also spent a decade working in corporate marketing and business development. Chris is a graduate of Bentley University in Waltham, MA.

Delphine Sherman, Vice President of Finance

Delphine Sherman is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field, Delphine was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

Emmile Brack, Vice President of Operations

Emmile Brack joined Aspire Public Schools in October 2008 as the second team member of Team Godzilla, Aspire's data and technology solutions team. Since she has been with Aspire, she led multiple need-finding missions to identify pain points that technology can address and implemented key operational systems. As Vice President of Operations, 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.

Kimi Kean, Area Superintendent - Bay Area

Kimi Kean joins Aspire after serving as Regional Executive Officer for the Oakland Unified School District. Prior to serving as an Executive Officer, Kimi was principal of Acorn Woodland Elementary school in Oakland. She first joined OUSD as a Spanish Bilingual Teacher and then as the Teaching & Learning Coordinator. She became a principal resident with New Leaders for New Schools for both Chabot Elementary and Acorn Woodland before becoming the principal.

Kimi has been active in leadership roles serving on various committees including; Oakland Mayor's Education Cabinet Attendance Committee, Regional Governance Task Force, Community Schools Strategic Site Plan Executive Committee and the Site Governance Committee. Kimi attended the University of California - Berkeley for her undergraduate degree and Columbia University, Teachers College for her graduate degree.

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.

Kate Ford, Area Superintendent - Los Angeles

Kate comes to Aspire from the Bill and Melinda Gates Foundation where she was a Senior Program Officer on the State and District Network Team led by Aspire's founder, Don Shalvey. Kate oversaw education grants to The College Ready Promise (Alliance, Aspire, Green Dot, and PUC) and to the states of California, Tennessee, and New Mexico.

Prior to joining the Foundation, Kate was the Executive Director/Principal of Peabody Charter School in Santa Barbara. She spent 20 years as a director/principal in public, charter, and private elementary and secondary schools in Lodi, San Jose, and Phoenix; and she was a middle and high school English and drama teacher for fifteen years. Kate was Regional Vice President for Advantage Charter Schools, where she oversaw the management and educational programs of several schools located in Texas and Arizona. In addition, Kate has received two Educator of the Year awards.

Appendix XX:
Fiscal Control Policies



Fiscal Control Policies and Procedures

Revised 08/05/14

This document contains the following fiscal control policies and procedures:

- [Purchase Orders](#)
- [Check Requests](#)
- [Procurement for Purchases with Federal Funds](#)
- [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. When a PO is not required by a vendor, purchasers with approval authority may sign off directly on the invoice prior to submission for payment. 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, Memphis Executive Director, and Area Superintendents	≤ \$10,000
CAO and CPO	≤ \$50,000
VP of Finance and COO	≤ \$200,000
CEO and CFO	≤ \$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.



How to Authorize Payment for Goods

1. Keep the packing slip when the goods are delivered to your site. This includes packing slips for Amazon, Office Depot, & Home Depot. Documentation should be kept for at least a year before destroyed in case of a dispute on delivery/receipt of goods.
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. Be sure to file all documentation electronically or in a filing cabinet and keep for up to one year.
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. Contracts should be submitted to Finance by sending to contracts@aspirepublicschools.org. Once review of contract has been completed, the VP of Finance, CFO, or Controller will approve and the contract will be sent back. Invoices for these completed contracts on file with the AP department can be submitted for payment on the Finance Portal. Review the vendor's invoice for accuracy. Invoices for services should list the time or period for the delivery of those services. Also, invoices for delivery of goods should list a shipping date. On the invoice, make a note of any discrepancies between the contract and the service (e.g. quality, timeliness, inaccuracies)
2. 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 rent, utilities, copiers or phones, should go directly to the site so that you may have a chance to look it over and approve all the charges. Invoices are to be submitted to AP through



the Finance Portal and are to be identified by a PO or related contract. Those recurring utility, copier and phone bills are sent directly to the home office to help timely payment of these vital bills.

Procurement for Purchases with Federal Funds [\[top\]](#)

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, i3), Aspire Public Schools strictly abides by the Circular A-110 of the Office of Management and Budget of the United States found here: http://www.whitehouse.gov/omb/circulars_a110. Any expenditure in excess of \$25,000 should have bids from three (3) suppliers if possible. If proceeding with purchase of goods or services from a certain vendor without competition, justification for lack of competition must be submitted to the Program Manager. Services or goods purchases, where practical, must have a completed price analysis as well. When a vendor/supplier has completed a bid request, it should be returned to the Program Manager for review. Factors that should be considered when selecting a vendor are:

- Contractor integrity;
- Compliance with public policy;
- Record of past performance;
- Financial and technical resources;
- Responsive bid; and
- Excluded Parties Listing (Debarred Vendors <https://explore.data.gov/Information-and-Communications/Excluded-Parties-List-System-EPLS-/bxfh-jivs>)

These bids will be reviewed by the Program Manager and the bid award must be specifically approved in advance by the VP of Finance and CFO. Aspire shall avoid real or apparent organizational conflicts of interests and non-competitive practices among vendors with procurement supported by Federal funds. Procurement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition.

- *See Purchase Order Details for requirements*
- *See Approval Matrix to determine who may authorize purchases*

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 (W-9)
- Reason for check
- Total amount of check
- Valid Site/Department, Resource and Object codes
- Attached scanned backup in the form of an email or order confirmation, registration forms, etc.
- Electronic approval from site manager/principal

In general, allow at least 4 business days for a check to be processed and sent. For example, if the request form requirements have been met, and a check request is received by noon Tuesday, the check will should leave the home office no later than Friday. Preparation for upcoming purchases, retreats, or other events is necessary in order to have requests processed in a timely manner. For check requests requiring overnight UPS delivery, shipping charges will be applied to your school's budget.

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, gas for rental cars, 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. Alcohol is **not** a reimbursable expense.

Mileage

Employees can be reimbursed using Replicon for the cost of driving their personal car on Aspire business. (Currently 56.0 cents per mile) The trip must be reasonable and necessary and approved by your supervisor. Mileage must be submitted in the following format: "Home Office to Monarch"; or "CV Regional office to CHA".

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, CFO, or Executive Memphis Director.



Aspire is not responsible for parking tickets or moving violation tickets.

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 14 days ahead of travel. Tickets purchased less than 14 days in advance needs to be approved by your supervisor 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 is on MyAspire.

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 **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor.
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 current GSA per diem rates 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. Movies or alcoholic beverages purchased during your hotel stay are **not** reimbursable.
5. 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. Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
 - b. Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Aspire has set a maximum daily reimbursement of \$60. This includes breakfast, lunch, and dinner. It is not acceptable to purchase one meal for oneself at the daily maximum of \$60. In general, breakfast will be around \$10, lunch \$10-20, and dinner \$20-30 plus tip. This rate was benchmarked against the current GSA per diem rate for Oakland, CA.

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 sent to Accounts Payable (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/Supervisors are responsible for verifying amounts are reasonable, necessary and for approving the expense report.

Expense reports will be paid within **10 business days** of the date submitting considering all required paperwork and approvals have been received. If a supervisor fails to approve an expense or some required documentation is missing, this will cause a delay in receipt of payment. **Expenses should be turned in weekly . No expenses more than 45 days old should be submitted.** d

Independent Contractor Policy [\[top\]](#)



Use the 20-Factor checklist , which can be found on Aspire’s intranet, to determine if a vendor should be classified as an Independent Contractor (IC). Once you have determined that Contractor status has been met, please complete the Agreement.

The Contractor will also need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.

Prior to the Contractor beginning work, a signed agreement, W-9, and TB and DOJ forms should be forwarded to the HR Department for review. The HR Department will forward documents to Accounts Payable.

At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice to their site contact. Invoices should be approved and coded and forwarded directly to Accounts Payable. Questions about contracts should be submitted to contracts@aspirepublicschools.org.

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?

Appendix XXI:
Student Family Handbook



College for Certain

**STUDENT FAMILY
HANDBOOK
2014-2015**

ANNUAL NOTIFICATION AND GUIDELINES

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (*Education Code 48980[a]*)

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that Aspire adequately inform parents of the opportunities and protection to which they are entitled. Aspire complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter Aspire schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. “Education Code” is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of Aspire Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Aspire Public Schools students will be notified of the changes, in writing, in a timely manner.

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ASPIRE PUBLIC SCHOOLS MISSION AND VISION

Vision:

Every student is prepared to earn a college degree.

Mission:

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

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

ENROLLMENT

Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

Re-Enrollment

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

Intra-Aspire Transfers

An Intra-Aspire Transfer is when a student(s) is currently attending an Aspire school (has completed or will have completed at least a full school year at another Aspire school site) desires to attend another Aspire school. The Intra-Aspire transfer process does not guarantee a successful transfer. The student's enrollment in his/her current school will be held until released by parents upon registration at another Aspire school.

The Intra-Aspire Transfer policy does not provide for students to transfer between Aspire schools mid-year. Families can only initiate Intra-Aspire Transfer requests during the annual open enrollment period; Intra-Aspire transfers are only considered during the regularly published lottery process. Students who receive transfers during the annual lottery process can move schools at the beginning of the next school year.

Those students that want to transfer between Aspire schools will need to mark the box re: **“Transfer my child to another Aspire school”** on the Re-enrollment form. The parent must then complete an **“Intra-Aspire Transfer Request”** form. Doing this will:

1. Hold their spot at the current school
2. Provide them with an enrollment priority to transfer to an alternate Aspire campus (if applicable, based on specifications of school's charter).

IMMUNIZATIONS

State law requires that for unconditional admission to school, all student under 18 shall be fully immunized according to the requirements of the State Department of Health Services. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the State Department of Health Services. Students may be exempted from this requirement for medical reasons or for personal beliefs. Parents must sign a waiver to obtain this exemption. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability. Students who do not comply with the requirements shall be excluded from school. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

MEDICATION

If your child needs to take any prescription medications, you must have: 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, and 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement. For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

ATTENDANCE

Aspire Public Schools (APS) believe that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. Just as the Aspire team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments.

Excused Absences

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if the reason for the absence is listed below: (Education Code §48205)

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
 - a. Exclusion for failure to present evidence of immunizations
 - b. Exclusion because student is either the carrier of a contagious disease or not immunized for contagious disease
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered. By law a student may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent guardian. Otherwise, it is the practice of Aspire not to release students without parental consent.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- (7) Students in grades 7-12 who leave school to obtain confidential medical services
- (8) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee. According to Aspire policy, a student may not be granted an "Excused Absence" for religious observance for more than three (3) days per semester, and or five (5) days total per school year.
- (9) **Excused School Sponsored Activity:** all field trips and other school related trips, athletic events, and music events are not counted toward the student's absence total. They should be recorded as an "F" in the attendance log (PowerSchool) to document that the student was not present in class.

"Make-up" Work for Students Who Were Absent

Students who are absent from school for any of the excused reasons stated under "Excused Absences," including suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably

equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. (Education Code §48205)

Independent Study

Independent Study is an instructional strategy, whether short-term or long-term, that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he/she should be allowed to participate in the program again. No student with exceptional needs may participate in long-term Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

General Tardiness

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered "tardy." Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and/or when the opening class bell has rung, are also considered "tardy."

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school. Generally, tardy students are required to obtain a "Tardy Pass" from the school office before proceeding to the classroom. Tardy students entering the classroom late, without documentation, shall be directed to return to the office to check-in and obtain the admission documents in accordance with local school attendance procedures.

Excessive Absences

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester or 7 unexcused absences per trimester to a failing grade for their courses at the marking period (grade of "F" or "NC"). (CA Education Code §49067)

Students with excessive absences may be referred to the school's Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include Weekend Make-up School.

Withdrawal due to Excessive Unverified Absences (AWOL)

In rare circumstances, students will be disenrolled from an Aspire school for multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

Truancy

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

The parent guardian of a student classified as truant shall be notified by certified letter containing the following information and requesting a conference with the parent, student, teacher, and principal: (EC §48260.5)

1. The student is truant.
2. The parent guardian is obligated to compel the student to attend school.
3. The parent guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48260 et seq.
4. The availability of alternative educational programs in the local district.
5. The right of the parent guardian to meet with appropriate school personnel to discuss the solution to the student's truancy.
6. That the student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
7. A conference is requested with the parent guardian and student.

Attendance Review

The school's local School Attendance Review Team (SART) and the Aspire School Attendance Review Board (SARB) will work with families and students to resolve attendance and truancy problems. If, after repeated interventions, the student continues to be truant and does not follow the SART or SARB's directives, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school up to, and including, a recommendation for disenrollment for the following academic year. A registered certified letter must be sent to the parent or guardian informing them of this action. (Education Code §48260, 48261, 48262)

Local School's Student Attendance Review Team (SART)

The school's Student Attendance Review Team (SART) will hold a hearing with the parent guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the school's SART directive, the matter will be referred to Aspire's Student Attendance Review Board. A Certified Delivery Confirmation letter will be sent to the parent guardian informing them of this action. (E.C.48260, 48261, 48262)

The school's SART will consist of:

- The principal
- The student's teacher from the school in which the student is enrolled,
- Other relevant members, including: another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

Aspire's Student Attendance Review Board (APS SARB)

The Aspire SARB will hold a hearing with the parent guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the APS SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school up to, and including, a recommendation for disenrollment for the following academic year. A Certified Delivery Confirmation letter will be sent to the parent or guardian informing them of this action. (E.C.48260, 48261, 48262)

The APS SARB will consist of:

- The school principal or their administrative designee
- A teacher from the school in which the student is enrolled,
- The CEO's designee from the Aspire Home Office, and
- Other relevant members, including: Local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

NOTIFICATIONS OF TRUANCY

First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and Certified Delivery Confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.

Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.

Notification of Determination as an Habitual Truant

- Letter #3 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified **Habitual Truant**.
- Hold SART meeting with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
- If the parent guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire SARB.

Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and certified mail from Home Office.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions, including a recommendation for disenrollment upon the accrual of additional truancy events.

Saturday Attendance Makeup School

In an effort to respond to the problems of student absences, a weekend "makeup" school program may operate to allow the students the opportunity to voluntarily participate as a means of making up missed instructional time. Students classified as truant may be assigned without parental permission. Parental permission shall be obtained for all non-truant students.

Assignment to Weekend "Makeup" School

Assignment of students to weekend "makeup" school (WMS) would be predicated on the following criteria:

- (1) A student who has been labeled as truant may be assigned to WMS without parental permission.
- (2) A student who has a recorded absences may attend the WMS with parental permission

As long as the WMS does not last more than 240 minutes and students are dismissed by 12 noon in order for them to be able to go home for lunch, then the school is not obligated to offer breakfast or lunch.

CAMPUS ENVIRONMENT

Notice of Regulations

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Behavior Management Cycle:

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and conferring with students, conferring with parents/ guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, TO BE RESPECTFUL, AND TO BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **ABSTAIN** from the possession, use or being under the influence of drugs (illegal or prescription) or alcohol.
- **REFRAIN** from the possessing or using of tobacco products or cigarettes.
- **DESIST** from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- **KEEP AWAY** from gang related activities, such as "throwing signs" and group intimidation or gang affiliation.
- **MAINTAIN A PEACEFUL LEARNING ENVIRONMENT** by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.

- PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
- RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- DESIST from carrying beeper devices, music devices, and cell phones.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

School-wide Expectations for Student Success

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.
- 2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, hoods, or hoodies.
- 3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults.
- 4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting.
- 5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE'S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent guardian permission and notification of the School Office.

SUSPENSION

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

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

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

Authority to Suspend

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

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to an Aspire school activity, 2) school attendance occurring at an Aspire school or at any other school, or 3) at an Aspire school's sponsored event.

Suspension Alternatives

The Aspire CEO, CEO Designee, or Principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. [Education Code 48900 (u)] An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]

Grounds for Suspension and Expulsion (CA Education Code)

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - 2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A. A message, text, sound, or image.
 - B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)] A student who accumulates more than 20 days of suspension in a school year may be recommended for expulsion to the Aspire Board of Directors.

3. **Legal Notifications**-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 (Education Code 48902). Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

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

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

Appeals Process

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

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

EXPULSION

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct; for example, if 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.

Suspension and Expulsion of Special Education Students and students with 504s Manifestation Determination

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student

EXPELLABLE OFFENSES

• Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

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

• Mandatory Recommendation for Expulsion

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

Mandatory Recommendation for Expulsion requires a second finding of fact.
[Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense (Ed. Code 48900(a))
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis (Ed. Code 48900(c))
- Robbery or extortion (Ed. Code 48900(g))
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

• Permissive Recommendation for Expulsion-requires a second finding of fact

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

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind.

Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex.

Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language or pictures directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as MySpace, Facebook, and Twitter.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harrassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (provided in the first day packet) parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

Searches

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

Possession of Weapons Dangerous Objects

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person. To receive a copy of the APS policies and regulations, contact the Director of Student Services at 510-434-5000.

Drug Alcohol and Tobacco Free:

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. APS has implemented a Drug Alcohol Abuse prevention program. This program emphasizes prevention, intervention, after care support and necessary corrective action. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and

other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potentials. Students are subject to disciplinary action, up to and including a recommendation for expulsion. A student convicted in juvenile court of drug alcohol offenses may either lose his or her driver's license for one year or have his or her driving privilege delayed for one year. For further information contact your local school principal.

Students found using or in possession of controlled substances will be suspended. Students found selling controlled substances will be recommended for expulsion.

Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

Dress Code

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's cleavage and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate will be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

Safety Before and After School

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding our safety considerations. Students placing themselves or others at risk by violating the above policies will be subject to disciplinary action, including suspension and expulsion.

Telephones

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office.

ONLY EMERGENCY MESSAGES WILL BE RELAYED. As appropriate, the office staff and administration will determine if a message is an emergency.

HIGH SCHOOL ACADEMICS

Graduation Requirements¹

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn a designated number of credits.

A. History/Social Sciences	30	1 year of World History, 1 year of US History, 1 semester each of US Government & Economics.
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: Algebra 1, Geometry, Algebra 2
D. Laboratory Science	20	In at least two areas: physical and biological science; 3 years recommended
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.
F. Visual & Performing Art	10	The 10 credits must be in the same form of art.
G. Electives	60	Courses can be additional years in any of the A-G courses listed above or labs which extend A-G courses and additional Advisory course work. <i>Courses such as PE, academic literacy, etc. do not satisfy this requirement.</i>
Advisory	20	Students must enroll in and pass advisory <i>every year.</i> Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives
Technology	10	May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective.
Total	240	All students must earn a C- or better for credit.

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above must also complete the following:

Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12
College Credits	Students must take at least 5 college courses, 15 college credits with a passing grade of C- or better. College units may be equivalent to 50 or more high school credits and may be used to satisfy the academic elective or A-G requirements above. This may be waived for the class of 2015 due to prior financial constraints.
College Entrance Exams	Students must apply for and take the prescribed college-board entrance examinations.
College Applications	Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges).
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA.
College acceptance	Students must be accepted to a 4-year university

Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code 46144, 46146).

Concurrent Enrollment

Aspire offers high school students the opportunity to obtain dual credit (high school- community college) during the regular school day for selected high school courses. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

Students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class will not be afforded the opportunity to repeat the college class at the school’s cost. Students that are removed from the college class due to behavioral issues will not be allowed to repeat the college class during the school day. A regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense during summer school.

Granting Credit from Non-Aspire schools

Aspire will transfer any credits received at another high school, however, no credit will be awarded for grades below C- from an external school. If a student transferring to an Aspire school has earned below a C- in a UC CSU course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School).

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

Waiver of High School Graduation Requirements

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a

waiver of one or more required courses in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, etc.

Waiver of graduation requirements is determined by the Chief Academic Officer, but shall not alter the total credit requirements established by the Aspire Board of Directors.

Aspire Grading

Students earn grades based on established performance levels as described on the next page. In pursuit of our college for certain mission, students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Director of Secondary. All grade changes will be documented in student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

Testing

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards. These include the:

- CA Assessment of Student Performance and Progress (CAASPP)
- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA High School Exit Examination in grade 10
- English Language Development Test (CELDT) for English Learners in K-12
- Additional benchmark and interim tests are administered for internal Aspire purposes

Drop Class Policy

Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:

- Student has taken and received credit for same class previously.
- Student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

No student will be allowed to drop a class after four (4) weeks of class unless:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

GRADE	4.0 POINT SCALE UNWEIGHTED	5.0 POINT SCALE WEIGHTED	DESCRIPTION
A +	4.00	5.00	<ul style="list-style-type: none"> • Demonstrates exceptional progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject. • Produces notably superior work and receives consistently high marks on class tests. • Does all assigned work plus additional work. • Shows superior ability to learn facts, principles, and skills; applies them to new situations. • Demonstrates creativity and originality. • Assumes active, alert leadership in learning activities. • Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject.
A	4.00	5.00	
A-	3.70	4.70	
B+	3.30	4.30	
B	3.00	4.00	<ul style="list-style-type: none"> • Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests. • Does all assigned work plus some additional work. • Shows above average ability to learn and apply facts, principles, and skills. • Does some independent work, showing initiative and originality. • Assumes active, alert role of follower, and shows some leadership in learning activities.
B-	2.70	3.70	
C+	2.30	3.30	
C	2.00	3.00	<ul style="list-style-type: none"> • Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests. • Does assigned work, and usually makes up work missed. • Shows average ability to learn and apply facts, principals, and skills. • Shows average ability in critical thinking, and some originality. • Follows class activities and makes some contribution.
C-	1.70	2.70	
D+	0.00	0.00	<ul style="list-style-type: none"> • The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject • Shows below average growth in understanding of the subject. • Receives consistently below-average marks on tests. • Does less than the average amount of assigned work, and seldom makes up work missed. • Shows below-average ability or initiative in learning and applying facts, principals, and skills. • Participates inadequately or ineffectively in learning activities. • Shows below average ability or initiative in critical thinking and creativity.
D			
D-			
F			

Academic Integrity

Aspire Public Schools believe in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

Consequences for Violating Academic Integrity

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

Text Books

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books or other school materials, including library books.

Restitution

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent guardian, but will not be withheld from a requesting school.

STUDENT LIFE

Activities

Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, **AND**
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors; **AND**
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

Athletics

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue

Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.
3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

Expanded Learning Afterschool Programs

Aspire Public Schools' expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun.

Alignment with the School Day

All aspects of our expanded learning programming are tightly aligned with the school day. Students are expected to follow Aspire Public Schools' student Code of Conduct and all school behavior rules and expectations apply during afterschool time. In addition, expanded learning program staff work closely with teachers to target instruction to meet your student's learning and development needs.

Registration and Enrollment

The program is open to all students. However, funding limitations may restrict the number of students the program can serve. When more students wish to enroll than the program can accommodate, priority for enrollment will be given to students with greatest academic need based on assessment data along with teacher or administrator referrals.

To join the program, students and families must complete a Registration Form. If accepted for enrollment, parents and students will be required to review the program's handbook and sign an enrollment contract indicating that you agree to the program's attendance and behavior policies.

Hours of Operation and Location

The program operates every day that school is in session from the time of school dismissal until 6:00pm, this includes all early release school days, student led conference days, and field trip days. The program does not operate on days when school is closed, such as staff development days, school breaks and summer. All students are offered a snack every day. All students must be picked up leave campus no later than 6:00pm.

Program activities take place primarily on-campus with occasional field trips and community service activities. In addition, students may be offered opportunities to participate in off-campus enrichment activities led by partner organizations. Separate permission forms will be requested for any off-campus activities.

Attendance

Elementary school students are expected to attend the program every day. Middle school students may register to attend a minimum of 3 days per week or more; priority is given to middle school students who are able to attend every day. All students are expected to attend the full program each day, unless they have a permitted reason for early release (see Early Release Policy in the Program Handbook). Partial

program attendance is not allowed as it interferes with our ability to deliver quality instruction and inhibits the ability of students to fully benefit from the program offerings. Full day attendance is also a requirement of our grant funding for the program.

Staff

Expanded Learning programs are run by Afterschool Directors. Our program staff includes college students and adults from our local community. All have met Aspire's paraprofessional qualifications and many have college degrees and prior teaching experience. We provide ongoing training to staff and encourage small group instruction and individual tutoring to ensure students get the support they need. Program-wide we maintain a student-staff ratio of 20:1 or lower.

Funding and Fees

The program is supported primarily by state grants that are specifically designated for afterschool programming. These grants determine the number of students we can serve and our hours of operation. In addition, we may charge a small monthly fee that allows us to maintain key program features and instructional quality at a time of diminishing state support for public education. Information about fee rates is available in the Program Handbook. In no case should fees be a barrier to participation for students who are otherwise qualified to enroll. Therefore, Scholarships are available for families for whom payment of fees poses financial hardship. Scholarship Application Forms are available from the Afterschool Director or the School Office.

School Lunches

In addition to our regular food service program, students may be eligible for the no-cost or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

Employment of Students - Work Permit

While school and preparation for university must always be a student's first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

- a. maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.
- b. maintain, during the previous grading period (by quarter), at least a 2.0 GPA.
- c. not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students or Academic Counselor to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. In accordance with Aspire Public Schools Administrative Regulations and CA Education Code 49164 - "The CEO or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law." Specific details may be found on the following websites or by talking with your school dean or counselor:

- Information on Minors and Employment , (<http://www.dir.ca.gov/dlse/DLSE-CL.htm>)
- Division of Labor Standards Summary Chart, (<http://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf>)
- Child Labor Laws 2013, (<http://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf>) Work Permits FAQ, (<http://www.cde.ca.gov/ci/ct/we/wpfaq.asp>)

STUDENT SUPPORTS AND PROTECTIONS

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

- **Parent's Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; and (d) Upon receipt of a request for due process.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

Agreement to Continue Student in Kindergarten

Kindergarten is an important place for children to develop the pre-requisite skills they need to be successful in 1st grade. If a student is struggling to develop those pre-requisite skills we work with families to determine if students should progress or repeat kindergarten. Students will not repeat kindergarten without the agreement of parents to postpone 1st grade (EC§ 48011).

Social-Emotional Counseling Programs

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact your school's counselor to determine specific protocols at your school site. Schools without a counselor cannot provide counseling services unless otherwise stipulated in an IEP or 504 document.

Social Emotional counseling is available on a limited basis through our counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors work with students on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, counseling services are only available during regular school days and times.

Counseling services are not guaranteed for students. Additionally, Students referred for services will be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. There is no charge for counseling support. As stated above, however, counseling resources are limited and counseling services are not guaranteed for every referral.

Referral Process

Student can be referred for counseling from a variety of avenues, but the primary referral source is through school systems such as the SST, RtI or Special Education process. These referrals take priority over other referral sources. Parent referrals, self-referrals, etc. are evaluated on a case by case basis and may not result in counseling services. In some instances, students referred to the counseling team will be referred out for services and it is the responsibility of the student/parent to follow up on these referrals. Each counseling team makes referral determinations on a variety of factors, including applicable state and federal laws.

Referrals to Outside Resources

The counseling department maintains a list of outside agencies and resources to which parents and students can be referred for services as necessary. Parents who are interested in receiving this list should contact the school's counseling department or main office. This list reflects agencies and resources in the geographic area of the school and does not imply an endorsement of these agencies and/or resources by the school or Aspire.

Crisis

Social-emotional crisis includes, but is not limited to, times when a student discloses or expresses homicidal or suicidal ideation, desire to hurt self or others (including self-injury) and instances of child abuse. In these instances, Aspire schools follow a crisis protocol that may end with a student being evaluated by county mental health or other crisis response agency. Aspire Public Schools will make every effort to contact parents during crisis as appropriate, but must follow crisis protocols to protect the safety of all students and staff. Please contact the Director of Student and Family Support if you have questions or concerns about crisis response at 510-434-5000.

