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Aspire College Academy
Charter Petition

Submitted to Oakland Unified School District on
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ASPIRE COLLEGE ACADEMY CHARTER: ASSURANCES

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

1. The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The School shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. The School shall be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The School shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]
5. The School shall admit all students who wish to attend the 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)-(B)]
6. The School shall not 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, creed, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, academic achievement or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

8. The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The School shall ensure that teachers in the 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)]
10. The School shall at all times maintain all necessary and appropriate insurance coverage.
11. The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
14. The School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
15. The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
16. The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
17. The School shall comply with all applicable portions of the No Child Left Behind Act.
18. The School shall comply with the Public Records Act.
19. The School shall comply with the Family Educational Rights and Privacy Act.
20. The School shall comply with the Ralph M. Brown Act.
21. The School shall comply with the Political Reform Act.
22. The School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

23. The School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.
24. The School shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the school;
25. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
26. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
27. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines
28. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
28. Will operate in compliance with generally accepted government accounting principles.
29. Will maintain separate accountings of all funds received and disbursed by the school.
30. Will participate in the California State Teachers' Retirement System as applicable.
31. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
32. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
33. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

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

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



Tatiana Epanchin-Troyan
Area Superintendent, Bay Area
Aspire Public Schools
Lead Petitioner

3/13/2013

DATE

INTRODUCTION

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

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 34 different campuses in various school districts throughout the state of California. Aspire is a California non-profit 501(c)(3) public benefit corporation and its mission includes the following:

- To increase the academic performance of underserved students
- To develop effective educators
- To share successful practices with forward-thinking educators
- To catalyze change in public schools

Aspire College Academy Charter School History

The School has been chartered as an elementary school campus under Aspire’s K-12 countywide charter with the Alameda County Office of Education (ACOE) since 2011. In pursuing the renewal of the countywide charter for 2013-2018, it became clear that the School serves predominantly Oakland students and not students throughout the county. The ACOE then discussed and recommended that Aspire pursue a separate charter with OUSD for the School.

The School has done a financial analysis and projections that support operation of a K-5 school in the District on a financially sound basis. A high level budget can be found in Appendix XX.

The School is located at 8030 Atherton Street, Oakland, California, where Aspire Public Schools leases 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 approve the charter for School for a five-year period, from July 1, 2013 to June 30, 2018.

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 7601(a)-(g)

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

PETITION ELEMENTS

Element A: Educational Program

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

- California Education Code Section 7605(b)(5)(A)

Target Population

The School currently serves approximately 240 students in grades K-5. A summary of historical enrollment and demographics can be found in Appendix I.

According to demographic data compiled by the California Department of Education, the District enrolled 46,377 students in 2011-12. Of these students, African Americans constitute 31% of the students, American Indians .4%, Asians 13.4%, Filipinos .8%, Hispanics 41%, Pacific Islanders 1.1% and Whites 8.8%. During the 2011-12 school year, students who spoke English as a second language made up 28.8% of the District student body. The School seeks to enroll a diverse population of students that reflects these demographics.

See Appendix II for Surrounding School Study.

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

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

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

The School's Mission

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

What it Means to be an Educated Person in the 21st Century

Aspire recognizes that to be an educated person in the 21st century, our students need 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

Aspire's education program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The California content and Common Core standards drive the instruction of Aspire by providing the road map of what students need to know.

In order 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. They believe 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 their core curriculum.

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

mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

The School's Program Design Elements

Community

Typically, Aspire Public Schools are small and serve between 60 and 65 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. The typical target enrollment for Aspire elementary schools is between 300 and 500 students. At capacity, ACA will serve approximately 300 students. This year the school serves 240 students.
- *Smaller Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 20:1 student-teacher ratio in kindergarten through third grade and an approximate 29:1 ratio in grades four through five.
- *Looped Grouping:* In grade K-5, teachers typically teach the same group of students for two years. Aspire strives to ensure looping at each grade level. Currently, ACA is striving toward looping at each grade level. This longer time with one teacher, allows students to develop a deep relationship with one individual. The teacher saves instructional time during the second year of instruction as she/he knows the individual student's strengths and weaknesses on the first day of school. Instruction can begin as soon as the school year does. Students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.

Learning Time

Aspire provides approximately 15% more learning time for students, 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 1-5, 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 186 to 190 days of instruction, which is about 11 more days than traditional public schools. Some of these additional days are on Saturday, when parents can attend class with their children. A sample school calendar is attached in Appendix IV.

Modified Traditional Calendar

Modified Traditional Calendar: After its first year of operation, the school uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

Teaching Methods

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. Sample Instructional Guidelines are attached in Appendix V. These guidelines, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.

- *Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Project-based Learning*: In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the “habits of mind” necessary for success in college and the world beyond, such as perseverance, responsibility, and time management.
- *Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others’ heritages and to develop an understanding of multiple perspectives.
- *Flexible supports*: Many supports will be provided within the classroom, the school and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- *Diagnostic assessment*: Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- *Authentic experiences*: In the early elementary grades at Aspire schools, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at Aspire schools, students focus on “reading to learn,” through reciprocal teaching, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

Curriculum

Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-5 system and based on the California state and Common Core standards. All elements of the curriculum are research-based and have been proven effective in schools.

- *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. In preparation for the change to the Common Core State Standards as well as preparing them for college, students write in every subject with writing instruction embedded into feedback, as well as explicit writing instruction.

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

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

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

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

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

A key tool in mathematics instruction is the standards-based software program Edusoft. Edusoft creates, scores and reports standards-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Edusoft reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction.

For example, the results of a standards-based assessment given in 5th grade might show that 90% of the students mastered Math Standard Number Sense 1.2, but only 15% mastered Number Sense 2.3. The teacher would provide remediation for students who did not understand one standard and reteach the whole class the other standard. Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

- *Science*: Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted textbooks may be supplemented with AIMS, FOSS, 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.
- *Health*: Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.
- *Physical Education*: Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).
- *Technology*: Students will be expected to develop technological proficiency in basic use of personal computers and the internet. Students will be expected to utilize technology in

ways that will prepare them for secondary education. The School will integrate technology skill development in core academic classes and as part of interdisciplinary projects. Each classroom is equipped with a Promethean Board and laptop carts are readily available for student use.

Assessment

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

- All standardized and standards-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, CST, CELDT and Physical Fitness Test)¹;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment, SRI Reading Assessment)
- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics);
- Day-to-day assessments related to specific content or skills (running record for language arts; Open Court phonics, Edusoft assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- Examination of final products (a final draft of a paper, an interdisciplinary final project, and 5th grade Rites of Passage (ROPES) project) based on criteria and standards clearly communicated at the beginning of the project.

A sample assessment calendar can be found in Appendix VI.

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

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

Support for English Learners

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

- Home Language Survey

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

- CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of

initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery and progress on the California or Common Core Standards.
- 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

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

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)

At Aspire, we strive to teach all core subjects in small groups (math, guided reading, guided writing) so that students are getting targeted support. In addition, we have also been focusing on Academic Discourse & making sure that students have constant opportunities to talk to each other about what they're learning. At ACA, we provide a variety of supports for our English Language Learners. During guided reading, small group instruction is differentiated to meet the needs of all students and include strategies such as using visuals that reinforce spoken or written words, using realia and gestures, speaking slowly, repeating words or phrases, and stressing high frequency vocabulary words. We also teach key vocabulary prior to lessons and include vocabulary words that will make the content more comprehensible and accessible.

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 English Language Development Standards have been mapped to Aspire's Instructional Guidelines, and is detailed in Appendix VII.

Ongoing Assessment of EL Students

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

Aspire's benchmark assessments. The results from the California Standards Test may also be reviewed with the Advisory School Council, which would then have input into the plan for supporting English Learners. If the School enrolls more than 21 English Language Learners, we will create an English Language Advisory Committee (ELAC).

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.

Support for 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 No Child Left Behind Act. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. During Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, the School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by the school (e.g. in- school, after-school or specialized classroom

instruction). The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow the School to help meet the general education needs of students with disabilities (who may also have Individualized Education Programs (“IEPs”) or 504 plans as required by law), English learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for Students Achieving Below Grade Level

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 tutoring by classroom teachers; in-class small-group tutoring by classroom teachers; before- or after-school tutoring by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Materials for intervention services may be designed by the educator or based on an off-the-shelf package such as READ 180.

Students targeted for additional intervention will include, but are not limited to, students who meet the following criteria:

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

Aspire uses the Response to Intervention framework (RtI) to support all students below grade level. RtI is a process by which schools are proactive and universal in assessing students’ academic, behavioral and socio-emotional development needs and providing students with timely, targeted and effective research-based interventions. The interventions involve classroom differentiation, specific interventions and additional services, including special education services.

Aspire’s RtI framework strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students. RtI’s framework encompasses and extends Aspire’s data driven, student-focused approach to instruction and student support, and

encourages us to deepen coordination across our core classroom, intervention, special education and non-academic services.

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

Support for Special Education Students

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 will be denied admission to the School because he or she is in need of special education services. Aspire is dedicated to ensuring that identified special education students shall be enrolled in the same 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 will include instructional strategies and systems which will support students with special education needs. The PLP will allow the teacher, student and parent to share information and create a program which meets the student's personal needs. It may include teacher interventions for a student or a list of student outcomes. The language arts and math programs focus on differentiating instruction for students. The professional development of all teachers focuses on making the curriculum fit the needs of every child in the classroom.

Aspire is charged with ensuring that all students, including students with disabilities, are progressing towards grade level mastery of California Content and Common Core State

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

Standards and will attain College Readiness. 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 ELL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

- CST
- CAHSEE
- CELDT
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

In addition to monitoring progress on school wide measures, students with disabilities will also be progress monitored on their Individualized Education Plan goals to ensure they are receiving Educational Benefit. Monitoring will be data based and will inform changes in goals or services if students are not demonstrating progress.

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

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. Parents are also invited to participate in Community Advisory Committee meetings that are scheduled quarterly by the SELPA, where they are provided with relevant Special Education information and the opportunity to provide input on their child's program.

The identification process for students who would be eligible for special education services begins when students have been accepted through the enrollment lottery and enrolled in the School. Through the process of "Child Find", the Student Success Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education.

A continuum of services will be provided to students as determined in an eligible student's Individual Education Plan including 1:1 intensive instructional services, small group instruction, and full integration in the general education classroom supported by co-teaching. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided as needed for students with specific accommodations or modifications to their learning program as included in their individual IEP. Education Specialists and DIS service providers will consult with the General Education teachers to ensure that accommodations and modifications are implemented across settings, as well as provide coaching, professional development and modeling of implementing these supports in the

general education classroom. These options will also serve general education students with intensive academic or behavioral support needs as determined through the response to intervention process. Behavioral and social/emotional needs will be identified and supported through school wide Positive Behavior Intervention and Supports, Individual Behavior Support Plans, and clinical providers and Behavior Intervention Case Managers, as needed. Discipline practices will comply with Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and procedures for behavioral emergency intervention and prohibitions consistent with the requirements.

LEA Member in EDCOE Charter SELPA

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

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

LEA Assurances

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

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

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

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

A comprehensive year-long Aspire Special Education Professional Development plan shall be developed with site team input to provide continuous learning opportunities and support to special education staff, as well as to build the capacity of the site team in meeting compliance with state and federal statutes, reporting requirements and use of instructional data for decision-making. In addition to an Induction Program for Education Specialist Credential, professional development will be provided about promising practices that support the specialized learning needs of special education students in the least restrictive environment, including: universal design for learning, models of collaboration and the unique specialized learning needs of the secondary learner. Each staff member's Professional Learning Plan (PLP) will reflect our Aspire shared responsibility for student progress and site special education

needs, as well as differentiated opportunities to address each staff' individual professional development needs. Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter SELPA, or the Diagnostic Center.

Element B: Measurable Pupil Outcomes

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

- 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, history-social science, and language arts (including reading, writing, listening and speaking);
- *Thinking Skills:* be able to apply classroom learning to real world experiences or problems in a relevant and valuable way, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).
- *Life Skills:* develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.⁴

Aspire sets high standards for all students, based on California and Common Core State Content Standards, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). In addition, each student has a Personal Learning Plan (PLP), developed in collaboration with his/her teacher and parent(s) that outlines the student's specific learning goals each semester. Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, Aspire shall demonstrate student mastery of state standards.

Please see specific measurable pupil outcomes below in Element C.

⁴ Based on important workplace skills as determined by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance*. April, 1992.

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

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

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

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

The School commits to pursuing the following pupil outcomes:

Measurable Pupil Outcomes (K-5)

Measurable Pupil Outcomes	Instrument	Target 2013-14	Actuals 2011-12
Trimester Basis: 95% Student Attendance	P1, P2, Annual	Attendance 95%	Annual ADA 94.1%
Annual Basis: State Target for API Growth	API	API over 800	Baseline API of 720
Annual Basis: Increase Proficiency Levels on CST- Science	Percent P/A	Percent P/A CST results in Science at 34%	Percent P/A CST Science at 19%
Annual Basis: Increase Proficiency Levels on CST- ELA	Percent P/A	Percent P/A CST results in ELA at 50%	Percent P/A CST ELA at 35%
Annual Basis: Increase Proficiency Levels on CST- Math	Percent P/A	Percent P/A CST results in Math at 67%	Percent P/A CST Math at 52%

Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 6 1 – 18 2 – 30 3 – 40 4 – 50 5 - 60	Increase by # of students on or above grade level 15 points in 2013-14	DRA EOY Results in Percent: K – 44% 1 – 8% 2 – 23% 3 – 10% 4 – 57% 5 – 50%
Annual Basis: Expository Writing Assessment- All students will score a 3 or 4 per Aspire Rubric	EOY	Increase by # of students achieving a 3 or 4 on the writing assessment rubric by 15 points in 2013-14	Writing Snapshot Results in Percent (3 or 4): K- 39% 1-38% 2- 12% 3- 16% 4- 60% 5- 34%
Annual Basis: All 5 th Graders will pass Aspire Math Basic Skills Test with 90% or higher	EOY	Increase the percent of students achieving 90% or higher by 15 points	Percent of students achieving 90% or higher= 42%
Annual Basis: 95% of families and students are satisfied	Annual Surveys	93% of our families will agree that their child is getting a good education at this school	92% of families agreed with the statement “My child is getting a good education at this school”
Annual Basis: 100% of all students with an IEP meet a minimum of 80% of IEP goals	Annual Meeting Data	80% of IEP goals met	No update available as of 3/16/12
Annual Basis: Students are reclassified English Language Proficient	Annual RFEP Data		% of students achieving Early Advanced/Advanced on CELDT enrolled

			less than 5 years= 28% % of students achieving Early Advanced/Advanced on CELDT, enrolled more than 5 years= 41%
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Collecting, Analyzing, and Reporting Data

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

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

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

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

Reading Assessment

In grades K-5, the Developmental Reading Assessment (DRA) is used to benchmark students reading achievement at least three times a year. This assessment tool measures students' independent reading level and instructional path to help teachers guide students to the next reading level. It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span from 1 to 70 to show incremental reading growth. Aspire has set benchmarks for every grade level. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

Aspire Writing Assessment

Two times a year every student in the school takes a writing assessment. The prompts change and are aligned with the skills and sample writing samples in the Common Core State 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. Benchmarks are set for every grade level. These scores are analyzed two times a year.

Aspire Math Assessment

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

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

Reporting and Accountability

If Aspire does not test (i.e., STAR) with the District, Aspire hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the 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 in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. The School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of the School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

Element D: Governance Structure of School

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

- California Education Code Section 7605(b)(5)(D)

The Schools 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 the School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. The School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Aspire Public Schools Board of Directors

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

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and a 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, sexual orientation or disability or any other characteristic described in Education Code Section 220. Aspire complies with all

applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

The Aspire Board of Directors currently consists of a maximum of 11 regular members plus one seat for every sponsoring authority. At its option, the District may therefore designate a board designee to sit on the Aspire Board of Directors. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

Parent and Community Involvement

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

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition panels – parents may sit on panels to judge student work
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School
- Student-led conferences – students will lead conferences on their work during the year to keep parents informed

- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees
- Fundraising – parents and community members may work with the school to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources
- Aspire Board of Directors meetings – parents 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 Parent Concerns and Complaints

Aspire is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School and Aspire throughout the school year.

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 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with The School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees. The School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees,

sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form , attached 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.

Element E: Employee Qualifications

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

- California Education Code Section 7605(b)(5)(E)

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined in this charter.

Principal Qualifications

The School's Principal is the instructional leader at the School, with responsibility ensuring the School and students achieve the outcomes outlined in this charter petition. A biography of the current Principal is included in Appendix XIV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

Required educational level:

- Bachelors degree

- Graduate coursework in educational administration

Required experience:

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

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

A.A. degree or equivalent work experience

Required experience:

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

Teacher Qualifications

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

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

In addition, teachers of core, college preparatory courses at 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 No Child Left Behind Act.

Teacher Hiring

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

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

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

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

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 2 weeks of training to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction.

In addition, Aspire conducts several school-year workshops in specific areas. Twice a year, all lead teachers at Aspire Public Schools attend professional development and leadership sessions with other Aspire Public Schools lead teachers. These meetings allow for lead teachers to share beneficial and practical strategies for departmental team development around curriculum and instruction. Aspire Public Schools' non-lead teachers also participate in quarterly professional development sessions which are held at the regional level. During these sessions, teachers meet to discuss specific strategies to increase student achievement across all grade levels and all subject areas.

Teachers are also encouraged to attend professional development conferences outside of school, which include but are not limited to: literacy and reading summits, writing conferences, and departmental trainings.

The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. The professional development goals are determined by the school's needs. This year at ACA, the primary focus of professional development is literacy instruction. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their School Principal at least twice a year according to research-based criteria. A copy of Aspire's Evaluation Tool is attached in Appendix XV.

Element F: Health and Safety Procedures

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

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

In order to provide safety for all students and staff 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 School's health and safety plan is attached in Appendix XVII.

Procedures for Background Checks

Employees and contractors of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. 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.

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

Medication in School

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

Vision, Hearing, Scoliosis

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

Emergency Preparedness

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

Blood-borne Pathogens

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

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

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

Facility Safety

The School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Standards 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 schools shall conduct fire drills as required under Education Code Section 32001.

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

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. 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 G: Means to Achieve Racial/Ethnic Balance

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

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

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations
- 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.

A summary of sample outreach activities is attached in Appendix XVII.

Aspire 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).

Element H: Admission Requirements

Admission requirements, if applicable.

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

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

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

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 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 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:

- All students currently enrolled in the School
- All students who seek to continue their preparation and readiness for college from other Aspire schools
- Children of Aspire Regular, Full-time employees

- Siblings of students already admitted to the Charter School
- Children of founding families of the Charter School
- Children residing within the District
- All other students who reside in the state of California

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

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

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

Planned Application, Public Random Drawing, and Admission Schedule

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

December – January

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

January - March

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

March - May

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

Element I: Financial Audit

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

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

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

To the extent that the School is a recipient of federal funds, including federal Title I, Part A funds, the School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. The School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.

- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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

Element J: Pupil 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. See Appendix XVIII for the School's complete suspension and expulsion policies and procedures.

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

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

Element K: Employee Retirement System

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

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

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

Element L: Pupil School Attendance Alternatives

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

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

Aspire is a “school of choice” and recognizes that pupil attendance is voluntary and the Aspire Board of Directors shall not require any pupil to attend an Aspire school. Students who opt not to attend the School may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the 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 School, except to the extent that such a right is extended by the local educational agency.

Element M: Description of Employee Rights

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

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

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

Element N: Dispute Resolution Procedures

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

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

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

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

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

To Charter School, c/o School Director:
Aspire College Academy
8030 Atherton Street
Oakland, CA 94605

To Coordinator, Office of Charter Schools:
Educational Center at Tilden
4551 Steele Street, Room 10
Oakland, California 94619

(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 an arbitrator appointed.

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

Element O: Exclusive Public School Employer Declaration

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

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

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

Element P: Process for Charter School Closure

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

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

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

Documentation of Closure Action

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

Notification to the California Department of Education

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

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

Notification to Parents and Students

The Aspire Board of Directors will promptly notify parents and students of the School, the State Board of Education, the County Office of Education in which the schools are located, the Charter School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information

for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

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

Financial Close-Out

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

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

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

Dissolution of Assets

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

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

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

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

CHARTER-RELATED ISSUES

Term of Charter Petition

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

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

The School's charter term shall begin on July 1, 2013 and will expire on June 30, 2018. 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.

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.

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.

Revoking the Charter

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)

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.

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

DISTRICT IMPACT STATEMENT

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

- California Education Code Section 47605(g)

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 in certain ways to the general public and specifically

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.