Consent and Confidentiality

Aspire complies with state and federal laws around consent and confidentiality for counseling services. In California, students ages 12 and over hold rights to their counseling records. Please contact the school counselor if you have questions or concerns about consent for counseling and confidentiality of the counseling record.

Alignment with the School Day

Counselors make every effort to pull students at times that are convenient for their students and are aligned with the academic needs of the student.

Termination of Services

As stated above, counseling services are not guaranteed. Services may be ended for a variety of reasons and with reasonable notice to parents/students. In these instances, referrals can be given, but the responsibility to follow up on these referrals falls with the parent/student.

Additionally, students who repeatedly miss counseling service appointments for any reason may be dropped from counseling services permanently. Counseling services are only available during the regular school calendar.

Emergency Medical Care

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

Contagious or Infectious Disease and Head Lice

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist. Additional students having evidence of live head lice shall be excluded from school until they have been treated and determined to be free of live louse.

Child Abuse Reporting

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

Childfind and Special Education Notification:

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special programs such as speech therapy, physical and occupational therapy, Title LAP and special education academic programs to children five years and older. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you. These services are available for persons between the ages of birth through 21 years age.

If any Aspire Public School family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

McKinney-Vento Reauthorization of 2002

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Director of Student and Family Supports at 510-434-5000.

Family Life HIV AIDS Education

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility.

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues. The Family Life and HIV AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents Guardians may contact the Principal if they would like to preview the classroom materials.

Notice for Directory Information:

Federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised their local schools that they do not want their student’s information disclosed without their prior written consent.

FAMILY AND COMMUNITY ENGAGEMENT

School-Home communication

At school we depend on our parents and guardians to work as our partners in supporting their children’s education. It is always best to first contact your child’s teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

Visitor Policy

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor’s Pass.**

Volunteers

Volunteers help enrich students’ education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a “Visitor Badge” as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include: coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

Volunteer Drivers

- The driver must have a valid California Driver’s License.
- The parent or adult driver must have a current “**Driver’s Liability Insurance Statement**” on file in the school office with the following minimum coverage: \$15,000 per person, \$30,000 per occurrence, \$5,000 property damage (15 30 5).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.
- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

FAMILY RIGHTS AND RESPONSIBILITIES

Directory Information

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information,

properly signed and on file in the school Office. STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CONTACT INFORMATION.

Non-Discrimination Policy

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

Family Educational Rights to Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

No Child Left Behind Notification

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

Public Meeting Notice

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

UNIFORM COMPLAINT POLICY AND PROCEDURES

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

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

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

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

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

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

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

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

PROCEDURES

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

- **Complaint:** A complaint shall be presented in writing by way of an Aspire Community Complaint Form and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.
- **Mediation:** Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

INVESTIGATION OF COMPLAINT

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

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education or to the Achievement School District in Tennessee, as applicable. With regards to issues concerning pupil fees, if there is a finding of merit then a remedy shall be provided to all affected pupils, parents, and guardians, including reasonable efforts for full reimbursement.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.

All forms may be mailed or delivered to:

In California:
Aspire Public Schools
ATTN: Community Complaint Officer

1001 – 22nd Avenue, Suite 100
Oakland, CA 94606

In Tennessee:
Aspire Public Schools
ATTN: Executive Director
516 Tennessee St., Ste. 406
Memphis, TN 38103

Aspire reserves the right to modify locations for receipt of forms as necessary.



COMMUNITY COMPLAINT FORM

Name _____

Address _____

Telephone _____ (day)
_____ (evening)

1 School site and person you are filing a complaint against:

2 Has this been discussed with him/her? Y ___ N ___ Date:

3 Has the complaint been discussed with the principal or supervisor? Y ___ N ___ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy or action do you suggest?

Signature _____

Date _____

Date received by Aspire Home Office _____



STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2014-2015.

Student Name (please print)

Grade Level

Date

Parent/Guardian Signature

Date



ASPIRE BERKLEY MAYNARD ACADEMY

RENEWAL CHARTER for the term July 1, 2015 through June 30, 2020

~~CHARTER RENEWAL PETITION~~

~~For a term of July 1, 2010—June 30, 2015~~

Original Charter Approved by Oakland Unified School District
March 30, 2005

Charter Renewal Approved
February 10, 2010

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Appendix

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Aspire Berkley Maynard Academy Charter: Assurances

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

1. Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. California Education Code (hereinafter “Ed Code” or “EC” or “Education Code” Section 47605(d)(1)]
2. Not charge tuition. [Ref. Education Code Section 47605(d)(1)]
3. Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
4. If a pupil is expelled or leaves The Charter School without graduating or completing The Charter School year for any reason, The Charter School shall notify the superintendent of The Charter 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)]
5. 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 pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
6. Consult, on a regular basis, with the Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. [Ref. California Education Code Section 47605(c)]
7. 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 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 Charter 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 Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

8. 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)]
9. 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).
10. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
11. Not require any child to attend the Charter School nor any employee to work at the charter school.
12. 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.
13. 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)]
14. 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 noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
15. At all times maintain all necessary and appropriate insurance coverage.
16. 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)]
17. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
18. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
19. Comply with all applicable portions of the Elementary and Secondary Education Act.
20. Comply with the Family Educational Rights and Privacy Act.
21. Comply with the Ralph M. Brown Act.

22. Comply with the Political Reform Act.

23. Meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

24. 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.

10/22/2014

Kimi Kean DATE

Bay Area Area Superintendent

Aspire Public Schools

Affirmations/Assurances

Aspire Berkley Maynard Academy (the “School” or the “Charter 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.

• Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.

• Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.

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~~• Shall not charge tuition.~~

~~• 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 Charter School shall not be determined by the place of residence of the child 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 Charter School in accordance with Education Code Section 47605(d)(2)(C).~~

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

~~• 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~~

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~~with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.~~

- ~~• Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.~~
- ~~• Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.~~
- ~~• Shall at all times maintain all necessary and appropriate insurance coverage.~~
- ~~• Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)–(D)~~
- ~~• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.~~

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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:~~

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~~• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.~~

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~~• The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.~~

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~~• The Charter School shall comply with any jurisdictional limitations to locations of its facilities.~~

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~~• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.~~

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~~• The Charter School shall comply with all applicable portions of the No Child Left Behind Act.~~

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~~• The Charter School shall comply with the Public Records Act.~~

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~~• The Charter School shall comply with the Family Educational Rights and Privacy Act.~~

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~~• The Charter School shall comply with the Ralph M. Brown Act.~~

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~~• The Charter School shall meet or exceed the legally required minimum of school days.~~

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INTRODUCTION

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Berkley Maynard Academy (“The Charter 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 38 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 Charter School has been chartered in the Oakland Unified School District (“District”) under the auspices of Aspire since 2005. The Charter School has had an excellent academic record including meeting (or exceeding) its State API growth targets.

The Charter School’s present charter term is set to expire on June 30, 2015. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b) as it has:

1. Attained (or exceeded) its Academic Performance Index (“API”) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years, both schoolwide and for all groups of pupils served by the charter school;

<u>Year</u>	<u>API Growth Score</u>	<u>API Growth Target</u>	<u>Actual Growth</u>	<u>Met Growth Target Schoolwide and Subgroups</u>
<u>2013</u>	<u>833</u>	<u>A</u>	<u>-18</u>	<u>Yes</u>
<u>2012</u>	<u>851</u>	<u>A</u>	<u>11</u>	<u>Yes</u>
<u>2011</u>	<u>841</u>	<u>A</u>	<u>16</u>	<u>Yes</u>
<u>2010</u>	<u>825</u>	<u>A</u>	<u>8</u>	<u>Yes</u>
<u>2009</u>	<u>817</u>	<u>5</u>	<u>50</u>	<u>Yes</u>

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;

<u>Year</u>	<u>Statewide Ranking</u>
<u>2013</u>	<u>7</u>
<u>2012</u>	<u>7</u>

<u>2011</u>	<u>7</u>
<u>2010</u>	<u>7</u>

3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years;

<u>Year</u>	<u>Similar Schools Ranking</u>
<u>2013</u>	<u>10</u>
<u>2012</u>	<u>10</u>
<u>2011</u>	<u>10</u>
<u>2010</u>	<u>10</u>

(See: <http://dq.cde.ca.gov/dataquest/> for further information regarding The Charter School's academic performance)

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

The Charter School is located at 6200 San Pablo Ave, Oakland, CA 94608 where it leases until 7/1/2017 the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District ("the District") to renew the charter for the Charter School for a five-year period, from July 1, 2015 to June 30, 2020.

The Charter Schools Act of 1992 states that:

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

(a) Improve pupil learning.

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

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

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

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

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

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

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

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

I. — Executive Summary

~~The petitioners seek to continue to operate Berkley Maynard Academy as a public charter school, to prepare students for college, work, and citizenship. Our focus is on a student population that is currently under-served and under-represented in colleges and universities.~~

~~The School’s Vision~~

~~Berkley Maynard Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities.~~

~~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 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.~~

~~Target Population — Whom the School is Attempting to Educate~~

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~~The School plans to serve approximately 520 students in grades K–8, with the possibility that it may reduce grades served (e.g. to K–5, K–6, or K–7) if other nearby Aspire secondary schools are able to provide sufficient middle grades capacity. The School aims to enroll students whose diversity is representative of the neighborhood and the Oakland Unified School District’s (the “District”) general population, and is primarily designed to serve students who are historically under-represented in college and who face barriers to college.~~

~~Educational Philosophy and Approach~~

~~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. Like newspaper publishers Thomas Berkley and Robert Maynard, for whom the School is named, students 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~~

~~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. The School’s education design has been tested, refined, and proven successful during the School’s initial charter term, and also with similar students in other Aspire charter schools in California. As~~

~~more fully described in the charter, the School's philosophy of "how learning best occurs" includes:~~

- ~~• Structures to support student learning, including: small school size and class sizes for a more personalized environment; longer school day, longer school year, and block scheduling to create more time to learn; single-sex classrooms at some grade levels; and opportunity for teachers and students to build relationships over time through looping~~
- ~~• Research and reality tested pedagogical strategies as encompassed in Instructional Guidelines, including direct instruction, guided instruction, and practice, in large groups, small groups and independently~~
- ~~• A variety of carefully selected, standards-aligned curriculum materials~~
- ~~• Consistent and frequent assessment using a variety of means, and regular feedback to maximize student engagement~~
- ~~• Support systems for students with different needs~~

~~Founding Group—Organizational Team~~

~~Aspire Public Schools is a 501(c)(3) nonprofit public benefit corporation, and a pioneer and leader in California public education. Since its founding in 1998, Aspire has opened 25 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~~

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~~leading nonprofit charter management organizations in the country.~~

~~→ See Appendix Ia for more information on Aspire's results to date and Aspire Management Team biographies.~~

~~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 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~~

~~The Berkley Maynard Academy Community believes that the School fulfills this legislative intent by providing an excellent educational environment for over 500 Oakland students, many of~~

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~~whom are currently not meeting their academic potential (intent a and b). The School also provides an additional high quality choice in an area of the city where three school districts intersect, drawing students from several districts in the East Bay (intent e).~~

PETITION ELEMENTS

Element 1: The Educational Program

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

- 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 Charter 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 Charter School's Mission

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

The Charter School currently serves approximately 561 students in grades K-8. The Charter School will also offer transitional Kindergarten and comply with all applicable requirements regarding transitional kindergarten. The Charter School's Performance Report, which includes historical enrollment data, can be found in Appendix I.

Grade	2014-15	2015-16	2016-17	2017-2018	2018-19	2019-20
K	66	66	66	66	66	66
1st	66	66	66	66	66	66
2nd	66	66	66	66	66	66
3rd	64	64	64	64	64	64
4th	62	62	62	62	62	62
5th	60	60	60	60	60	60
6th	59	59	59	59	59	59
7th	59	59	59	59	59	59
8th	58	58	58	58	58	58
Academy Total	560	560	560	560	560	560

According to demographic data compiled by the California Department of Education (“CDE”), the District enrolled 47,194 students in 2013-14. Of these students, African Americans constitute 28.0% of the students, American Indians 0.3%, Asians 13.2%, Filipinos 0.8%, Hispanics 42.7%, Pacific Islanders 1.1% and Whites 9.8%. During the 2013-14 school year, students who spoke English as a second language made up 30.1% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of surrounding schools can be found in Appendix II.

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;
- Students who live in low-income neighborhoods; and
- Students whose racial and ethnic diversity represents their respective communities.

In education, one size does not fit all and 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 Charter School recognizes that to be an Educated Person in the 21st century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

How Learning Best Occurs

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

In order to prepare students to succeed in college, 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 Charter School follows. With the adoption of the CCSS, The Charter School program will be more tightly aligned to our college readiness goal.

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

School Culture

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

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

“Make Sense of Problems and Persevere in Solving Them”

- CCSS Mathematics Practice Standards

The CCSS identify changes in how students will need to approach understanding mathematics and problem solving. Aspire believes the resiliency referenced in this math practice standard applies to all aspects of schooling. Students need to be resilient and tenacious about learning, whether they’re attacking a challenging math problem, reading a complicated text or solving a coding problem. Using the seven “C’s” of resiliency identified by Dr. Ginsburg at the University of Pennsylvania School of Medicine, the Charter School will focus on building and celebrating resilient learners through a comprehensive system of events, rituals and structures.