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

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,

- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

In addition, if an allegation of waste, fraud or abuse related to 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. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

Facilities

The School intends to continue operating at its current location at 8030 Atherton Street, Oakland, California.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another facility during the term of this charter, the School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Administrative Services

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

Potential Civil Liability Effects

The School shall be operated by Aspire Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

The corporate bylaws of Aspire shall provide for indemnification of the Aspire’s Board, officers, agents, and employees, and Aspire will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks. Insurance coverage may be made by joint powers authority authorized to conduct business in the State of California and limits will set at commercially reasonable levels. A copy of Aspire’s Evidence of Insurance is attached in Appendix XIX. The District shall be named as an additional insured and Aspire will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Statements

Attached in Appendix XX , please find the following documents for the School:

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

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

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

- 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

APPENDIX

- I. School site data
- II. Surrounding school study
- III. Sample School Bell Schedule
- IV. Sample School Calendar
- V. Sample Instructional Guidelines
- VI. Elementary assessment calendar
- VII. Map of English Language Development Standards to Aspire Instructional Guidelines
- VIII. 504 Procedures and Enrollment Steps
- IX. Board of Directors Biographies
- X. Proof of nonprofit status
- XI. Articles of Incorporation, Bylaws, and Conflict of Interest Policy
- XII. Uniform Complaint Procedures and Community Complaint Form
- XIII. Discrimination and Harassment Policy
- XIV. Principal Biography
- XV. Educator Evaluation Tools
- XVI. School Site Health and Safety Plan
- XVII. Examples of outreach activities
- XVIII. Suspension & Expulsion Policies
- XIX. Evidence of Insurance
- XX. School financials
- XXI. Leadership Team Biographies
- XXII. Teacher signatures
- XXIII. Fiscal Control Policies
- XXIV. Facilities Use Agreement

ACA Historical enrollment data

Grade Level	11-12	12-13
00	56	65
01	29	63
02	26	26
03	29	27
04	31	29
05	32	30
Grand Total	203	240

Primary Ethnicity	11-12	12-13
African-American or Black	29.1%	29.6%
Hispanic	69.5%	68.8%
Multi	1.0%	0.4%
Other Pacific Islander	0.5%	
Samoan		1.3%
Grand Total	100.0%	100.0%

Language Fluency	11-12	12-13
English Learner	52.5%	42.9%
English Only	37.6%	47.5%
Initially Fluent English Proficient	9.9%	4.6%
Reclassified Fluent English Prof..		5.0%
Grand Total	100.0%	100.0%

Is Free Reduced Lunch	11-12	12-13
Y	92.6%	87.1%
N	7.4%	12.9%
Grand Total	100.0%	100.0%

www.aspirepublicschools.org



ACA 11-12 SCHOOL ACHIEVEMENT SUMMARY ANALYSIS

September, 25th 2012

[REDACTED]

The following analysis was provided to the school upon receipt of our scores and was authored by our Director of Data and Assessment at Aspire's Home Office



School Achievement Growth Summary

- **ELA and Math API and AYP Projections**
- **STAR**
 - English/Language Arts (ELA), Math, Science CST Achievement
- **DRA Matched Proficiency Level Growth (Based on available data)**
- **Writing Snapshot Results (Based on available data)**
- **CELDT/Language Proficiency Growth Estimates**
- **Math Basic Skills Test Results**
- **Summary**
 - Achievement Strengths and Challenges
 - Next Steps



3

Analyzing API and AYP Data

Projections

- Using the CDE's methodology, Aspire has created API and AYP projections for your school. While these projections are generally accurate, they may be off by a couple of points. Official API and AYP scores will be released around September 15th.

2011 API Base Scores and 2013 CDE Set Growth Targets

- Your school's 2011 API Base score may differ a few points from your 2011 API Growth score (reported last August) as a result of the addition of the new CMA tests and resulting changes in the API calculation formula. All schools with APIs below 800 are expected to growth 5% of their 2010 Base Score and 800. Starting with the 2006 Base API, schools with an API between 700 and 795 have a minimum 2008 growth target of 5 API points. Schools with APIs above 800, do not have a state target.

CA AYP/Safe Harbor Targets

- Schools can meet AYP by either meeting CA's yearly AYP targets or meeting Safe Harbor targets. For the 2011-2012 school year CA's AYP targets were 78.4% in ELA and 79% in math (Note these targets increase to 89.2 and 89.5 percent for the 12-13 school year on the ELA and Math CSTs.) Schools can make AYP through Safe Harbor by decreasing the proportion of their students scoring below the Proficient level by at least 10% points. Each school's Safe Harbor targets will be unique to that school and will be shown on the analysis slides.

Included Students

- Only those students attending your school from the October CBEDS date through testing are included in your school's API and AYP calculations. In addition, English Learners in CA for less than a year are excluded.

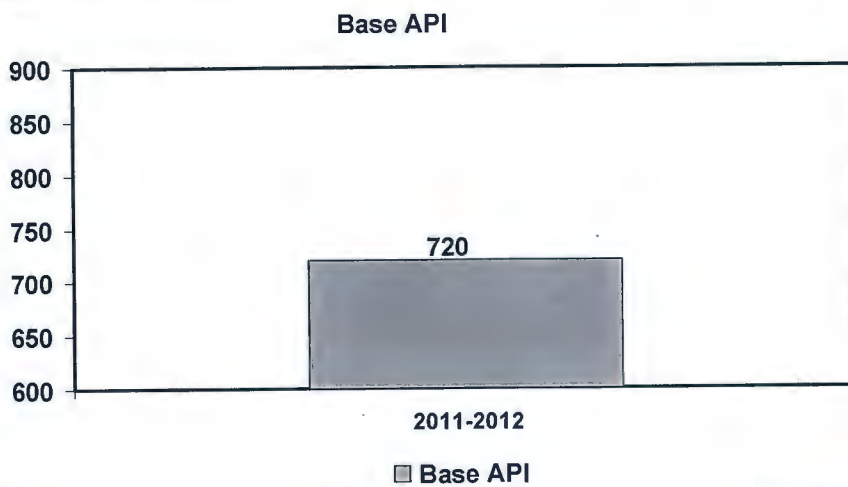
Numerically Significant Subgroups

- In order to ensure that all students are showing growth, schools need to meet API and AYP targets schoolwide as well as for their numerically significant subgroups. Numerically significant subgroups are based on ethnicity, language proficiency, and economic status. A student subgroup is numerically significant if it has 100 valid scores or 50 valid scores that comprise at least 15 percent of the school's population.



4

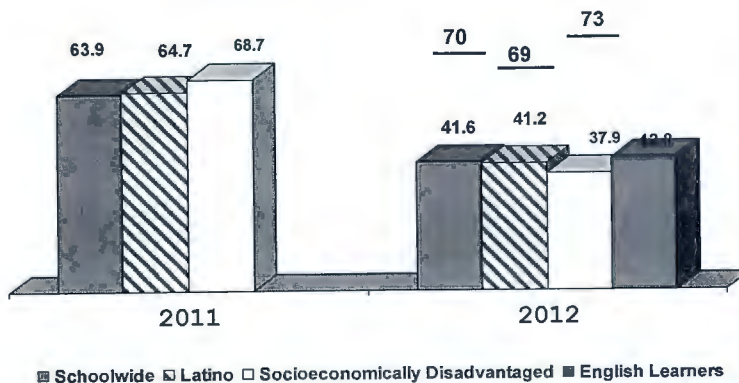
ACA has a baseline API of 720!



5

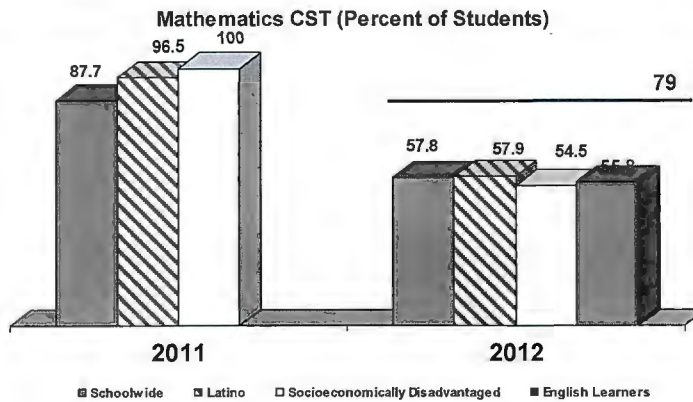
ACA and Cal Prep (combined results) did not meet its Safe Harbor targets school-wide or for its significant subgroups in ELA. Both schools will need to focus on making Safe Harbor targets in 12-13 to avoid being in Program Improvement.

English/Language Arts CST (Percent of Students)



6

ACA and Cal Prep (combined results) did not make its AYP target of 79 percent school-wide or for its numerically significant subgroups on the Math CST. Both schools should focus on making Safe Harbor targets in 12-13.



7

Analyzing CST Data

Focus of Analysis

- When analyzing CST data, generally one should focus on the proportion of students scoring at the Far Below Basic (FBB)/Below Basic (BB) and Proficient (P) and Advanced (A) levels due to equity and state and federal accountability requirements. (If your school has less than 10% of its students at the FBB/BB levels then should add the Basic level to your lower focus of analysis as well.)

Far Below Basic Level/Below Basic Level/Basic Level

- For equity purposes, students scoring at the FBB level are generally the furthest below grade level and are in most need of having their learning accelerated.
- Strategically, it also makes sense to focus on the proportion of students at the FBB level because the Academic Performance Index (API) is weighted so that schools get more points for moving kids up from the lowest proficiency levels. In other words, you get more API points from moving a student from FBB to Below Basic (BB) than from the P to A levels.
- CHANGE** - Once your school has less than 10% of its students at the FBB level on either test, the school should change its focus for that subject to the FBB/BB levels as the unit of analysis. Similarly, when it has less than 10% of its students scoring at the FBB/BB levels the school change for that subject to the FBB/BB/B levels.

Proficient and Advanced

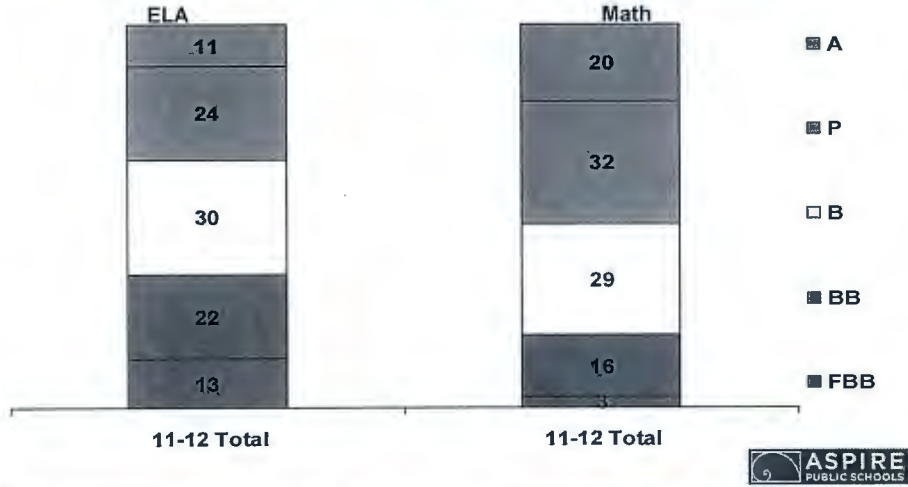
- Given the schools NCLB Adequate Yearly Progress targets, one should also focus on the proportion of students scoring at the P and A levels. **For 2011-2012, elementary and middle schools need to have 78.4% of their students score at the P or A levels on the ELA CST and 79% on the Math CST.**



8

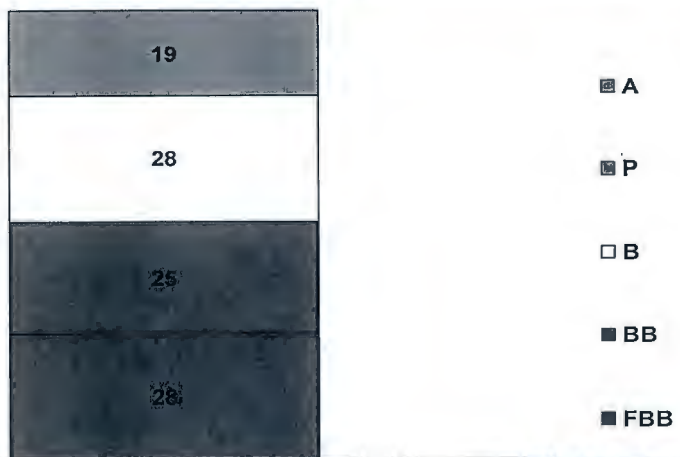
52% and 35% of ACA's students scored at the P/A levels on the Math and ELA CSTs respectively. The school also had 35% of its students scored at the FBB/BB levels in ELA.

CST Language Arts and CST Math (Percent of Students)



The school had more than half of its 5th grade students score at the FBB/BB levels on the Science CST.

Science CST (Percent of Students)

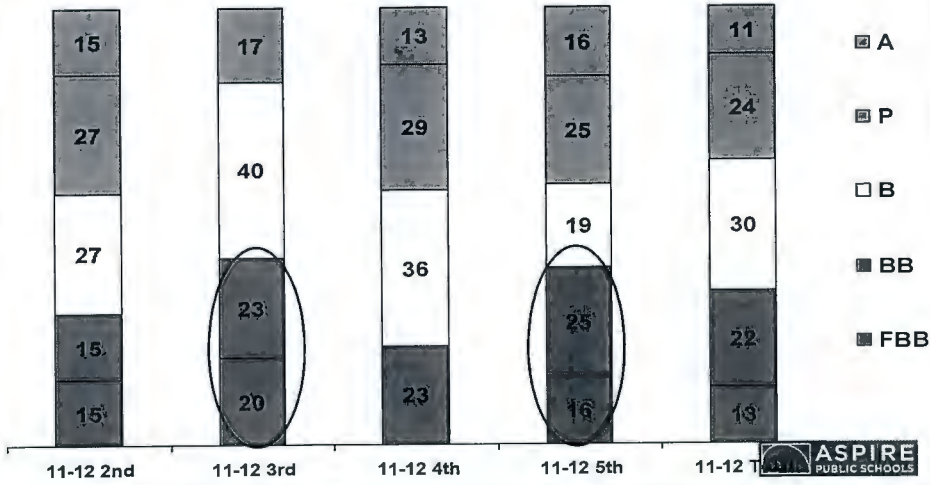


5th 11-12 Sci



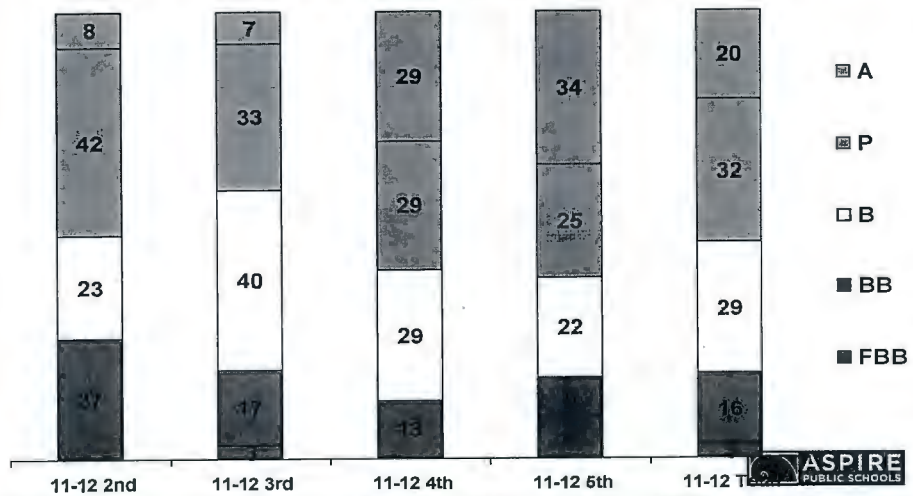
More than 40% of the school's 2nd, 3rd and 5th graders scored at the P/A levels on the ELA CST! At the same time, more than 40% of ACA's 3rd and 5th graders scored at the FBB/BB levels. The school's 3rd graders were the most challenged by the ELA CST.

English/Language Arts CST (in percent)



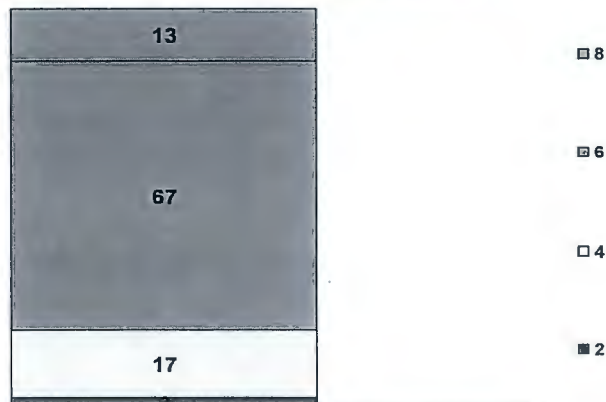
At least 50% of ACA's 2nd, 4th and 5th graders scored at the P/A levels on the Math CST, and the school didn't have any students at the FBB level in 2nd and 4th grade! The school's 3rd graders were the most challenged by the Math test.

Mathematics CST (in percent)



80% percent of ACA's 4th graders scored a 6 or above, the rough equivalent of Proficient/Advanced, on the ELA Writing Applications assessment in 11-12!

4th Grade CST Writing Applications Assessment (Percent of Students)



4th 11-12 Writing App



13

Analyzing Strand Data

Estimating Strand Proficiency Levels

- The CSTs are based on CA's content standards, which are grouped into 5 or 6 strand areas. In order to identify the degree to which students did and did not master CA's standards at their grade level, Aspire has estimated the proficiency level (i.e. Far Below Basic to Proficient) corresponding with the student's raw score for each strand. The cut points for each of these levels is based on the overall cut points of the ELA or Math CST scores at each grade level.

Focus of Analysis

- Schools can see a whole school view of their 11-12 CST strand results in the **Admin Data Portal** in the **EOY Analysis dashboards**. You can use this data to identify common strand challenges across grade levels that point to areas of needed school improvement. If your school has common patterns of challenging strands, what can your school do collectively to improve mastery of the underlying standards?

Analysis Prompts

- On which strands were your students most likely to score at the P/A levels (strength)?
- On which strands were they least likely to score at the P/A levels (broad challenge)?
- On which strands were they most likely to score at the FBB/BB levels (specific challenge)?
- What patterns around strengths and challenges do you see across grades?
- What are the schoolwide instructional implications?
- What specific standards do you think are particularly challenging in these strand areas (based on Pre-CST/EOY benchmark/interim results)?



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Additional STAR Analysis for Principals

- **Aspire's 11-12 EOY Analysis Product (on the Admin Portal)**
 - This analysis product allows you to easily compare the performance of teacher's at each grade level at your site based on distribution change, proficiency level change, and strand results. Through these comparisons you can identify teacher's strengths and challenges and create collaboration opportunities for teacher to learn from each other at each grade level.
- Strand Results by Grade, Subject and Teacher
- DRA Proficiency Level Changes by Grade and Teacher



15

STAR Results Reflections:

What Did You Learn? What Will You Do Differently This Year?

Teachers should be able to answer these questions after analyzing their STAR data using the Strand Reflection Prompts:

- What standards do you think your students were most challenged by in 11-12 and what is your evidence?
- What would you recommend your school/colleagues do this year to increase student mastery in these challenging standards, particularly if you are looping and won't teach these standards in 12-13?



16

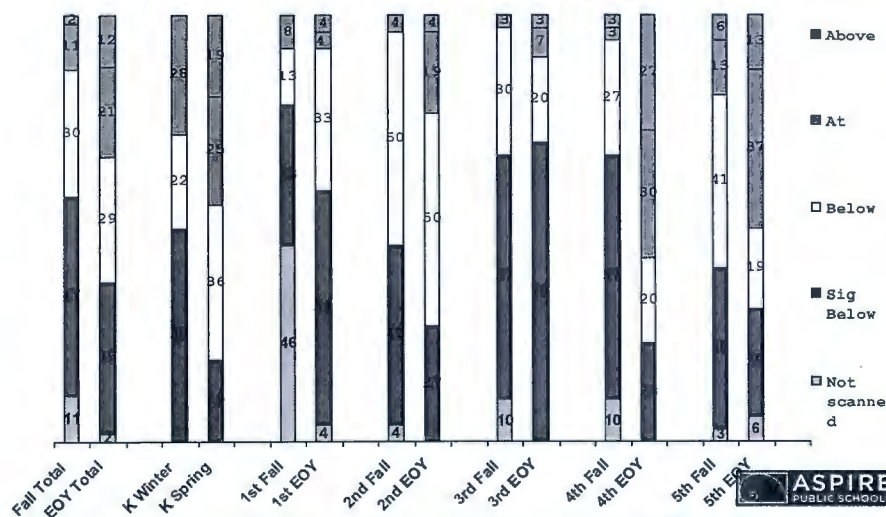
DRA Growth Analysis

- Our students need to be reading at least at grade level if not higher in order to be ready for college. Given the DRA is the most important measure of reading at the Elementary level, it's key to track students' growth.
- The raw DRA scores are not based on an equal interval scale where it's easy to measure growth in one grade level compared to another (i.e. growth in 1 year ranges from 1 to 8 DRA levels depending on grade). As a result, one can not simply subtract the end of year score from the beginning of year score to find growth.
- To address this issue, we have converted the raw DRA score into proficiency level bands at each grade (Significantly Below, Below, On Grade Level, and Above Grade Level) for the Fall, Winter and End of Year. These conversions were based on the coach created DRA benchmarks. See the Appendix for the 11-12 conversion chart.
- Translating the DRA raw scores into common proficiency levels allows us to look at proficiency level changes across teachers and grades to identify strengths and challenges.
- Aspire will focus on increasing the validity of DRA scoring in 12-13 which will result in the creation of Aspirewide DRA growth targets in key grades.



Overall ACA increased the proportion of its students with matched scores who were reading at or above grade level and decreased the proportion reading significantly below grade level on the DRA in 11-12! The school's kinder, 2nd, 4th and 5th grade students experienced dramatic gains in the proportion reading at or above grade level! The proportion of 1st and 3rd graders reading significantly below grade level increased on the EOY DRA.