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

- Identifying individual strengths in their Personalized Learning Plans
- Allowing children to make decisions about choices in their books and projects

- Creating challenging problems that students work together to solve

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

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

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

- Creating small schools and classes to allow connections with students and adults
- Using the Responsive Classroom¹ program which teaches C.A.R.E.S. (Cooperation, Assertiveness, Responsibility, Empathy, Self-Control) so students have words to explain their feelings
- Providing conflict resolution training to help students solve conflicts

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

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

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

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

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

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

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

- Having students complete reflection forms when they make poor decisions
- Offering a full-time counselor for students

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

- Conducting Morning Meetings to discuss challenges for the classrooms

Social-Emotional and Behavioral RTI

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

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

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

- **Tier One, Behavioral/Social Emotional:** Aspire Public Schools is committed to creating a safe, active, and accessible learning environment for all students. This will include the clear articulation of school-wide behavioral expectations and the use of positive behavioral supports for all students. To support the healthy social emotional development of our student body, the Charter School plans to utilize the Responsive Classroom along with other social emotional learning programs (such as Positive Action or Second Step) as well as an anti-bullying program (such as Olweus Bullying Prevention). In addition, the Charter School will focus on building the trauma competency of all teachers in order to meet the needs of the Charter School's most struggling students in an inclusive setting. As a Tier One strategy, the school will also integrate Restorative Practices for restoring when harm has been done. Restorative practices build individual and community capacity to resolve conflict, to deepen empathy and to heal.
- **Tier Two, Behavioral/Social Emotional:** The Charter School leader will work to develop thresholds for the initiation of tier two services, considering data including office discipline referrals, teacher referrals, and attendance. In addition, individual students will be identified for tier two supports through Grade Level Team (GLT)

meetings. For students who are experiencing behavioral challenges, the GLT may work to create an individualized Behavior Map and/or Behavior Contract. Behavioral goals will be developed and assessed over time to determine if students are ready to return to tier one levels of support, or if they may be candidates for tier three services. For students who are experiencing social emotional challenges, the GLT may refer them to participate in group counseling, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Each student's progress will be assessed at the end of the intervention cycle to determine readiness to return to tier one levels of support, or whether students may be in need of intensive, tier three services. Parents are important partners in the Tier Two behavioral and social emotional supports.

- **Tier Three, Behavioral/Social Emotional:** These services include Functional Behavioral Analysis (FBA) and the development of a Behavior Intervention Plan (BIP), and mental health case management, including referrals for and initiation of individual and/or family therapy. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of a BIP that is carried out and closely monitored by the team. It is our aim to have a Spanish-speaking, on-site mental health provider who will be able to work with individual students and families in need of mental health support, while other students may be referred to quality mental health providers within the community. Again, parents are important partners in the Tier Three behavioral and social emotional supports.

College for Certain

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.

There are over 6 million students in California public schools according to the California Department of Finance. If past trends hold true in the future, only about 16% of all African-American and Latino students in California will leave high school prepared to enter the University of California ("UC") and the California State University ("CSU") systems (see "California Educational Opportunity Report," 2011, by UCLA IDEA and UC/ACCORD).

This is particularly true in our urban communities. Reversing this trend must begin at an early age. Pre-school programs, robust elementary experiences and a sense of efficacy about college by the time the student is attending middle school are all essential. These supports are readily present in many California communities but absent in a significant number of urban neighborhoods. It is clear that there are two very distinct ways of looking at college as an option. In many communities across our state, the question asked is not "if" one goes to college, but "where." Unfortunately, the odds are stacked against our most underserved

communities across California, especially for families who live at or below the poverty line and families who have yet to benefit from the choices and economic benefits that accompany Californians who have earned their college degree.

The Charter School's Program Design Elements

Community

Aspire schools are small, with generally 30-66 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. Target enrollment for elementary campuses (K-5) is between 320 and 440 students. Target enrollment for our secondary campuses (6-12) is between 420 and 660 students.
- Small Class Sizes: In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain up to a 22:1 student-teacher ratio in kindergarten through third grade and up to a 30:1 ratio in grades four through twelve. Also, students in the 6th through 12th grade spend part of each day in advisory courses with a student-teacher ratio of approximately 25:1.
- Looped Grouping: If possible and appropriate, the Charter School aspires to allow teachers to teach the same group of students for two consecutive years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher can save 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. One example of looping might be that students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.
- Advisory Groups: Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between The Charter School and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for several years, sometimes through graduation, and provides a support structure for students. Advisory has an academic and a social-emotional focus. During academically-focused Advisory, students develop habits for academic success. They may receive guidance and counseling around academic issues to ensure students are on-track for graduation requirements. During Advisory focused on social emotional skills and abilities, students use a circle for check in and to process issues related to adolescent development.

Learning Time

Aspire provides roughly 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. A sample school bell schedule is attached in Appendix III.
- Longer School Year: Aspire schools provide approximately 184 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix IV.
- Modified Traditional Calendar: The Charter 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's Instructional Methods (AIMs) for math, English Language Arts, science and humanities 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 and the Aspire Instructional Rubric (AIR). AIMs have been revised to reflect what is being learned as we implement the CCSS. Aspire's Instructional Methods are available upon request. These guidelines, as well as the purchased curriculum materials, provide the structure for a CCSS-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 relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives.
- Flexible supports: Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- 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, close reading, 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.

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

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

One of the phonics resources in K-5 literacy instruction may be the Open Court Reading materials. Writing may be supplemented with vocabulary and instruction based on the Lucy Calkins Units of Study. Grades 6-8 use California's Recommended Literature list, as well as texts referenced in the CCSS for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, non-fiction texts and additional resources such as Write Source.

Aspire is using Core Knowledge Units as a supplemental resource for teachers to develop interdisciplinary units. The Core Knowledge framework aligns to the Common Core, and supports teachers to develop contextualized literacy learning through integration with social studies and science content.

- *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! and a variety of non-fiction texts as recommended by the CCSS.

Throughout the K-8 instructional program, social science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- *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 and a double block of math in secondary schools, our state adopted math materials, Stepping Stones 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.

To adapt our formative assessment practices to the Common Core State Standards, Aspire has realigned math benchmarks and now include short answer, constructed response and performance tasks. The performance tasks provide rich, complex problems that require students to apply content knowledge, strategies and to persist.

Aspire teachers are using performance tasks to make sense of student understanding of CCSS. For example, a 6th grade teaching team may be focusing on CCSS.MATH.CONTENT.6.NS.C.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits,

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positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. During Data Talks, which occur weekly for grade level teams and are lead by an Aspire Lead Teacher, teachers bring their analysis of CCSS-aligned assessment, such as a performance task that is aligned to the standard above. Together, they look for patterns and contrasts in student understanding and plan for follow up lessons to address misconceptions. The Data Talks are a key structure in supporting Aspire teachers to make sense of the shifts in student role, teacher role and content that the Common Core demands, and to align their instruction accordingly.

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

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CST Science Tests, CELDT and Physical Fitness Test)²;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment, STAR Renaissance Reading Assessment)
- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics, Aspire Writing Assessment (Snapshot));
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Stepping Stones Unit Assessments, College Preparatory Mathematics curriculum-embedded assessments, Edusoft assessments; short-answer, constructed response, performance tasks, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at the School will be their Rites of Passage Experiences (ROPES) Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has 3 to 5 computers in a classroom with Internet access, a computer lab or access to banks of laptop computers. Students exercise their higher-order thinking skills through simulations and presentations, their communication and

² 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.

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

Annual Goals and Actions in the State Priorities

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
1. Need: Increase writing proficiency of students Metric: Aspire Writing Snapshot	Increase the proficiency of students by 5% in writing until 70% proficient is reached.	All	2014-15 Charter School Aspire Writing Assessment scores	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	5% more students will score proficient or above on the Aspire Writing Assessment until 70% is reached. Improved writing instruction for all students	Aspire – College Readiness State #4 - Pupil Achievement	Professional Development: Once a month teachers will analyze writing data or learn a new writing instructional skills. These are led by principals and/or instructional coaches. The school will attend five days of Growing Educators training which focuses on writing. CA CCSS Institute training for every teacher.
2. Need: Increase basic skills in math Metric: Aspire Math Basic Skills Assessment	Increase the % of students passing the MBSA in 5 th grade by 5% until 90%.	All	2014-15 MBSA results	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	5% more students will score proficient or above on the Aspire Math Basic Skills Assessment until 90% is reached.	Aspire – College Readiness State #4 - Pupil Achievement	Once a month teachers will analyze math data and student progress and brainstorm ways to alter teaching techniques to raise scores. These are led by principals and/or instructional coaches. New Teacher Training.

Identified Need and Metric	Goals		What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services	
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)	Baseline	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019			Year 5: 2019-2020
3. Need: Students to understand a topic in depth. Metric: Completion of inter-disciplinary units	By June of 2018, each student will complete 3 inter-disciplinary units a year.	All	2014-15 number of inter-disciplinary units that are completed.	Students will receive instruction in an inter-disciplinary manner. Students will complete one inter-disciplinary unit.	Students will receive instruction in an inter-disciplinary manner. Students will complete two inter-disciplinary units.	Students will receive instruction in an inter-disciplinary manner. Students will complete three inter-disciplinary units.	Students will receive instruction in an inter-disciplinary manner. Students will complete three inter-disciplinary units.	Students will receive instruction in an inter-disciplinary manner. Students will complete three inter-disciplinary units.	State #5 – Pupil engagement State #8 – Other pupil outcomes State #7 – Course Access	Purchase additional Math materials. Once per month teachers will work with instructional coaches to plan upcoming inter-disciplinary units and ensure that students have many choices. Additional planning time, substitutes, and New Teacher Training
4. Need: Students in school to learn Metric: Attendance rate	Attendance rate 95% for all subgroups	All	2014-15 attendance rates and SARB data	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.	Maintain or exceed 95% attendance rate Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truancies.	State #5 - Pupil Engagement State #4 – Pupil Achievement	Data Monitoring by Office Manager with appropriate Tech Solutions The Data and Assessment Team, as well as our Godzilla Team will provide dashboards with accurate attendance data.
5. Need: Students taught by highly qualified teachers	All students are taught by appropriately credentialed teachers. (100% of	All	2014-15 number of highly qualified teachers	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	All students will be taught by highly qualified personnel.	State #1 - Basic	Regional Human Resources Manager will send an update report if any time a teacher

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
Metric: Teacher credential rate	teachers will be highly qualified per No Child Left Behind Act).									who is not highly qualified is hired. Support for Principal The Regional Human Resources Manager will review the status of these teachers at monthly meetings with the principal.
6. Need: All students have appropriate instructional materials Metric: % of students with standards-aligned materials	100% of students will have access to standards aligned materials as measured by school inventory.	All students have appropriate materials	2014-15 instructional materials	All pupils will have Common Core aligned math materials. All pupils will have texts with appropriate complexity as aligned with the California Common Core State Standards.	All pupils will have CA CCSS aligned ELA text sets.	All pupils will have NGSS aligned texts.	All pupils will have all aligned text sets.	All pupils will have all aligned text sets.	State #1 - Basic	Material purchasing and Technology purchasing and support
7. Need: School facilities that honor the students Metric: School facilities in good repair	100% of school facilities will be maintained and in good repair as measured by our facilities department.	All students attend school in a safe facility conducive to learning.	2014-15 facilities	Building Manager will have clear job descriptions and an effectiveness bonus.	5% of school budget will be appropriated for upkeep of the building	5% of school budget will be appropriated for upkeep of the building	5% of school budget will be appropriated for upkeep of the building	5% of school budget will be appropriated for upkeep of the building	State #1 - Basic	The Regional Human Resource Department will work with the principal to identify goals for the building manager with the Business Manager or the Principal. The HR Department will create a rubric describing the levels of effectiveness of

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
										building managers. Building Manager and Custodial services
8. Need: Implementation of the California Common Core State Standards and English Language Development Standards Metric: Hours of professional development	All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards	100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards, including specialized segments for teaching the ELD standards	2014-15 alignment with CA CCSS	Instruction will be better aligned with college readiness and the CA CCSS. English Learners will receive improved English Development instruction.	Instruction will be more effective in teaching the CA CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.	Instruction will be more effective in teaching the CA CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.	Instruction will be more effective in teaching the CA CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.	Instruction will be more effective in teaching the CA CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.	State #2 – Implementation of State Standards	Professional Development Two Fridays a month will be focused on CCSS ELD framework. The EL Instructional coaches will work with the schools to create a plan that addresses the needs of the students according to the CELDT. CA CCSS Institute and Lead Teacher Training All teachers attended a summer training focused on the CA CCSS standards put on my the <u>Aspire</u> instructional coaches and principals.
9. Need: Maintain parent satisfaction with the school Metric: Parent Satisfaction Survey	Most families are satisfied with the school - 90% of all families will state that they are satisfied or very satisfied with their experience	All families.	2014-15 family survey results	Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program.	Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program. Family satisfaction	Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program.	Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program.	Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program.	State #3 – School climate	Principals will convene four ASC meetings to get feedback on the program and provide information about CCSS. Two Saturday Schools will be held to engage families in educating their youngsters.