DRA Matched Proficiency Level Distribution Change (in percent)



Additional DRA Analysis for Principals

- **Aspire's 11-12 EOY Analysis Product: DRA Proficiency Level Growth by Teacher Dashboard (on the Admin Portal)**
 - This analysis product allows you to easily compare the performance of teachers' at each grade level at your site based on Fall to EOY (Winter to EOY for Kinder) matched DRA growth. While this data is not definitive due to validity issues, this analysis will give you a sense of which teachers may need additional supports around teaching students how to read.
- **Aspire's Individual Teacher DRA Product (on Portal) and EOY DRA Teacher Reflection Prompts (on MyAspire)**
 - This analysis product allows teachers to easily track their students DRA and Reading proficiency level progress over the course of the year, see Fall to EOY growth, and reflect on their students' growth and the implications for their instruction.



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Writing Snapshot Scores

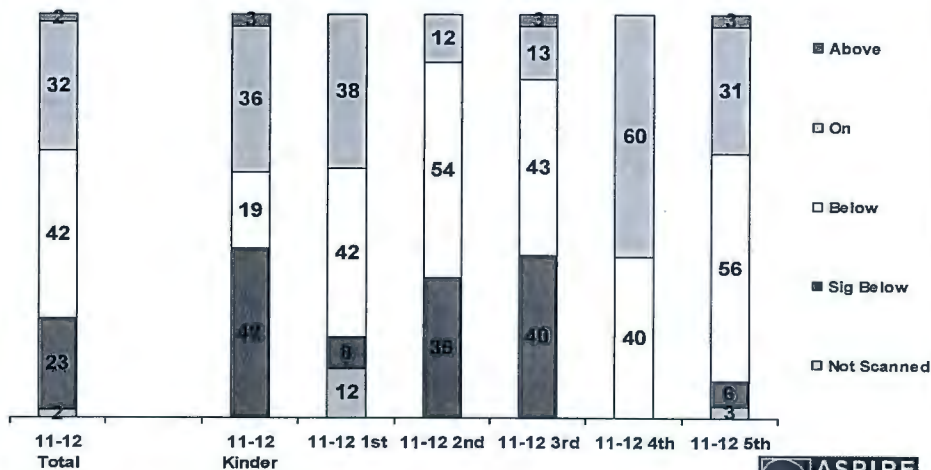
- Aspire's overall 11-12 Must Achieve was for every student to take the Writing Snapshot. At the elementary level, this meant every student taking the Expository Writing Snapshot.
- We want to stress that every students' writing snapshot scores also need to be scanned.
- The Expository Writing Snapshot was based on a 4 point rubric. In grades K-3 and 5, 0-1 is significantly below grade level, 2 is below grade level, 3 is grade level, and 4 is above grade level. Fourth grade used a combined 4/5 rubric in which 0 is significantly below grade level, 1 below grade level, 2 grade level, and 3 and 4 above grade level.
- These results are considered baseline results. Aspire will be generating overall growth targets based on this data. In order for Aspire to hit its overall growth target, each school will need grow at least a similar percentage.
- How will your school increase its performance on the Writing Snapshot in 12-13?



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34% of the school's students scored on or above grade level on the Writing Snapshot. More than half of the school's 4th graders scored on grade level and none scored significantly below! At least 40% of ACA's kinder and 3rd grade students scored significantly below on the Snapshot.

Writing Snapshot (in percent)

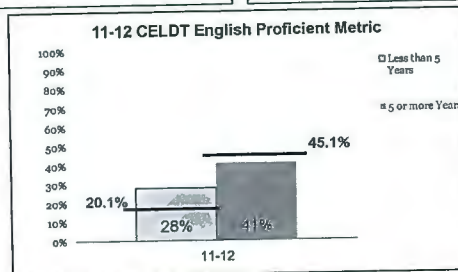
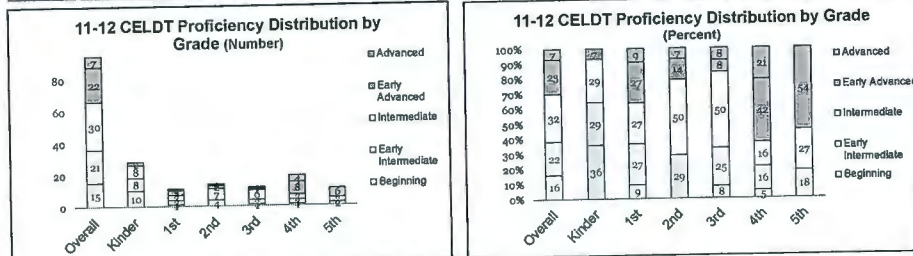


CELDT and Title III Accountability

- In order for our students to be successful in college they need to be fluent in English. Our English Learners need to increase their English Proficiency every year.
- Schools receiving Title III funding are required to hit annual growth and English Proficiency targets, or Annual Measureable Objectives (AMAOs) each year. Aspire is using these targets as general performance metrics for all of our schools.
- AMAO 1, Annual Growth (Advancing 1 level or achieving the English Proficient level): The goal for 11-12 is 56% of students and increases to 57.5% in 12-13.
- AMAO 2, Proportion of Students becoming English Proficient (i.e. at the Early Advanced or Advanced levels with no scores below Intermediate): Recognizing English language acquisition is a multi year process and students start school with varying levels of English proficiency, CA created 2 targets for AMAO2 based on how long they have been enrolled in ELD programs (not just at Aspire). They are:
 - Enrolled less than 5 years = 20.1% in 11-12 (increases to 21.4 % in 12-13)
 - Enrolled 5 or more years = 45.1% in 11-12 (increases to 47% in 11-13)
- Title III funded schools are also required to meet their school's AYP target for their English Learners on the CST in order to avoid sanctions. The sanctions range from notifying the school's EL parents the school did not hit its targets to planning and implementing more effective ELD programs.



95 students took the CELDT in the fall of 2011. 30% tested at the Early Advanced or Advanced level, mainly in 4th and 5th grade. The school met the state's target in English Proficiency for those students that have been in the US for less than 5 years, but fell slightly short to meet it for students with 5 years or more.



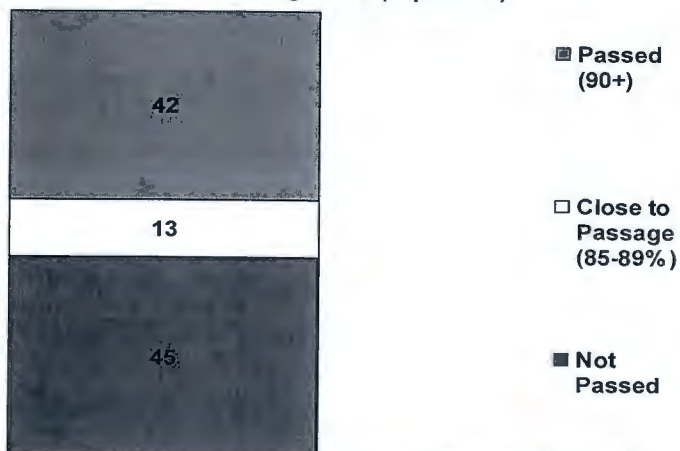
Math Basic Skills Test

- Aspire's overall 11-12 Math Basic Skills Must Achieve was to have 40% of its 5th graders pass at 90% mastery. We exceeded this target with an overall passage rate of 47%.
- Given the Math Basic Skills test measures the specific skills students need to have in order to be successful in middle school math, the MBST serves as a proxy for college readiness in math. On our way to ensuring at least 80% of our students are college ready in math in 5th grade, Aspire's 12-13 MBST Much Achieve is to increase the passing rate by 10 percentage points to 57%.
- In order for Aspire overall to hit its 12-13 target, each school will need to increase its own MBST results by at least 10 percentage points. How will you increase your school's MBST passage rate by at least 10%? What actions will you take to ensure students are entering 5th grade with their 1st – 4th grade standards mastered?



42% of ACA's 5th grade students 11-12 passed the 5th grade Math Basic Skills Test in 11-12, exceeding Aspire's overall target of 40%!!

Math Basic Skills Test Passage Rate (in percent)



5th 11-12



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Summary of Achievement Strengths

ELA

- Overall, 35% of students scored at the P/A levels on the ELA CST. More than 40% of the school's 2nd, 3rd and 5th graders scored at the P/A levels in ELA.
- 80% of the school's 4th graders scored a 6 or above, the rough equivalent of Proficient/Advanced, on the ELA Writing Applications assessments!
- ACA increased the proportion of its students with matched scores who were reading at or above grade level and decreased the proportion reading significantly below grade level on the DRA in 11-12!

Math

- Overall, more than half of the school's students scored at the P/A levels on the math CST. At least 50% of ACA's 2nd, 4th and 5th graders scored at the P/A levels in math, and the school didn't have any students at the FBB level in 2nd and 4th grade!
- 42% of ACA's 5th grade students 11-12 passed the 5th grade Math Basic Skills Test in 11-12, exceeding Aspire's overall target of 40%!

English Learners

- ACA met the state's English Proficient metric for those students that have been in the US for less than 5 years!



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Summary of Achievement Challenges

AYP

- ACA and Cal Prep (combined results) did not meet its Safe Harbor targets in ELA or math. ACA will need to focus on moving students to the P/A levels in order to meet its Safe Harbor targets and avoid Program Improvement. Once the official results are published, we will be able to calculate the targets.

ELA

- Overall, the school had 35% of its students score at the FBB/BB levels on the ELA CST. More than 40% of its 3rd and 5th graders scored at the FBB/BB levels.
- Overall, 64% of ACA's students are reading below grade level as measured by the DRA. The proportion of 1st and 3rd graders reading significantly below grade level increased between the fall and the EOY DRA.
- Only 34% of the school's students scored on or above grade level on the Writing Snapshot. The school's 2nd and 3rd graders were the most challenged by the Writing Snapshot.

Math

- At least 20% of ACA's 2nd and 3rd graders scored at the FBB/BB levels, and only 40% of the 3rd graders scored at the P/A levels.
- 45% of the school's 5th graders did not pass the Math Basic Skills and they weren't close to passing.

Science

- More than half of the school's 5th graders scored at the FBB/BB levels on the Science CST.

English Learners

- The school fell short of meeting the state's English Proficient metric for those students that have been in the US for more than 5 years.

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Action/Next Steps/Reflection Questions

General

- Have your teachers analyze their STAR results and identify individual and school improvement strategies for 11-12.

AYP

- ACA did not meet Safe Harbor targets in ELA or Math. It will need to focus on increasing the proportion of students at the P/A levels to avoid being in Program Improvement next year. Once the official results are published, we will be able to calculate the targets.

ELA

- More than 40% of the school's 3rd and 5th graders scored at the FBB/BB levels, and only 17% of the 3rd graders scored at the P/A levels. What are your hypothesis for this performance? Did you see lower performance for these grades all year long? What are teachers' insights on students' PL levels on the test? What additional training/ supports do the school's teachers/leads need?
- Generally at the elementary grades schools' find the Reading Comp and Writing Strategies strands the most challenging. In 2nd and 4th grades, students were most challenged by the WS strand, while 3rd graders were challenged by the LRA strand (57% of students scored at the FBB/BB levels on this strand) suggesting these teachers should focus more on the standards comprising these strands this year (if they are teaching the same grades). There should be lots of teachers at their grade levels who have shown mastery on these standards and they or your coach should have materials to share.
- 70% of the school's 3rd graders were reading significantly below grade level on the EOY DRA. Is this performance due to students coming to ACA with many skill gaps? What can be done to support these new students to accelerate their reading skills? What kind of supports/interventions are available to help these students and their classroom teacher?

Math

- At least 20% of ACA's 2nd and 3rd graders scored at the FBB/BB levels, and only 40% of the 3rd graders scored at the P/A levels. What are your hypothesis for this performance? Did you see lower performance for these grades all year long? What are teachers' insights on students' PL levels on the test? What additional training/ supports do the school's teachers/leads need?



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Action/Next Steps/Reflection Questions

Math (cont.)

- The SDP and AF strands were the most challenging at the 2nd and 3rd grades respectively. What specific standards did students not master in this strand (you can find out by using the Strand Distribution by Teacher dashboard)? Why do you think students did not master these standards?
- Measurement and Geometry was the most challenging strand at 4th and 5th grade. This often is a result of pacing. What can be done to review high value MG standards earlier in the year (particularly those with a low level of class mastery in on the PreCST or EOY benchmarks).
- 45% of students didn't pass the Math Basic Skills Test. What will you do this year to ensure you increase the proportion of your students passing this test? What can be done at earlier grades to ensure students are mastering the MBST skills from their grade?

Science

- More than half of the school's 5th graders scored at the FBB/BB levels on the Science CST. What are your hypothesis for this performance? What can be done this year to increase students' knowledge of the Science standards?

English Learners

- ACA's 11-12 CELDT data is almost a year old at this point. The data itself is not likely to be useful for formative purposes. It does make sense however, to review the CELDT levels and progress of your English Learners in 4th and 5th grades. If these students have been in US schools since kindergarten they should be close scoring at the Early Advanced or Advanced levels on the CELDT. If they are not close, your school should set up a plan for how you will accelerate their English Fluency. Many students get stuck at the Intermediate level and we want to make sure they get the appropriate additional supports to get them out.



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Appendix

- API and AYP History
- Aspire's 11-12 DRA Proficiency Level Conversion Chart



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Academic Performance Index (API)

- The API is part of California's Public Schools Accountability Act signed into law in the spring of 1999.
- The API is a single score ranging from 200 to 1000 with 800 currently being the "High Performing School" target for all schools.
- The API is comprised of the CA Standards Assessments, CAHSEE, and graduation rate growth with most emphasis on the CST English/Language Arts and Math assessments.
- The school must meet its API targets schoolwide as well as for its numerically significant subgroups (i.e. any demographic or economic subgroup with at least 50 students).
- Every school has externally mandated API growth targets that are 5 percent of the distance between the school's and numerically significant subgroups API scores and 800. School with APIs above 800 do not have a state API target.



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Adequate Yearly Progress (AYP)

- AYP is part of the federal No Child Left Behind Act of 2001.
- AYP is based on three relevant indicators for elementary and middle schools including:
 - STAR participation rate of at least 95%;
 - Meeting Annual Measurable Objectives based on the percent of students scoring at the proficient or advanced levels on the CSTs in English/Language Arts and Mathematics; and
 - Having an API of 740 or growing at least 1 point.
- For 11-12 the AMOs are 78.4 percent in English/Language Arts and 79 percent in Math. The AMOs will increase yearly until 2013-2014 when all students need to score at the Proficient level.
- Failure to make AYP targets two consecutive years in the same content area results in being designated a Title I Program Improvement School.
- Title I Program Improvement sanctions range from paying the transportation costs to send students to a non PI school to contracting with external supplemental service providers to restructuring the school and replacing school staff.



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11-12 DRA2 Proficiency Level Conversion Chart

* Amended September 2011

FALL	Significantly Below Grade Level	Below Grade Level	On Grade Level	Above Grade Level
Kindergarten	0	n/a	n/a	n/a
1 st	1 or below	2-3	4	5 or above
2 nd	4 or below	6-14	16	17 or above
3 rd	8 or below	16-24	28	29 or above
4 th	16 or below	28-34	38	39 or above
5 th	24 or below	30-38	40	41 or above
6 th	32 or below	40	50	51 or above
7 th	40 or below	50	60	70 or above
8 th	50 or below	60	70	80 or above
WINTER	Significantly Below Grade Level	Below Grade Level	On Grade Level	Above Grade Level
Kindergarten	0	1	2	3 or above
1 st	5 or below	8	10	12 or above
2 nd	8 or below	10-18	20	22 or above
3 rd	15 or below	20-28	30	32 or above
4 th	25 or below	30-34	38	40 or above
5 th	35 or below	34-38	40	42 or above
6 th	38 or below	40	50	52 or above
7 th	40 or below	50	60	70 or above
8 th	50 or below	60	70	80
END OF YEAR	Significantly Below Grade Level	Below Grade Level	On Grade Level	Above Grade Level
Kindergarten	0	2-3	4	5 or above
1 st	5 or below	6-14	16	17 or above
2 nd	15 or below	16-24	28	30 or above
3 rd	25 or below	28 - 34	38	40 or above
4 th	35 or below	34-38	40	42 or above
5 th	38 or below	40	50	52 or above
6 th	40 or below	50	60	70 or above
7 th	50 or below	60	70	80
8 th	60 or below	70	80	n/a

Surrounding School Study

	2011-12 API	API Growth from 10-11	API Growth from 09-10	State Rank (2011)	Similar School Rank (2011)	% SED	% ELL
ACORN Woodland Elementary	847	4	25	7	4	99.6%	82.3%
EnCompass Academy Elementary	804	53	9	3	1	100%	75.4%
East Oakland Pride Academy	661	10	-30	1	1	100%	70.7%
Parker Elementary	845	-2	9	7*	N/D	98.4%	16.9%
RISE Community	654	-92	60	2	1	100%	61.5%

Surrounding School – Enrollment by Ethnicity 2011-12

	African American, not Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino	Pacific Islander, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported
ACORN Woodland Elementary	8.0%		2.1%		87.3%	0.4%	0.8%	0.8%	0.4%
EnCompass Academy Elementary	17.3%		0.8%		76.5%	1.9%	3.1%		0.4%
East Oakland Pride Academy	21.8%	0.2%	1.1%	0.9%	72.7%	1.8%	0.7%	0.2%	0.5%
Parker Elementary	72.0%		1.6%	0.5%	16.4%	6.9%	2.1%		0.5%
RISE Community	27.8%		0.6%	0.3%	68.3%	1.8%	0.6%	0.3%	0.3%

Aspire College Academy Bell Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Start	8:00am	8:00am	8:00am	8:00am	8:00am
End	3:30pm	3:30pm	3:30pm	3:30pm	11:58am

	Monday	Tuesday	Wednesday	Thursday	Friday
K/1	9:30-9:50	9:30-9:50	9:30-9:50	9:30-9:50	
2nd/3rd	9:55-10:15	9:55-10:15	9:55-10:15	9:55-10:15	
4th/5th	10:20-10:40	10:20-10:40	10:20-10:40	10:20-10:40	
LUNCH AND RECESS					
K/1	11:00-12:15	11:30-12:15	11:30-12:15	11:30-12:15	8:05-8:30 Once a month Fabulous Friday:
2nd/3rd	12:20-1:00	12:20-1:00	12:20-1:00	12:20-1:00	
4th/5th	12:40-1:00	12:20-1:00	12:20-1:00	12:20-1:00	

Fabulous Fridays: Fridays at 8:05-8:30

Aspire College Academy 2012-2013 CALENDAR



July 2012

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						

July

16-20: New Teacher Training
 25-27: Lead Team
 7/30: All teachers return
 7/30 to 8/2: Launch 2012
 7/30 & 7/31: Retreat (Overnight)
 Days of instruction: 0

January 2013

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		

January

1-11: Winter Break - *No School*
 14: PD Day
 21: MLK Jr. Holiday - *No School*
 25: Bay Area Collaboration PD

Days of instruction: 12

August

S	M	T	W	Th	F	S
						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	

August

6: First Day of School
 25: Saturday Family School

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		

February

18: President's Day - *No School*

Days of instruction: 19

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						

September

3: Labor Day - *No School*
 14: Bay Area PD Day
 26-28 student led conferences

Days of Instruction 21

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						

March

14: Data Analysis Day
 20-22: Student Led conferences
 25-29: Spring Break - *No School*
 22: Report Cards sent home

Days of instruction: 15

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			

October

8-12: Fall Break - *No School*
 23: Picture Day

Days of instruction: 18

April

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

April

1-5: Spring Break - *No School*
 18-20: Student & Parent Aspire Surveys

Days of instruction: 17

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	

November

19-23: Thanksgiving Vac - *No School*
 27: Re-take pictures
 28-30 Student Led Conferences
 30: Report Cards sent home

Days of instruction: 17

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

13-24: CST Testing
 27: Memorial Day - *No School*

Days of instruction: 22

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					

December

21: Data Analysis Day
 24-31: Winter Break - *No School*

Days of instruction: 14

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						

June

13: 5th grade promotion
 14: Last day of school
 14: Report Cards
 24-26: Leadership Retreat

Days of instruction: 10

S1 Days = 88

S2 Days = 95

Legend: School Hours	
8:00 to 3:30 pm	
8:00 to 11:59 pm	
No School	
Non-student work day	
Saturday School	

PTO must be requested two days in advance and may not be used on: Non-student work days, the beginning or final five days of a quarter, during SLCs and Interim Assessments, and the week before or of CST Exams.