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
	at the Charter School via the family survey distributed annually.			Family satisfaction will increase 5% if below 90% in 13-14.	will increase 5% if below 90% in 15-16.	Family satisfaction will increase 5% if below 90% in 16-17.	Family satisfaction will increase 5% if below 90% in 17-18.	Family satisfaction will increase 5% if below 90% in 18-19.		The Counselor or Parent outreach coordinator will provide training as needed on issues identified by the ASC.
10. Need: Increased student achievement on the SBAC assessment. Metric: SBAC assessment.	Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended (Baseline 2014-2015 year)	5% increase each year on students scoring proficient schoolwide and for each subgroup (until 80% is reached)	2014-15 SBAC scores	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups until reaching 80% proficient.	State # 2 – Implementation of CA CCSS State #4- Pupil Achievement	Professional Development and Data Analysis: CA CCSS Institute held for four days during the summer for all staff. This is taught by coaches and principals. New Teacher Training held for two weeks before school starts and lead by coaches. . Lead Teacher Bootcamp held for two days in the Home Office and taught by experts in the home office. Intervention teachers will provide support tutoring for students as identified by the Response to Intervention Team.
11. Need: Increased	Goal: 90% of families	All subgroups	Number of families who	5% growth in the	5% growth in the number	5% growth in the number	5% growth in the number	5% growth in the number	State #3 – School climate	Professional development

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
parental engagement & involvement	meet volunteer goal of volunteering 20 hours/year and attending two student-led conferences Maintain or increase by 5% for all students each year		met volunteering goal in 2014-15	number of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences	of parents who meet volunteer goal (20 hours/year) and attend all student-led conferences		for staff to encourage family participation and outreach from school staff to families to volunteer and attend student-led conferences.
12. Need: Increased English proficiency Metric: CELDT	Increase EL reclassification	English Language Learners	2014-15 EL Reclass rates	Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. In this year 25% of long term EL's (EL for 5+ years) will acquire English Proficiency and 50% of ELs of less than 5 years will acquire English proficiency.	Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. In this year 25% of long term EL's (EL for 5+ years) will acquire English Proficiency and 50% of ELs of less than 5 years will acquire English proficiency.	An average of 10% students will be re-designated in this year between all grade levels. Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.	An average of 10% students will be re-designated in this year between all grade levels. Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.	An average of 10% students will be re-designated in this year between all grade levels. Students will increase their mastery of the English language. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.	State #4 – Pupil Achievement	Friday professional development twice a year on CELDT/ELPAC and meeting the needs of English Learners. Initially, this will focus on the new framework. CA CCSS Institute held for four days during the summer for all staff including how to support English Learners. This is taught by coaches and principals. New Teacher Training held for two weeks before school starts and lead by coaches. . Classroom teachers will provide additional

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
										support tutoring for students as identified by the Response to Intervention Team who may be English Learners. This will be above the required ELD instruction.
13. Need: Decrease pupil expulsion rates Metric: % of students with one or more expulsion annually	We will continue to work to ensure that expulsion is the absolute last resort for students, and aim to not expel any students during the school year.	All students have minimal expulsions.	2014-15 Expulsion data	We will continue to work to ensure that expulsion is the absolute last resort for students. Students will feel safer at school.	We will continue to work to ensure that expulsion is the absolute last resort for students. Students will feel safer at school.	We will continue to work to ensure that expulsion is the absolute last resort for students. Students will feel safer at school.	We will continue to work to ensure that expulsion is the absolute last resort for students. Students will feel safer at school.	We will continue to work to ensure that expulsion is the absolute last resort for students. Students will feel safer at school.	State #6 – Student engagement	School staff will receive monthly professional development from the Director of Student Supports at the home office. The RtI team will meet on a monthly basis to review the expulsion data and identify interventions.
14. Need: Decrease pupil suspension Metric: days of suspension Metric: # of students suspended	Reduce the overall number of suspensions by 10% each year.	Pupil suspension rates will decrease for all subgroups.	2014-15 Suspension data	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	5% fewer students will miss school due to suspension. Students will feel safer at school.	State #6 – Student engagement State #8: Other pupil outcomes	The RtI team will meet on a monthly basis to review the data and identify interventions.
15. Need: More exposure to technology Metric: # of devices	Students will spend 3 hours more a week on computers writing or receiving individualized instruction	All	2014-15 devices per student	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving	Enough devices to create a 8:1 ratio will be purchased Students will receive one more hour a week on computers writing or receiving	State #8 – Other pupil outcomes	Technology purchasing: Technology software and IT support

Identified Need and Metric	Goals		Baseline	What will be different/improved for students? (based on identified metric)					Related State and Local Priorities	Actions and Services
	Description of Goal	Applicable Pupil Subgroups ("All" indicated for all pupils.)		Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	Year 4: 2018-2019	Year 5: 2019-2020		
				individ-ualized instruction	individ-ualized instruction	individ-ualized instruction	individ-ualized instruction	individ-ualized instruction		
16. Need: Implement the Next Generation Science Standards Metric: Aspire science interim assessments	Teachers will be trained to implement the Next Generation Science Standards.	All	2014-15 interim results and PD	Students will receive science instruction aligned with the NGSS instructional practices. Teachers will be more effective science teachers.	Students will receive science instruction aligned with the NGSS. Teachers will be more effective educators. Students will receive baselines cores on the Aspire internal science benchmarks	Students will receive science instruction aligned with the CA Science Framework and NGSS. Teachers will be more effective science teachers. Student scores on the Aspire internal science bench-marks will increase 5%.	Students will receive science instruction aligned with the CA Science Framework and NGSS. Teachers will be more effective science teachers. Student scores on the Aspire internal science bench-marks will increase 5%.	Students will receive science instruction aligned with the CA Science Framework and NGSS. Teachers will be more effective science teachers. Student scores on the Aspire internal science bench-marks will increase 5%.	State #4 – Pupil Achievement	Units aligned with the NGSS at every grade level will be available to all teachers. These will be identified and supported by the science coaches. The Bay Area science coach will provide school based NGSS professional development twice a year to all teachers or as needed.

II.—Educational Philosophy and Program

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.

~~California Education Code Section 47605(b)(5)(A)~~

The School’s Mission

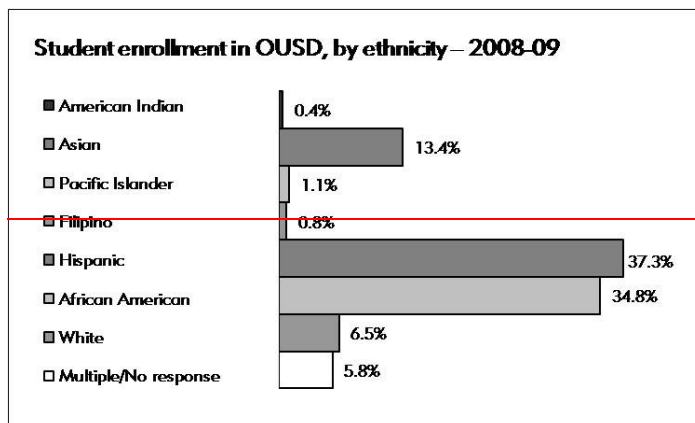
The School’s mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by

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.

Target Population—Whom the School is Attempting to Education

The School plans to serve approximately 520 students in grades K-8, but may reduce grades served (e.g. to K-5, K-6, or K-7) if other nearby Aspire secondary schools are able to provide sufficient middle grades capacity. The School will remain K-8 if the School is able expand or locate a nearby facility large enough to accommodate a larger student body. Adjustments to the configuration of grades served by the school will be considered material to this petition and require submission to the authorizing agency of a material revision request pursuant to Education Code Section 47607.

According to demographic data compiled by the California Department of Education, the District enrolled 46,561 students in 2008-09. 30.6% were designated English Learners, and 67.9% 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 residing within the geographical boundaries of the District and community where the School is located.

In the neighborhood where the School will be located, other elementary and middle schools serve a student population that is disproportionately comprised of low-income and English Learners, compared to the District overall. In addition, some of the schools in the area are academically low-performing (based on the State's API), indicating that many students have not mastered grade level standards and in some cases, may be far below grade level or have serious skill gaps. Therefore, while the School's recruiting activities are focused on enrolling a student body whose diversity represents the general population of the district, the School's educational program has been especially 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 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.

How Learning Best Occurs

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. Aspire's educational design, refined over the past ten years, has been proven effective in raising achievement rates for the School's students. Other successful Aspire schools with similar student populations include Millsmont Academy in Oakland, Rosa Parks Academy in Stockton, and Centennial College Preparatory Academy in Los Angeles. (See Appendix Ia for more data.)

While all of the elements described below are expected to be in place consistently throughout the Charter School, some elements may be less fully implemented at certain times as the focus of the School shifts depending on the needs of students and capacity of School staff.

Structures to Support Learning

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.

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.³

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 no more than 28:1 in fourth through eighth grades.

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 and 10 minutes — or about 40 minutes more instruction each day than 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

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, during which parents are encouraged to attend specially designed academic programs with their children.

➔ See Appendix Ha for sample school year calendar

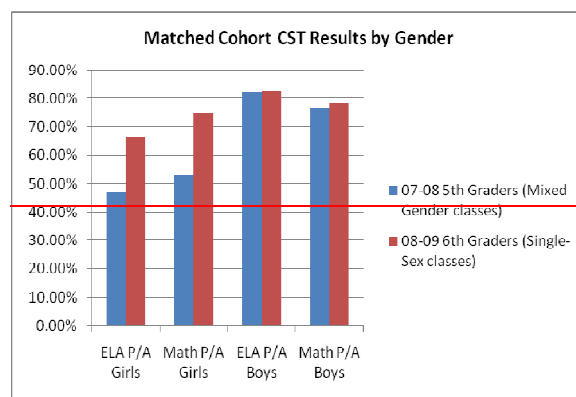
Classroom looping

In the elementary grades, students will “loop” in kindergarten/first grade, second grade/third grade and fourth grade/fifth grade; this means that students stay with the same classroom teacher for two grades. In the middle grades, teachers will be subject-specialized in (e.g., humanities or math and science) and will teach that subject to all students in grades 6-8, creating another three-year loop by subject area. This allows teachers and students to have deep, continuous relationships. It also allows teachers to begin the second and third years with instructional knowledge about every student. Students can receive instruction on the first day of school, instead of spending time establishing classroom rules and procedures. Furthermore, beginning in the 6th grade, each student is assigned to an advisory group of no more than 17 students that meets regularly with an adult advisor. The advisor acts as a bridge between the School and the students’ other communities (e.g. family, work, clubs, social service agencies). The same group and their advisor stay together through their tenure at the School, and provides a support structure for students.

³ A 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/CRESS). 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).

Single-Gender Instruction in Middle School

Students in grades 6 and 7 may receive instruction in core subjects in a single-sex setting to support the learning needs of pre-adolescent and adolescent learners. The idea to consider placing middle-grades students into single-sex classrooms for core subjects arose from teachers' observations that fifth-grade girls were under-performing; further investigation suggested that this behavior was socially driven. The faculty explored the idea by reading research,⁴ examining data, and interviewing teachers and administrators in single-sex schools. In Spring 2008, the school's faculty and administration decided to introduce single-sex classrooms with the new 6th grade class. CST data showed that girls who took part in single-gender classes made significant progress toward closing the gender achievement gap from the previous year.



Because of data after the first year, and overwhelming parent support, the school is continuing single-sex classrooms in the 2009-10 school year. The decision to continue to offer single-sex classrooms for grades 6 and 7 will be made each year based on the recommendation of families and school faculty informed by past data and current research.

Block scheduling

For students in grades 6-8, the daily schedule will be organized around blocks of 90-120 minutes. With this flexible schedule, students can delve more deeply into subjects with these extended periods of time, students have more opportunity for additional supports from their teachers, and teachers can integrate elements of the curriculum more seamlessly.

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).

⁴ Carter, Samuel C. No Excuses: Lessons from 21 High-Performing, High-Poverty Schools. Heritage Foundation, 2002.
Gonlin, Michelle. "The New Gender Gap: From kindergarten to grad school, boys are becoming the second sex." Business Week, May 26, 2003.
Salomone, Rosemary C. Same, Different, Equal: Rethinking Single Sex Schooling. Yale University, 2003.
Smith, Rosa A. "Black Boys: The Litmus Test for 'No Child Left Behind'." Education Week, October 30, 2002.

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 thus 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.⁵
- **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.
- **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.⁶

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 IIb for Aspire’s K-5 and 6-12 ELA Instructional Guidelines Table of Contents.

Curriculum Standards and Materials

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-8 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.

⁵ Adams, G.L., & Engelmann, S. (1996). *Research on Direct Instruction*. Seattle, WA: Educational Achievement Systems.

⁶ Thomas, J. (2000). *A Review of Research on Project Based Learning*. San Rafael, CA: The Autodesk Foundation.

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 by Aspire 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 Regie Routman's work from Writing Essentials.
- Mathematics: The math curriculum is based on the California state standards for mathematics. Currently, the School uses the Harcourt Brace mathematics program for grades K-5 and College Preparatory Mathematics (CPM) curriculum for grades 6-8. The School also supplements with other materials from other sources in order to set expectations high and include real-life problems to create learning opportunities.
- 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 uses the Full Option Science System (FOSS) as a curriculum resource for K-5 and It's About Time as its curriculum for 6-8.
- 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).
- Spanish/Second Language: Middle school students receive Spanish instruction as part of the curriculum. Instruction includes the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students would work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Additional Spanish instruction may also be provided after school.
- Visual and Performing Arts: Appreciation of 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. Students receive instruction in both art and music during their time at the School. Additional opportunities may also be provided through connections within the community.
- Physical education: Students will be expected to develop their physical abilities and fitness. They will learn these skills and habits through Physical Education class. The School will administer the state and federally mandated physical fitness tests.
- Health: Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, physical education class, collaborations with local health agencies, and thematic units. Health instruction follows the

California Health Framework. Data from the California Healthy Kids survey informs additional needed interventions:

- **Technology:** Students are expected to develop technological proficiency in basic use of personal computers and the Internet. Students are expected to utilize technology in ways that will prepare them for secondary education. The School integrates technology skill development in core academic classes and as part of interdisciplinary projects, and dependent on budget, may also offer technology classes as a Special Subject for a few hours each week.
- **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. The School incorporates these “life skills” throughout the curriculum using the CARES (Cooperation, Assertiveness, Responsibility, Empathy, Self-Control) framework in the Responsive Classroom approach, and explicitly teaches them as part of the Advisory program and/or in Advanced Via Individual Determination (“AVID”) class. Teachers both model good behavior and explicitly guide students in learning how to use these life skills every day.

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.

Assessment

Assessment allows the School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students’ learning in the three outcomes (basic skills, thinking skills, life skills). Students are 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.

-> See Appendices Hh-Hi for Aspire assessment calendar and sample Snapshot Assessment.