Work days:	
Student Instruction Days	183
Total non-student Work Days	10
Family School Days	2
Total Work Days	195



K-5 Math Instructional Guidelines Detailed Version

MAINTENANCE PROGRAM

Math Routines

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

❖ Daily Review

Daily

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

❖ Academic Language

Daily

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

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

Resources:

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

❖ **Mental Math**

On-going

- ◆ Quick spiral review of standards
- ◆ Sponge activity
- ◆ In your head
- ◆ Problem solving without paper and pencil
- ◆ Verbal problems that are appropriate for your students

Math Facts

Daily

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

Flash Cards

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

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

Example of progression for K/1 with dot die:

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

Mad Minute (1-5)

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

Resources

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

Problem Solving

3 times a week

Student Led Solutions

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

❖ Problem of the Week/Problem of the Month

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

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

Resources

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

CORE PROGRAM

Math Workshop

4 times a week

❖ Mini-lesson

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

❖ Guided Practice

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

❖ Guided Math

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

❖ Work Stations/Independent Practice

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

- ◆ Play a game
- ◆ Can incorporate interdisciplinary projects/activities
- ◆ Try to have at least 2 work station activities on current standards

Work Station Models

1. Stationary Work Station Model

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

2. Math Menu or Flow Model

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

Work Station Ideas

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

Resources

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

Assessment

❖ Benchmark Exams

- ◆ Survey of standards taught throughout the year – administered 4 times; fall, winter, spring, summer. PreCST Benchmark administered 4 weeks prior to STAR test
 - ◆ **Basic Skills Test** - starting in 5th grade students take the test until they achieve 85%. It is administered 2 times in 5th grade (during the fall and spring) and 3 times a

On-going

year (6th and up) at the same time the benchmarks are administered)

- ❖ **Problem Solving Question**
 - ◆ Administered 1 time in the spring (optional)
- ❖ **Edusoft**
 - ◆ Pre and post unit tests and 5 question mini test on one standard, COI tests
- ❖ **Observation/Checklists**
 - ◆ Teacher makes anecdotal notes on individual students)
- ❖ **Exit Tickets**
 - ◆ Quick check of skills)
- ◆ **Homework**
 - ◆ Daily check of skills taught – school site based policy

LANGUAGE ARTS: OUR PHILOSOPHY

Background

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

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

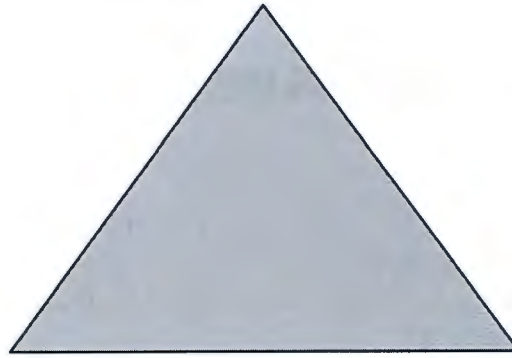
We address writing within the same “workshop” format. Process writing is taught with the thread of the Six Traits running through both required writing genres as well as choice writing assignments. This allows the teacher to use conferences; peer edits and direct instruction to customize the learning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

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

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

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

Instructional Guidelines



CA standards

Assessment & Cycles of Inquiry

Assessment

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

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

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

Reading Assessment Tools

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

Writing Assessment Tools

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

California State Tests

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

INSTRUCTIONAL GUIDELINES EXPECTATIONS

Reading Workshop

Read Aloud *w/ DRTA Strategies*

Reading Minilesson

*Shared Reading

Literacy Work Stations

*Literature Circles

Guided Reading

Written Response to Text

Independent Reading

Shared Inquiry

**Occurs within Instructional Guideline*

120 minutes

Daily

4 times a week

4 times a week

4 times a week

4 times a week

4 times a week

1 week a month

Writing Workshop

Independent Writing

Writing Minilessons

Guided Writing

Interactive Writing

Grammar/DOL

60 minutes

4 times a week

4 times a week

3 times a week

2 times a week

Daily

Word Work

Spelling Paragraph

K-3 Open Court Phonics

4-5 Vocabulary

Word Wall

30 minutes

1 paragraph a week

Daily

Daily

Daily

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

IMPLEMENTATION SCHEDULE

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

READING WORKSHOP

Rationale

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

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

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

Procedure

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

See following examples:

Example One

Minilessons

This is whole group instruction based on a specific objective. Objectives are often based on California State content standards. The lesson should be the piece, which hooks the learners and forecasts individual or small group practice.

Educator	Learners
<ul style="list-style-type: none"> •Status of the class •Guided Reading <ul style="list-style-type: none"> Group 1 Group 2 Group 3 Or more. •Reading conferences •Facilitate sharing • Status of the class or Closure 	<ul style="list-style-type: none"> •Independent Reading w/ Reading Response Logs
	<ul style="list-style-type: none"> •Literature Circles preparation or discussion
	<ul style="list-style-type: none"> •Vocabulary or Word Work
	<ul style="list-style-type: none"> •Reciprocal teaching group

Sharing or closure

Example Two

Minilessons

Learning objectives are based on California State content standards. The lesson should be the piece, which hooks the learners and forecasts individual or small group practice.

**Educator and Learners
Shared Inquiry discussion**

- Status of the Class
- Reading of the text
- Written analysis of a portion or entire text
- Discussion based on an interpretive question
- Student reflection

Sharing or Closure

Resources

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

Artifacts

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

READ ALOUD

Rationale

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

- Prediction/adjustment** - to guess what will happen within a text and to return to one’s prediction confirming or changing one’s thinking
- Connections**- to connect to the text to personal prior experiences either text-to-self, text-to-text or text-to-world
- Visualization**- to make a picture or movie in your mind
- Self-Questioning**- to pause reflect and question
- Inferring** - to read between the lines and make judgments
- Summarize** – to retell events as they happen
- Paraphrase** – to verbalize your understanding

Procedure

Steps:

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

Resources

- ✓ Using Think Aloud for Reading Instruction, *Leslie Oster, The Reading Teacher vol. 55, No. 1*
- ✓ *Guiding Readers and Writers, grades 3-6*, Gay Su Pinnell & Irene Fountas
- ✓ *Yellow Brick Roads, Shared and Guided Paths to Independent Reading 4-12*, Allen
- ✓ *The Art of Teaching Reading*, Calkins
- ✓ *The Read Aloud Handbook*, Jim Trelease
- ✓ *Strategies That Work*, Harvey and Goudvis
- ✓ *Reading for Meaning*, Miller

Artifacts

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

LITERACY WORKSTATIONS

Rationale

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

Procedure

Use the minilesson method when introducing a literacy workstation. Literacy Workstations must be meaningful, productive and usually related to literacy or interdisciplinary units. It takes several weeks to establish classroom literacy routines that the children understand how to follow. Once the majority of students can work independently during Literacy Workstations, Guided Reading activities can be instituted. This technique establishes:

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

Literacy Workstation criterion:

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

Resources

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

Artifacts

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

GUIDED READING

Rationale

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

Procedure

Steps:

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

Resources

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

Artifacts

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

LITERATURE CIRCLES

Rationale

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

Procedure

Steps:

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

Resources

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

Artifacts

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

WRITTEN RESPONSE TO TEXT

Rationale

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

Procedure

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

- 1.) The group reads the text selection.

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

Resources

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

Artifacts

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

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

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

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

INDEPENDENT READING

Rationale

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

Procedure

Steps:

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

Reading Response Logs

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

Teacher Response Criterion

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

Sample Teacher Rubric

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

Sample Student Rubric

**River Oaks Charter School
Reading Response Log Rubric**

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

Student _____ Date _____

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

Resources

- ✓ A well organized library with a wide selection of books
- ✓ *Guiding Readers and Writers grades 3-6*, Pinnell & Fountas
- ✓ *The Art of Teaching Reading*, Calkins
- ✓ *Yellow Brick Roads*, Janet Allen

Artifacts

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

READING MINILESSONS

Rationale

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

Procedure

Steps:

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

Resources

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

Artifacts

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

SHARED INQUIRY

Rationale

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

Procedure

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

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

Resources

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

SHARED READING

Rationale

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

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

Procedure

Steps:

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

Resources

- ✓ Yellow Brick Roads, Shared and Guided Paths to Independent Reading grades 4-12
- ✓ *Guided Reading, Good First Teaching for All*, Pinnell & Fountas
- ✓ *Guiding Readers and Writer, grades 3-6*, Pinnell & Fountas
- ✓ *Classrooms that Work, They can all Read and Write*, Cunningham and Allington

Artifacts

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

WRITING WORKSHOP

Rationale

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

Procedure

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

Steps:

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

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

Resources

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

Notes

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

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

Status of the class sample

Learner's name	Date	Activity or Notes

GUIDED WRITING

Rationale

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

Procedure

Steps:

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

Resources

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

Artifacts

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

INDEPENDENT WRITING

Rationale

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

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

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

Procedure

Steps:

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

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

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

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

Artifacts

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

What Aspire Should Expect

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

WRITING MINILESSONS

Rationale

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

Procedure

Minilessons are presented in small or whole groups. The goal of the minilessons is to teach the craft of writing in small portions, practice a skill, and discuss what was learned and to understand it in a meaningful way.

Steps:

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

Resources

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

Artifacts

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

INTERACTIVE WRITING

Rationale

Interactive writing allows the educator an opportunity to provide writing instruction while sharing the pen with the learners, literally and figuratively. The educator and learners collaboratively compose a piece of writing. This instructional context allows the educator many opportunities to model “how” language works.

Learners work as apprentices to the expert writer, their educator. This provides a safe environment for those learners to participate in modeled practice. As the year progresses, the written piece evolves in length, skill and interest leading the learners to independence.

Procedure

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

Steps:

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

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

Resources

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

Artifacts

- ✓ Partner or small group samples

WHY THE SIX TRAITS?

"What you can assess you can revise"

- Vicky Spandel

Rationale

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

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

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

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

Ideas to Remember:

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

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

Six Keys to The Six Traits

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

Sample Six Traits lesson plan:

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

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

WORD WORK

Rationale

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

Procedure

Learners acquire word knowledge through explicit instruction.