Culture of College for Certain

The School has a culture in which students expect that they will attend and graduate from college. This culture of “College for Certain” is cultivated through artifacts, rituals, language and stories. College-related artifacts are pervasive throughout the school: classrooms are named after colleges and universities, college banners and other college paraphernalia adorn the walls, and Fridays are “College T-Shirt Days.” Routines and rituals are designed to convey the discipline needed to be successful in college. Adults use academic vocabulary on a daily basis. At assemblies and morning call-outs, various programs and rituals vividly remind students of

what is possible. In grades 6-8, students begin to learn about specific college options, as well as develop the habits required to succeed academically in college.

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, 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 semester during Family 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 (“IEP”) or 504 plans as required by law), English 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. These services will include in-class individual and small group tutoring by classroom teachers before, during, or after school; before or after school tutoring by non-classroom educators in a one-on-one or in small groups; and participation in a specialized support class taught by a literacy specialist, math specialist, or other educator. Struggling students in grades 4-8 will have the opportunity to take part in Read 180. Materials for intervention services may be designed by the educator or based on an off-the-shelf package. The School also houses a Reading Partners room. Reading Partners is a non-profit organization which trains volunteers to read one-on-one with struggling readers.

Students targeted for additional intervention will include, but are not limited to, students who meet the following criteria:

<u>Assessment</u>	<u>Criteria For Additional Intervention</u>
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. 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.⁷ 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 ("EL") 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, 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 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 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.⁸ The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

⁷ Gifted Education Program Standards, National Association for Gifted Children.

⁸ The 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.

- 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. 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.
- 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:

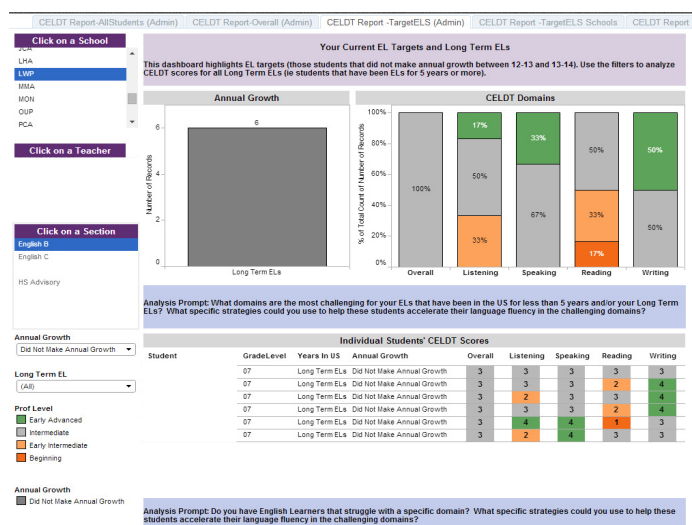
- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and 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)
- daily instruction in English Language Development that takes place in small groups lead by the classroom teacher or a Response to Intervention instructor.

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 Methods.

Long Term English Learners

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Long term English learners require more intensive services as they function well socially in English. In order to meet the needs of these learners, Aspire has created dashboards to make identification of long term English learners easier for teachers. A screen shot from our data portal is below.



Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RTI process that makes sure students are progressing or getting additional supports

The School's use of achievement data will also drive the instruction and professional development as it relates to English Learners. These systems include analysis for Long Term English Learners and reclassified students. The school will analyze the achievement data of each subgroup, and continue to assess the students through teacher-designed assessments and Aspire's benchmark assessments. The results from the California Standards Test or Smarter Balance Assessment Consortium may also be reviewed with the Advisory School Council which would then have input into the plan for supporting English Learners. Services for English Learners will be revised based on internal and external student achievement measures.

All teachers are given professional development in teaching English Learners in their appropriate content areas. (for example, by participating 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.

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 will 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.

Ongoing Assessment of EL Students

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

Monitoring and Evaluation of Program Effectiveness

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

- Adhere 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.

Monitoring of Professional Development and Implementation of English Language Development Strategies

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
3. Each school has devoted time on Fridays for professional development. At least two of these are devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.

The implementation of these strategies is done through formal and informal lesson plan reviews and instructional observations. Teachers receive at least two informal and one formal observation based on the Aspire Instructional Rubric. This rubric specifically identifies the needs of subgroups such as English Learners be specifically addressed in lesson planning in indicators:

- 1.2A Designing and sequencing of learning opportunities
- 1.2B Creating cognitively engaging learning experiences for students
- 1.3A Lesson design guided by data
- 1.4 A Knowledge of subject matter to identify pre-requisite knowledge skills

Observations in the classroom require differentiation specifically listed in:

- 3.2A Executes lesson cycle
- 3.4A checking for understanding and adjusting instruction

Scores on these indicators inform a principal, Area Superintendent and teacher on their success in meeting the needs of English Learners and the strategies taught during professional development.

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 Charter 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 Charter 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 Charter 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 Charter 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>Below 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

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

Because Aspire’s Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at The Charter School.⁹ For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes 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 Students with Disabilities

Overview

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

The Charter School 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 Charter School is a member in good standing of the El Dorado County Charter SELPA.

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

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

The Charter School 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 Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

⁹ Gifted Education Program Standards, National Association for Gifted Children.

Section 504 of the Rehabilitation Act

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

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 Charter School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, 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 Charter 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
- 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 Charter School. Through the process of “Child Find,” each school fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education. 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 and Designated Instructional Services will be provided to students as determined in their Individual Education Plan. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided for students with specific accommodations or modifications to their learning program as determined in their IEP. . These options will also serve general education students with intensive academic or behavioral support needs as determined through the charter school’s Response to Intervention system.

LEA Member in EDCOE Charter SELPA

The Charter 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 Charter 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 September 4, 2008. Proof of LEA SELPA membership status is attached in Appendix VIII. As such, State and Federal funding shall be allocated directly to The Charter School per the allocation plan of the Charter SELPA. The Charter 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 Charter School provides the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the Charter SELPA and or CDE. The Aspire Director of Special Education will involve The Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate

services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education to ensure that all requirements of IDEA are met, and each child is well served.

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

A Typical Day

At 7:50, you arrive at your school. You immediately run over to the music teacher to find out if Drum Club is meeting during lunch. Once you have gotten your answer, you run off and play soccer with your friends.

At 8:20am, the bell rings and it is time for the all-school morning assembly. You immediately line up in your class line. Your principal announces a College Dress Day for Friday because everyone did their homework last week.

You immediately begin thinking about which college t-shirt you will wear on Friday instead of your uniform. Every classroom does its college cheer. As you walk into the school, the teacher looks you in your eyes, shakes your hand, smiles and reminds you to get ready to work hard and get smart.

As you arrive in your classroom at 8:30, you are happy to see a math "Problem of the Day" on the white board. You immediately begin solving the review problem and the word problem while the teacher collects homework and takes attendance. After you finish, you review the College Objectives on the board to see what you will be learning today to help you succeed in college.

It is time for your favorite subject – math. After reviewing the Problem of the Day from the morning, the teacher puts a ratio on the board and has every partner group convert it to a fraction, decimal and percent. Your group has worked together before, so there is not much

disagreement. When the group gets stuck on the percentage, the teacher comes over and completes a similar problem on the white board. The group then solves the problem and comes out with the same answer.

At 9:45am, your class goes right to physical education. After warming up, you work through the small group centers that focus on balance. The teacher encourages you and challenges some groups to complete the centers with their eyes closed.

At 10:45, your class does a college walk to the playground and you take a break. The physical education teacher has organized a kickball game, but you decide to go to the library instead.

At 11:05am, you do some quick practice with the teacher on subject-verb agreement and work quickly through your independent practice. After you have checked your answers, you pull out your writing folder and start working on your butterfly research paper. When you get stuck on how to organize your notes, you sign up for a conference with the teacher.

Your reading group starts at 12:00pm. You move back to the back table with the other students who are reading the same leveled book as you. Today the teacher is asking for evidence that the main character made the right decision. You scour the text and politely disagree with someone in your group as your quote contradicts her opinion. Once you have received your next assignment, you move onto the computers. You sign in and start working on Reading A to Z online. You are thrilled that the non-fiction text today is about basketball. You work through the 'text clues' lesson and, in reviewing your progress graph, proudly note the growth you have made in this program in only two months.

At 12:20pm, you begin your one-on-one meetings with the teacher. Her help in organizing your notes, makes the next paragraph easy.

During lunch at 1:00pm, you eat lunch with your friends and head off to Drum Club. The group practices for their performance at the community meeting next week. After lunch, you return to class for writing.

At 3:15pm, you pack up your backpack and walk to the extended learning program with your sister. After eating a snack and reading a book, you decide to work on your math homework with the tutor. When you get stuck, you get permission to walk back to your classroom and ask the teacher. She helps you and you finish in time to do a science experiment with your friends.

At 5:00, you head home to finish up any remaining homework, enjoy some family time and get a good night's sleep to be prepared for the next school day.

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 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”).~~

~~→ See Appendix Hk for Letter from the El Dorado County Office of Education SELPA Director indicating acceptance of BMA into the EDCOE SELPA~~

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

Section 504 of the Rehabilitation Act

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

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

- ~~• Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.~~
- ~~• Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general 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 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 reviews 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.~~

→ See Appendix III for Section 504 Process

Services for Students under the IDEIA

~~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*—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*~~—The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student’s IEP.
- ~~*Individualized Education Program*~~—The School will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEA.
- ~~*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 IDEA, and more often if conditions warrant 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 attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- ~~*State Assessments*~~—The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act (“IDEIA”) or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the California Standards Test and the CAT-6.

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

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

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

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

~~→ 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.~~

~~III. Measurable Pupil Outcomes And Methods To Measure Pupil Progress Toward Meeting Outcomes~~

~~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.~~

~~—California Education Code Section 47605(b)(5)(B)~~

~~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)~~

~~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 meet the following measurable pupil outcomes:~~

- ~~■ *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.~~

~~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.~~

~~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.~~

~~Methods to Assess Pupil Progress Toward Meeting Outcomes~~

~~Each grade level has specific assessments, projects and targets to measure student achievement and progress towards desired outcomes.~~

~~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 (Independent Level)(K-8)	2x a year	K—Level 6 1st—Level 20 2nd—Level 30 3rd—Level 38 4th—Level 40 5th—Level 50 6th—Level 60 7th—Level 70 8th—Level 80	10-11 60% 11-12 65% 12-13 70% 13-14 75% 14-15 80%
		Aspire's standards-based reading assessment (2-8) and standards-based interim assessments	3x a year	80% correct	10-11 55% 11-12 60% 12-13 65% 13-14 70% 14-15 75%
		Aspire's standards-based multiple choice writing assessment (2-8)	3x a year	90% correct	10-11 55% 11-12 60% 12-13 65% 13-14 70% 14-15 75%
		Aspire's standards-based writing assessment (2-8)	2x a year	3 out of a 4 point rubric	10-11 55% 11-12 60% 12-13 65% 13-14 70% 14-15 75%
		California Standards Test (2-8)	Once a year	Proficiency	10-11 60% 11-12 65% 12-13 70% 13-14 75% 14-15 80%
		Standards-based report card (K-8)	3x a year	3 out of 4	10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 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 (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Project-based assessments (K-8)	One per unit
Standards-based report card (K-8)	3x a year			3 out of 4 on all standard	10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 80%
California Standards Test (6-8)	Once a year			Proficiency	10-11 40% 11-12 50% 12-13 60% 13-14 70% 14-15 80%

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-8)	3x a year	90% correct	10-11 50% 11-12 60% 12-13 65% 13-14 70% 14-15 75%
		Math Assessment Collaborative problem solving assessment (2-8)	Once a year	90% correct	10-11 60% 11-12 70% 12-13 75% 13-14 80% 14-15 85%
		Standards-based report card (K-8)	3x a year	3 out of 4 on all standards	10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 80%
		California Standards Test (2-8)	Once a year	Proficiency	10-11 70% 11-12 75% 12-13 80% 13-14 85% 14-15 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.	End-of Unit Assessments (see social science units)	One per unit	Mastery-based on unit specific rubric	10-11 75% 11-12 80% 12-13 85% 13-14 90% 14-15 90%
		California Standards Test (6-8)	Once a year	Proficiency	10-11 40% 11-12 50% 12-13 60% 13-14 70% 14-15 80%
		Standards-based report card (K-8)	3x a year	3 out of 4 on all standards	10-11 65% 11-12 70% 12-13 75% 13-14 80% 14-15 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%

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 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 within four years, to an 800 API score subsequently, and then continued growth after that. 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 at least 90% of students score Proficient or Advanced Proficient on the California Standards Test in every subject.

Reporting and Accountability

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.

External Reporting

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 inquiries from the 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 Family 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, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly standards-based report cards, mailed home.

→ 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.

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, and 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, and 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 2: 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 Charter School demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in The Charter 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)

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 English Language Arts (including reading, writing, listening and speaking);
- *Thinking Skills*: Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- *Life Skills*: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.¹⁰

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.

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

The Charter School will comply with all requirements pursuant to California Education Code §57605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, the Charter School will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

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In accordance with SB 1290, the Charter School’s pupil outcomes will be set related to 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 state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

The Charter School’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all 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, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are below.

In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), the Charter School shall include a description 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.

The Charter School's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are below.

Outcomes and Methods of Measurement Aligned to State Priorities

Please see Element 1 for the outcomes and methods of measurement aligned to state priorities. This is captured in the "Annual Goals and Actions in the State Priorities" section.

By July 1, 2015, and annually thereafter:

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The Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):

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

By September 1, 2015, the Charter School shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.

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

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

Collecting, Analyzing, and Reporting Data

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;
- The Principal and other administrators will receive data on The Charter School's student achievement, attendance, and discipline using Aspire's Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child's teacher 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 Charter School program. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

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

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

Annually, the status of The Charter 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.

Reading Assessment

In grades K-8, 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. These benchmarks align with the CCSS reading levels. 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 Charter 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 interim math assessment based on the Common Core grade level standards three times per year. The papers include both computation, short response, constructed response and performance tasks sections. . The computation is scored with Edusoft software. The other sections are 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 interim exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

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

External Reporting

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

IV. Governance Structure

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.

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

Aspire Public Schools Board of Directors

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

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 charter school has been given written notice of the policy change.

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Members of Aspire’s Governing Board, any administrators, managers or employees, and any other committees of the Charter 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.

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

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California’s Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board’s articles of incorporation, by-laws, and conflicts code are attached in Appendix 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. 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.

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

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

The recruitment, evaluation and selection of new Board members typically are conducted through the following 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. The term of any Board member shall not exceed six years. All Board meetings are noticed and held in compliance with the provisions of the Brown Act. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act.

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

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

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

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

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the Charter School shares local control with an Advisory School Council (“ASC”).

sometimes referred to as the Parent Ambassador Committee, which consists of family and school representatives. The representatives are made up of 10-15 parent volunteers, representing all grades. The Committee meets quarterly with the Principal and selected school staff to discuss school needs, policies, and how they can help with fundraising and upcoming school events. The Committee has the power to make recommendations about issues related to the Charter School and participates in reviewing family and community concerns. 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 ASC focuses on the individual school's needs.

Additional Opportunities for Family Involvement

1. Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals.
2. Exhibition panels – Families may sit on panels to judge student work.
3. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.
4. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
5. 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.
6. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.
7. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
8. 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 Charter School and Aspire throughout The Charter 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, which can both 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 Charter School, whether the Charter 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 Charter 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.

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Nonprofit Public Benefit Corporation

The School is a directly funded independent charter school and is operated by Aspire Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law.

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(c), the District shall not be liable for the debts and obligations of the Charter School, 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 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 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.

→ See the Appendices IVa and IVb for Aspire's Articles of Incorporation and Bylaws.

Board of Directors

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.

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 IVc 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 of an Aspire charter school. As provided by Education Code Section 47604(b), the District 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;
- Setting strategic direction;
- Adopting policies to ensure that Aspire is run effectively, legally, and ethically;
- Hiring, firing, overseeing, evaluating, and supporting the CEO;
- 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. 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 conditions on the delegated authority or its exercise and the beginning and ending dates of the 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. The School has a recently formed Advisory School Council ("ASC"), which meets occasionally as needed, and consists of teachers, parents, and the School Principal. The School's ASC is intended to assist in developing School policies, engaging the community, and fulfilling certain compliance requirements related to state and federal funding. The ASC may make recommendations about issues related to the School and participate in reviewing parental and community concerns. If necessary, the principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

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, the School features:

- *Special Saturday classes:* Scheduled at the beginning of the year, these three mandatory half-day sessions allow parents to attend school with their children.
- *Participation in school decision making:* Aspire includes 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 Family Conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.
- *TAP (Teachers, Administrators, and Parents):* TAP is the School's parent organization. It meets monthly and has the goal of supporting student's academic and social growth through fundraising and community events.

In addition, the School tries to create ways for families to invest some time in volunteer service each year. The School provides 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, attending ASC meetings, serving on parent committees, fundraising, and communicating with other parents.

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 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 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 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.~~

~~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.~~

~~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 inquiries. The School acknowledges that it is subject to audit by the District; if the District seeks an audit of the School, it shall assume all costs of such audit.~~

~~Members of Aspire's Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and the District's Charter School policies and regulations regarding ethics and conflicts of interest to the extent such policies and regulations align with and do not exceed the requirements of law 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.**~~

Element 5: Employee Qualifications

The qualifications to be met by individuals to be employed by The Charter 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 Charter School will conduct background checks on employee candidates to provide for the health and safety of The Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Resources department, along with the Chief People 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 Charter 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 Charter School shall meet the educational goals as outlined in this charter.

Principal Qualifications

The Charter School's Principal will be the instructional leader at The Charter School and will be responsible for helping The Charter School and students achieve the outcomes outlined in this charter petition. A biography of The Charter School's Principal is attached in Appendix XIV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

- Demonstrated P&L responsibility
- Computer and Internet search skills

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education preferred
- NCLB Highly Qualified preferred

Required experience:

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

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

Teacher Qualifications

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

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

In addition, teachers of core, college preparatory courses at each Aspire school will be required to hold a 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 Charter School may utilize a hiring team that includes some or all of the following individuals:

- Principal: Chairs the hiring committee and makes all final decisions on hiring for The Charter School.
- 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. Teachers also receive ongoing PD that takes place weekly on minimum days. Weekly PDs are based on the specific needs of the Charter School. The topics are determined by the principal with input from the lead teachers. They may be led by the principal, a lead teacher, an outside expert, or an instructional coach.

In addition, Aspire conducts several school-year workshops in specific areas. The Charter 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 Charter School’s 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 for Teaching.¹¹ The Aspire Instructional Rubric (AIR) is attached in Appendix XV.

V. Human Resources

The School is committed to attracting, selecting, developing, inspiring, and rewarding the best educators and education professionals to serve our students:

Qualifications of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the school.

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

Overall

The School recruits 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

¹¹ 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.

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pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions:

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

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.⁴³ 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
- Strong community building skills
- Entrepreneurial passion
- Fluency in Spanish is highly desirable
- Demonstrated profit/loss responsibility

Recommended educational level:

Masters in education is highly desirable

Required experience:

5 plus years teaching and/or administrative experience

➔ See Appendix Va for a description of the Principal Search Process

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- 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 required

⁴³The School principal reports to an Area Superintendent, who reports to Aspire's Chief Executive Officer, who reports to Aspire's Board of Directors. The principal also works closely with the school's Advisory School Council, which has an advisory role, not a supervisory one. See section IV Governance for more information on the roles and responsibilities of the Board and the School's Advisory School Council.

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Required educational level:
A.A. degree or equivalent work experience

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Required experience:

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- 3 plus years in fast paced administrative support position
- Experience in school front office preferable

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Teacher Qualifications

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Educators at the School will meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605(f) and the applicable highly qualified requirements of NCLB. As provided in Education Code Section 47605(f), 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.

Required knowledge, skills, and abilities:

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- 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
- Fluency in Spanish is highly desirable
- Demonstrated interest in and ability to collaborate with colleagues, parents and community

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Minimum educational level:

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- Bachelor degree

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Certification

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

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Experience recommended:

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- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

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Teacher Hiring

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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
- Community-oriented

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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; coordinating with current staff or participating students for demonstration 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

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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 build classroom management skills, increase their capacity to plan meaningful and engaging lessons, and practice specific Instructional Guidelines that are core to the Aspire education program, and then receive on-going coaching support from a variety of individuals to reinforce and deepen their training. The School Principal, in his/her capacity as instructional leader, provides on-site coaching to all teachers. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are given time during the regular school day to collaborate and support each other to reach the Schools' and individual students' learning goals, including common preparation time through use of Integral Subjects (e.g. music, Spanish) and early release days on Fridays. Aspire also has instructional coaches who travel between school sites to provide additional support, give 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 addition, Aspire conducts one or two regional training sessions in areas identified as system-wide weaknesses based on the prior year's STAR results.

In accordance with Education Code Section 44259.1, which requires that school district 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 Educator Evaluation Rubric, Principal Evaluation Rubric and Office Manager Evaluation Rubric~~

~~Compensation~~

~~The School's goal is to provide 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 are 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-certified 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 federal social security. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.~~

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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 4 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 6: Health and Safety Procedures

The procedures that The Charter School will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of The Charter School furnish The Charter 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. The Charter School's safety plan is attached in Appendix XVI.

Procedures for Background Checks

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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 People 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. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

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

Vision, Hearing, and Scoliosis

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 Charter School.

Diabetes

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

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

Emergency Preparedness

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

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the 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 Charter School shall function as a drug, alcohol and tobacco free workplace.

Asbestos

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

Facility Safety

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

Comprehensive Sexual Harassment Policies and procedures

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 Charter School (including employee to employee, employee to student, and student to employee misconduct).

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 47605(b)(5)(F)

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

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

Procedures for Background Checks

Employees and contractors of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal and Aspire Human Resources department shall monitor compliance with this policy. Individuals who will volunteer at the School outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

~~All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District.~~

~~TB Testing~~

~~All School staff 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 Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.~~

~~Medication in School~~

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

~~Vision, Hearing, Scoliosis~~

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

~~Diabetes~~

~~Beginning in the 2010-11 school year, the Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:~~

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

~~Emergency Preparedness~~

~~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.~~

~~Blood-borne Pathogens~~

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

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

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

Facility Safety

~~The School shall comply with Education Code Section 47610 by 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.~~

Comprehensive Anti-Harassment Policies and Procedures

~~The School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the School's Anti-harassment policy.~~

~~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.~~

→ See Appendix Ve for Comprehensive School Safety Plan

Element 7: Means to Achieve Racial & Ethnic Balance

The means by which The Charter 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 Charter 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 Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. Aspire will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan 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, and other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

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

Dispute Resolution Procedures

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 Aspire Board members 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.

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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:

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(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:

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To Berkley Maynard Academy, c/o School Principal
6200 San Pablo Avenue
Oakland, CA 94608

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

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(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.

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(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 American Arbitration Association (“AAA”) shall select the mediator.

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(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 8: 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).

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

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The Aspire application process is comprised of the following:

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

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, The Charter School will hold a public random drawing to determine enrollment for the impacted grade level, 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:

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children of founding families of the Charter School (if applicable)
- 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 Charter School, parents must submit a completed Registration Form.

Founding Parents/Founder Family Preference

1.1 “Founding Period”: The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction.

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

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

1.4 For charter schools that have more applicants than space available, children of Founders shall be exempted from the random public admissions lottery and not to exceed more than 10 percent of the school’s enrollment.

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.

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.

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

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Element 10: Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled.

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

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

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 1) is related to an Aspire school activity, 2) occurs at an Aspire school or at any other school, 3) occurs at an Aspire school's sponsored event, or 4) occurs between any of the above and home (door-to-door).

Suspension Alternatives

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

Grounds for Suspension and Expulsion

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

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or

- otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
 - r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that

has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A. A message, text, sound, or image.
- B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to Education Code 48900 (a) to (r), inclusive and (t) specified above, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the Charter School in which the student is enrolled determines that the student has:

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

Procedures in Cases Requiring Suspension

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

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

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

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

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

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

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

4. **Suspension Conference**- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and 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 or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offenses. Expulsion appeals are brought directly to the Aspire Executive Committee.

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

- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional 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

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

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

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

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- or when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may 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 any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if the rehabilitation plan is met.

Approximately one month prior to the conclusion of the term of expulsion, the Aspire Registrar contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. Families have two weeks from the time of that notification to apply for readmission to Aspire. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. If this information is not received within two weeks, the family is called by the Aspire Registrar to remind them of their opportunity to apply for readmission. If the family does not submit complete documentation or the documentation does not support

completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition. At the secondary level, students are re-entered on a semesterly basis.

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

Expellable Offenses

• Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. 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 Recommendation for Expulsion- Requires a second finding of fact**

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

Special Procedures for the Consideration of Expulsion of Students with Disabilities

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

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1. **Notification of District of Residence**

Aspire Public Schools shall 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, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

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 , and implement a behavioral intervention plan for the child, provided that the Aspire school had not conducted such assessment prior to the 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; including an interim alternative educational setting.

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.

~~VI. Student Admissions, Attendance, And Suspension / Expulsion Policies~~

~~Student Admissions Policies and Procedure~~

~~*Governing Law: Admission requirements, if applicable.*~~

~~—California Education Code Section 47605(b)(5)(H)~~

~~The School will use a variety of strategies to 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.~~

~~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.~~

~~Commitment to a Discrimination-free and Harassment-free Education~~

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~~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 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). 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. 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.~~

~~Preference in the public random drawing will be given as follows:~~

- ~~1. Children of employees~~
- ~~2. Siblings of current students within the School~~

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~~3. Intra-Aspire Transfers (students who have been enrolled at another Aspire school for at least one calendar year and want to change school location).~~

~~4. Founding Families¹³~~

~~5. Residents of the District~~

~~6. All other students in the State of California.~~

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~~The School's enrollment policy, priorities, and procedures will be 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 will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.~~

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~~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)~~

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~~The School will conduct a variety of outreach activities to attract an applicant pool that broadly reflects the racial and ethnic~~

¹³Founding Families are required to have completed 30 hours of service prior to the District's decision on the original charter petition. Enrollment priority through Founding Family status is accorded as an incentive for families to invest the effort required to start a new school in a short time frame.

~~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.~~

~~The 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 may conduct general outreach activities to augment individual schools' efforts (e.g. creating a brochure that profiles all Aspire Bay Area schools and distributing it more broadly).~~

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~~→ See Appendix VIb for sample recruiting collateral
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 47605(b)(5)(J)~~

~~The School will establish a school-wide behavior plan that makes expectations for student behavior clear, provides for extrinsic rewards (while building towards students developing the ability to provide their own intrinsic rewards), and describes consistent and escalating consequences for inappropriate behavior. This plan~~

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~~will be distributed to families and students, and students will be taught the elements of the plan.~~

~~→ See Appendix VIc for schoolwide behavior plan~~

~~Should a student's inappropriate behavior escalate or be severe enough to warrant suspension or expulsion, 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 VIId for Aspire's Suspension and Expulsion Policy and Procedures.~~

Element 9: Annual Financial Audits

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

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

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

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

Financial Statements

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

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

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

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:

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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

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.

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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:

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- 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 Charter School, the Office of Charter Schools may conduct program review of federal and state compliance issues.

~~VII. Reporting and Accountability~~

~~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).~~

~~At full enrollment, the School will break even based on state and federal per-pupil funds, without the need for additional grant monies.~~

~~Sources of Funds~~

~~The vast majority of funds for the School's operations come from the State of California and local in-lieu of 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~~

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~~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.~~

~~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. The Charter School shall comply with all other financial reports required by Education Code Section 47604.33.~~

~~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.~~

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~~Public Records~~

~~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(c), and 35258 of the Education Code require schools, including the School to provide certain information in certain formats and 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.~~

~~Administrative Services~~

~~*Governing Law: The manner in which administrative services of the school are to be provided.*~~

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~~—California Education Code Section 47605(g).~~

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~~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 operates at one site within the District. The School is located at 6200 San Pablo Avenue, Oakland CA 94608. The school facility is leased from the District under a separate lease agreement. The facility includes classrooms, offices, cafeteria, playground and parking.~~

~~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 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, before the School is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools and/or the local planning department. If the School moves or expands to another facility during the term of this charter, the School shall provide a certificate of occupancy or~~

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~~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 before school is scheduled to begin operation 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.~~

~~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)(l)~~

~~An annual independent fiscal audit of the books and records of the School will be conducted as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(l) 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.~~

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~~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.~~

~~The independent fiscal audit of the School is a public record to be provided to the public upon request.~~

~~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 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.~~

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

~~Direct Funding~~

~~Aspire will receive funding pursuant to Education Code Section 47630 et seq. 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.~~

~~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.*~~

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~~—California Education Code Section 47605(b)(5)(P)~~

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~~Closure of the School will be documented by official action of the Aspire 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 closure-related activities.~~

~~The Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the 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.~~

~~VIII. Impact on Charter Authorizer~~

~~Governing Law: Potential civil liability effects, if any, upon the school and upon the school district.~~

~~California Education Code Section 47605(g).~~

~~The School is be operated by a California nonprofit 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 nonprofit 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 may 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 provide for indemnification of the School's Board, officers, agents, and~~

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~~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 are determined by recommendation 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 has instituted 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~~

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- ~~• 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:~~

- ~~• 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 Charter 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'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:~~

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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,~~

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- ~~• The school's debt structure,~~
- ~~• Governance policies, procedures and history,~~
- ~~• The recording and reporting of attendance data,~~
- ~~• The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,~~
- ~~• Compliance with safety plans and procedures, and~~
- ~~• Compliance with applicable grant requirements.~~

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

~~In addition, if an allegation of waste, fraud or abuse related to the School operations is received by the District, the School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost.~~

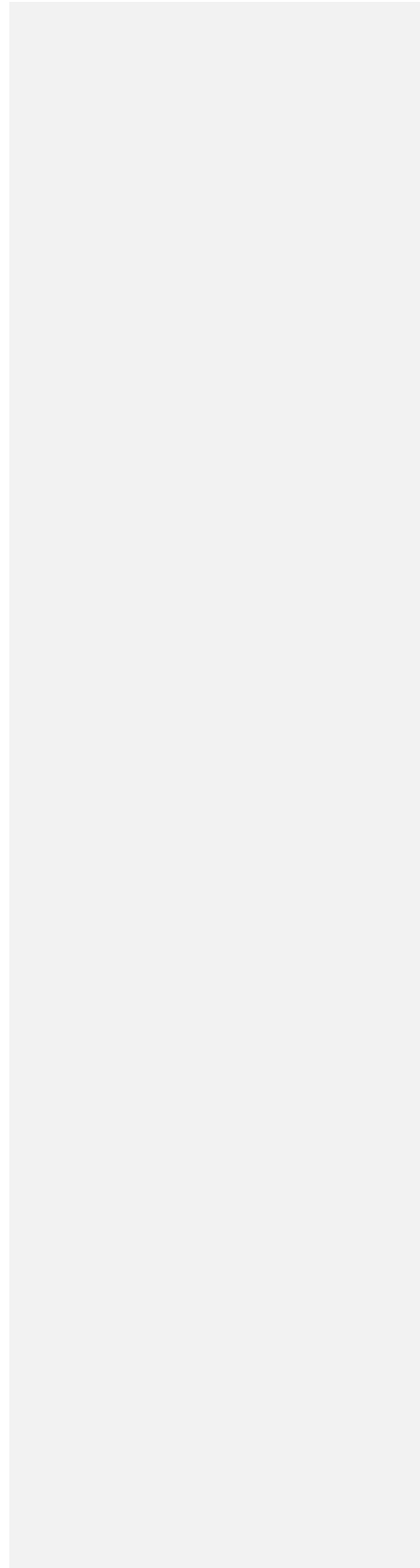
Element 11: Employee Retirement System

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.

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Element 12: Pupil School Attendance Alternatives

The public school attendance alternatives for pupils residing within The Charter 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 Charter School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school.

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

Element 13: Rights of District Employees

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

Element 14: Mandatory Dispute Resolution

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 School Director:
Aspire Berkley Maynard Academy
6200 San Pablo Ave.
Oakland, CA 94608

To Silke Bradford:
Oakland Unified School District
1000 Broadway
Oakland, CA 94607

- (2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written

Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all 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 15: Exclusive Public School Employer

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 (“EERA”), Aspire is deemed the exclusive public school employer of the employees of The Charter School. Aspire will comply with the EERA.

Element 16: Charter School Closure Procedures

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

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

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

Documentation of Closure Action

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

Notification to the California Department of Education

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

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

Notification to Parents and Students

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

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

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

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

Financial Close-Out

Aspire will have an independent audit completed within six months after the closure of The Charter 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 Charter School. The final audit will include an accounting of all The Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the

disposition of any restricted funds received by or due to The Charter School. The cost of the audit will be considered a liability of The Charter School.

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

Dissolution of Assets

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

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

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

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

~~IX. Miscellaneous charter Related Issues~~

~~Term of Charter Petition~~

~~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.~~

~~—California Education Code Section 47607(a)(1)~~

~~The School's Charter shall begin on July 1, 2010 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.~~

~~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~~

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~~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 District 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).~~

~~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.~~

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APPENDIX

- I. OUSD Performance Report
- II. Surrounding Schools Study
- III. Sample School Bell schedule
- IV. Sample School Calendar
- V. Aspire's Elementary Assessment Calendar
- VI. Aspire's EL Master Plan
- 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. Aspire Instructional Rubric
- XVI. Sample School Safety Plan
- XVII. Evidence of Insurance
- XVIII. School Financials
- XIX. Leadership Team Biographies
- XX. Fiscal Control Policies
- XXI. Student Family Handbook

**Oakland Unified School District
Office of Charter Schools**

CHARTER TEXT REVISIONS – Aspire Berkley Maynard Academy

APPENDIX I - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5:00 PM on MARCH 3, 2015**. Please see the Required Text Revisions one-page document for full instructions.

Charter Text	Text Reference	Revision
<u>Measurable Pupil Outcome</u>	Page (46)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In accordance with Cal. Ed. Code §47605(b)(5)(A)(ii), [CHARTER SCHOOL] shall include a description 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.</i></p> <p><i>The [CHARTER SCHOOL’S] pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”</i></p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].</i></p>
<u>Measurable Pupil Outcome</u>	Page (45)	<p><i>“In accordance with SB 1290, [CHARTER SCHOOL] pupil outcomes will be set related to 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 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.</i></p> <p><i>The [CHARTER SCHOOL’S] pupil outcomes, related to 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, shall be aligned with state priorities, as described in subdivision (d) of Section 52060,</i></p>

		<p>are as follows:”</p> <p><i>[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].</i></p>
<u>Measurable Pupil Outcome</u>	Page (46)	<p><u>“By July 1, 2015, and annually thereafter:</u> <u>“[CHARTER SCHOOL] shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):</u></p> <ul style="list-style-type: none"> • <i>A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.</i> • <i>Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”</i>
<u>Measurable Pupil Outcome</u>	Page (46)	<p><i>By September 1, 2015,[CHARTER SCHOOL] shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.</i></p>

<u>Measurable Pupil Outcome</u>	Pages (46-47)	<p><i>“Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:</i></p> <ul style="list-style-type: none"> • <i>The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.</i> • <i>The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.</i> • <i>The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”</i>
<u>Measurable Pupil Outcome</u>	Page (45)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, [CHARTER SCHOOL] will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”</i></p>
<u>Local Control Accountability Plan</u>	Page (45)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] will comply with all requirements pursuant to California Education Code §57605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, [CHARTER SCHOOL] will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.”</i></p>
<u>Governance</u>	Page (50)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] will comply with the District policy</i></p>

		<i>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.”</i>
<u>Student Admissions Policies and Procedures</u>	Page (62, 64)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>[CHARTER SCHOOL] will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis 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).</i></p> <p><i>As part of the Fall Information Update, [CHARTER SCHOOL] will notify the District in writing of the application deadline and proposed lottery date. [CHARTER SCHOOL] will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”</i></p>
<u>Public Records</u>	Page (91)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including [CHARTER SCHOOL] to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at [CHARTER SCHOOL] and of the District. [CHARTER SCHOOL] further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that [CHARTER SCHOOL] does not have that [CHARTER SCHOOL] needs in order to meet its obligations, the District shall provide the same to [CHARTER SCHOOL] in a reasonably timely manner upon request.”</i></p>
<u>Reporting and Accountability</u>	Page (49)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If [CHARTER SCHOOL] does not test (i.e., STAR) with the District, [CHARTER SCHOOL] hereby grants authority to</i></p>

		<p><i>the State of California to provide a copy of all test results directly to the District as well as the charter school.</i></p> <p><i>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.”</i></p>
<u>External Reporting</u>	Page (49)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.”</i></p>
<u>Governance Structure of the School</u>	Pages (66)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL], in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. [CHARTER SCHOOL] acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of [CHARTER SCHOOL], it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions.”</i></p>
<u>Governance Structure</u>	Page (50)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of [CHARTER SCHOOL]’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations 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.</i></p> <p><i>[CHARTER SCHOOL] and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<u>Addressing Parent Complaints</u>	Page (53)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>[CHARTER SCHOOL] will establish complaint procedures that address both complaints alleging discrimination or</i></p>

		<p><i>violations of law and complaints regarding other areas. [CHARTER SCHOOL] will not, at any time, refer complaints to the District.</i></p> <p><i>The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.</i></p> <p><i>[CHARTER SCHOOL] will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with [CHARTER SCHOOL] alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. [CHARTER SCHOOL] will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.</i></p> <p><i>[CHARTER SCHOOL] will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.</i></p> <p><i>[CHARTER SCHOOL] will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."</i></p>
<p><u>Health and Safety Procedures</u></p>	<p>Page(60)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is</i></p>

		<p><i>to be used as a school or administrative building shall maintain an asbestos management plan.”</i></p>
<p><u>Dispute Resolutions Procedures</u></p>	<p>Pages (83-84)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The staff and Governing Board members of [CHARTER SCHOOL] agree to attempt to resolve all disputes between the District and [CHARTER SCHOOL] regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.</i></p> <p><i>Any controversy or claim arising out of or relating to the charter agreement between the District and [CHARTER SCHOOL], except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.</i></p> <p><i>(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:</i></p> <p><i>To Charter School, c/o School Director: [CHARTER SCHOOL]</i></p> <p><i>To Coordinator, Office of Charter Schools: Educational Center at Tilden 4551 Steele Street, Room 10 Oakland, California 94619</i></p> <p><i>(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification</i></p>

		<p><i>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.</i></p> <p><i>(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...</i></p> <p><i>(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</i></p>
<p><u>Suspension and Expulsion</u></p>	<p>Pages (68, 74)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves [CHARTER SCHOOL] without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. [CHARTER SCHOOL] shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”</i></p>

		<p><i>“[CHARTER SCHOOL] shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Charter School under its disciplinary procedure, as an “expulsion” under the Education Code.”</i></p>
<p><u>Suspension and Expulsion: Due Process for Students with Disabilities</u></p>	<p>Pages (76)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“In the case of a special education student, or a student who receives 504 accommodations, [CHARTER SCHOOL] will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”</i></p>
<p><u>Independent Fiscal Audits</u></p>	<p>Pages (66-67)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“To the extent that [CHARTER SCHOOL] is a recipient of federal funds, including federal Title I, Part A funds, [CHARTER 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. [CHARTER 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 the limited to, the following:</i></p> <ul style="list-style-type: none"> • <i>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.</i>

		<ul style="list-style-type: none"> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>[CHARTER SCHOOL] also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”</i></p>
<p><u>Facilities</u></p>	<p>Pages (92-93)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“If [CHARTER SCHOOL] fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If [CHARTER SCHOOL] moves or expands to another facility during the term of this charter, [CHARTER SCHOOL] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. [CHARTER SCHOOL] shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the 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.”</i></p>
<p><u>District Fee for Oversight</u></p>	<p>Page (91)</p>	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may charge for the actual costs of supervisory oversight of [CHARTER SCHOOL] not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if [CHARTER SCHOOL] is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law</i></p>

		<i>as it may change from time to time.”</i>
<u>Miscellaneous Charter-Related Issues</u>	Page (89)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER 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...”</i></p>
<u>Miscellaneous Charter-Related Issues</u>	Page (90)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“The District may revoke the charter of [CHARTER 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.</i></p>
<u>Impact on Charter Authorizer</u>	Page (66)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p>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;</p> <ul style="list-style-type: none"> ○ 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
<u>Impact on Charter Authorizer</u>	Page (91-92)	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“[CHARTER SCHOOL] agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> • <i>[CHARTER SCHOOL] is subject to District oversight.</i> • <i>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 [CHARTER SCHOOL].</i>

		<ul style="list-style-type: none"> • <i>The District is authorized to revoke this charter for, among other reasons, the failure of [CHARTER SCHOOL] to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.</i> <p><i>Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit [CHARTER SCHOOL] books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:</i></p> <ul style="list-style-type: none"> • <i>Compliance with terms and conditions prescribed in the charter,</i> • <i>Internal controls, both financial and operational in nature,</i> • <i>The accuracy, recording and/or reporting of school financial information,</i> • <i>The school’s debt structure,</i> • <i>Governance policies, procedures and history,</i> • <i>The recording and reporting of attendance data,</i> • <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i> • <i>Compliance with safety plans and procedures, and</i> • <i>Compliance with applicable grant requirements.</i> <p><i>[CHARTER SCHOOL] shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day’s notice to [CHARTER SCHOOL]. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour’s notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related to [CHARTER SCHOOL] operations is received by the District, the [CHARTER SCHOOL] shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions.”</i></p>
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