Steps:

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

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

Phonics K- 3	Word Work K- 5	Spelling Sentences/Paragraphs K- 5	Words in Context 4 - 5
<p><i>Open Court Reading:</i></p> <ul style="list-style-type: none"> -Phonological and Phonemic Awareness/Warm Ups - Alphabetic knowledge/blending - Dictation - Decodables -Word Building 	<p><i>Words Their Way</i>, Baer, Invernezzi, Johnston & Templeton</p> <ul style="list-style-type: none"> • word sorts <p><i>Making Words</i>, Pat Cunningham</p> <p>Word Wall Work</p> <ul style="list-style-type: none"> • high frequency words 	<p><i>Classroom Connections;</i> <i>Confronting the Spelling Frontier</i>, Vicki Fairchild Crain</p>	<p><i>Words, Words, Words</i>, Janet Allen</p> <p>Vocabulary related to the interdisciplinary units</p>

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

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

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

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

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

Resources

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

Artifacts

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

DAILY ORAL LANGUAGE

Rationale

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

Procedure

Steps:

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

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

Resources

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

Artifacts

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

K-5 Language Arts Instructional Guidelines and Resources

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

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

<p>Frequency Words- Word Wall</p> <ul style="list-style-type: none"> ○ Words in Context (4-5) ○ Making Words 	<p><u>Words Their Way</u> Baer, Invernizzi, Johnston, & Templeton (K-6)</p>
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2012–2013 Aspirewide Elementary ASSESSMENT CALENDAR

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

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

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

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

Map of English Language Development Standards to Aspire Instructional Guidelines

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

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

	Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	Shared reading
Reading Comprehension	Standard – Intermediate ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	Understand and follow simple written directions for classroom-related activities. Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences. Read and identify basic text features, such as the title, table of contents, and chapter headings. Respond to comprehension questions about text by using detailed sentences (e.g., the brown bear lives with his family in the forest).	Shared reading Guided reading Mini-lesson
Structural Features of Information Features	Identify, using key words or phrases, the basic sequence of events in stories read.	Shared reading Guided reading Mini-lesson centers
Reading Comprehension	Standard – Advanced ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships. Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice. Write a brief summary (two or three paragraphs) of a story.	Guided reading Mini-lesson Literature centers
Writing	Standard – Beginning ELD Level	Strategies
Penmanship	Copy the alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	Independent writing Interactive writing centers Word work Spelling sentence
Organization and Focus	Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). Write phrases and simple sentences that follow English symmetrical order.	Independent writing Interactive writing centers
Writing	Standard – Intermediate ELD Level	Strategies
Organization and Focus	Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	Spelling paragraphs Minilessons Independent writing Mini-lesson
Organization, Focus and Penmanship	Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science).	Spelling paragraphs Independent writing Interactive writing
Organization and Focus	Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. Write simple sentences about an event or a character from a written text. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Spelling paragraphs D.O.L. Independent writing Mini-lesson
Writing	Standard – Advanced ELD Level	Strategies
Organization and	Develop a clear thesis and support it by using analogies, quotations,	Spelling paragraph

Focus	and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.	Independent writing Mini-lessons
Capitalization	Use capitalization when writing one's own name. Use capitalization at the beginning of a sentence and for proper nouns.	DOL Spelling paragraph Independent writing
Punctuation	Use period at the end of a sentence and a question mark at the end of a question.	DOL Spelling paragraph Independent writing
Capitalization, Punctuation and Spelling	Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling. Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.	Word work DOL Spelling paragraph Independent writing

Part I: Quick and Basic 504 Process Procedures

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

- 1) Referral comes in from SST/Rtl/Parent OR annual 504 is due
- 2) Parent Permission Forms Sent Home and Returned
- 3) Data gathered on disability and impact on educational access
- 4) Meeting Scheduled
- 5) Parent Invite Sent and Returned

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)

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!



Enrollment Steps for Students with 504s

Aspire Public Schools
1001 22nd Avenue, Suite 100, Oakland, California 94606

The following outline necessary steps during the enrollment process for students who have indicated they have a 504 plan. **It is NOT required that a student's 504 plan be reviewed in order for the student to enroll at an Aspire School.** These steps are, however, necessary to make sure that Aspire complies with federal law around supporting students with special needs who are protected through section 504.

IF	THEN
1. Enrollment or Student Services Questionnaire forms completed by parent indicate 504 accommodations or protections. (Double check both places. Even if parent only indicates 504 supports) in only one place – we must follow up!	<ul style="list-style-type: none">• Check the student's cumulative file for a 504 evaluation or plan, including the date the plan needs to be reviewed.• Notify the principal of the student's 504 plan status• A student's 504 plan stays in the cum folder
2. Cumulative file arrives at school site and 504 documents are inside.	<ul style="list-style-type: none">• Leave the 504 documents in the cum folder, but inform the principal of the 504 documentation and status of the student• Check the date of review for the 504 and inform principal
3. Parent tells you or another staff person that their child had a 504 plan at their previous school.	<ul style="list-style-type: none">• Check the child's cum folder for 504 records.• Ask parents if they have any 504 documents they can bring to the school so we can copy them for the cum folder• Inform parents that we will send a records request to student's school for their cum file if not already available and see if parent is willing to request the records directly (as this will typically get the records faster)• Check enrollment form for parent's signature authorizing release of student records.• Request cum file from the student's school immediately
4. Requested cum do not arrive within 5 days of receipt of request.	<ul style="list-style-type: none">• Notify your principal and the Student Support Coordinator

Additionally: Please keep a running list of any/all students who come up through the process above & share this list with your principal and the Student Support Coordinator.

Aspire Public Schools Board of Directors

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. Mr. Garfinkel joined TPG in 1998 and has worked in both the San Francisco and London offices. Prior to joining TPG, Mr. Garfinkel was an investment banker at Lehman Brothers in New York. 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, Healthcare Group at DeVry

An Aspire Director since 2003, Bill is President of the Healthcare Group of educational institutions at DeVry. His responsibilities include Ross University School of Medicine, Ross University School of Veterinary Medicine, Chamberlain College of Nursing, Carrington College, and Carrington College of California. He serves as Chairman of the Board of Chamberlain College of Nursing and as Vice Chairman of the Board of Ross University. Prior to DeVry, Bill was a Vice President at DaVita,, the second-largest provider of dialysis services in the United States and President of DaVita Rx, an institutional pharmacy created to provide comprehensive pharmacy services to individuals suffering from renal disease. 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

Beth Hunkapiller is a member of the Board of Aspire Public Schools. She 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 Carlos Charter Learning Center, the first school to receive a charter in California. Mrs. Hunkapiller served on the State Board of Education's Advisory Commission on Charter Schools, representing governing board members in California since the commission's formation in 2001, and was its chair for two years until April 2010. She then served in the California Department of Education as Director of the Charter Schools Division. She has also worked at the Kansas City Star and the Los Angeles Times. She graduated from Oklahoma Baptist University with degrees in English and political science and received her masters from the University of Southern California.

Greg Jones

Greg Jones is the President & CEO (Retired), of State Farm General Insurance. He is the Chairman of California Business for Education Excellence and Chairman of the California Business Roundtable. Mr. Jones currently serves on the Board of Directors for Junior Achievement of Southern California, the California Chamber of Commerce, Franklin University, the Los Angeles Urban League, the National Urban League, the NCAA Leadership Advisory Board, the Tiger Woods Learning Center and the California State Board of Education. He is listed in Who's Who of Executives and Professionals.

Jones earned his B.A. degree in business from Franklin University and his M.A. degree in 1981 from Hood College. He also attended the University of Pennsylvania's Wharton Business School and has earned the Chartered Property Casualty Underwriter (CPCU) designation.

Before he was 25 years old, Jones started an NAACP branch, was chairman of a \$2 million community action agency, and hosted a community service radio program. He is the founder of 100 Black Men of Sonoma County, California and has served on the national board of directors of 100 Black Men. He is a chairman of the board of the Los Angeles Urban League, the California Education for Excellence Foundation, the Los Angeles Sports Council, and Operation Hope. Jones is past chairman of Junior Achievement of Southern California and is a member of the board of trustees of Franklin University and the National Urban League. Jones was a recipient of Empowerment Achievement Award in 1995; Dollars and Sense Magazine's Corporate Trailblazer Award in 1998; and was the 2000 honoree of the Insurance Industry Charitable Fund.

Melvin J. Kaplan, Chief Executive Officer, Wellington Financial Group

Mel Kaplan has been a real estate investor since 1960. He is CEO of Wellington Financial Group, an entity that invests in commercial real estate nationally.

In 1988 Mel and his family founded the Harry Singer Foundation, a nonprofit educational operating foundation dedicated to youth development. He serves on Harry Singer's Board and advises various other 501 c (3) corporations.

Mel is an alumnus of MIT and UC Berkeley where, in the 70s, he lectured at the School of Business Administration. His specialty continues to be problem solving and entrepreneurship. His biography has appeared in Marquis Who's Who In Finance and Industry and Who's Who In The World.

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. MPAE managed funds of approximately \$285 million provided by a group of 50 limited partners, including major corporations, pension funds, insurance companies, university endowments, and prominent families. Some of the companies funded by MPAE include America Online, Aspect Telecommunications, Cypress Semiconductor, Documentum, and Palm Computing. MPAE stopped making new investments in 1996 and the partners founded Benchmark Capital and Foundation Capital. Steven is a limited partner in both of these firms but is no longer involved in the day-to-day management.

Currently, Steven is devoting more time to civic and non-profit activities as well as his private investments. 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.

Steven is also a past president of the Western Association of Venture Capitalists and a past director of the National Venture Capital Association, and has been a director of numerous privately held companies. He holds an MBA from the Wharton School of Finance and a BA in Sociology from Stanford University.

Louise Muhlfeld Patterson

Louise Muhfeld Patterson has had an extensive career as an HR executive and trustee of college-preparatory schools. She was Vice President of Human Resources for American Express company for 14 years, where she was a generalist for the Western Region, supporting over 1500 employees in 40 different locations. She specialized in organizational effectiveness, executive leadership and team development. She has consulted to beverage company Odwalla as Acting VP of Human Resources and to Addis Corporation, a marketing and branding organization. She implemented a Quality of Work life Survey for startup companies in Silicon Valley for Klein Associates. As a volunteer, she has served as a Trustee for many independent schools, including St. Mark's School in Massachusetts, Drew College Preparatory High School in San Francisco, and Marin Country Day School. As Trustee, she has led the governance committees, chaired a number of executive director searches, led strategic planning efforts, and participated in several capital campaigns. She also currently serves as a Trustee for the San Francisco Zoological Society. Ms. Patterson received a BA in Psychology and Education from Vassar College and also studied the British school system at Oxford University.

Richard C. Spalding, Founder, Thomas Weisel Healthcare Venture Partners

In March of 2003, Dick co-founded Thomas Weisel Healthcare Venture Partners, where he focuses on life science investing. The fund has been initially capitalized at \$120 million, and will invest in both the medical technology and life science sectors. Dick also co-founded the ABS Ventures Healthcare investment group in January 2000, again leading the firm's investments in life sciences.

Prior to joining ABS Ventures, Dick was a Chief Financial Officer of public and private companies, an investment banker with Alex Brown, and a co-founder of the Palo Alto office of Brobeck, Phleger & Harrison. For his entire career he has worked with growth companies, primarily in the health care area, on corporate partnerships, financings and operations. He is currently a director of 3D Systems, a public company, and CBCA, Inc.

He received a BA degree with honors from Harvard College and a J.D. with honors from Columbia Law School.

JONATHAN GARFINKEL
3625 Baker Street
San Francisco, CA 94123
+1 415 637 5739 (M) / +1 415 743 1682 (W)
jgarfinkel@alumni.stanfordgsb.org

BUSINESS EXPERIENCE

- 2005 – Today **TPG CAPITAL - Principal** San Francisco & London
- 2000 – 2003 *TPG is a leading global alternative asset manager with over \$45 billion of capital*
- Currently serve as the firm's Director of Strategy and Business Development
 - Previously led the firm's investment activities in the financial services industry in the U.S., including asset management, specialty finance, depositories and insurance
 - Historically responsible for analyzing, structuring, negotiating and executing private equity investments of \$100 million to \$1 billion, with particular experience in commodity industries, retailers, transportation and distressed companies in North America and Western Europe
 - Current and prior Board of Director seats include: ProSight Specialty Insurance, 2Co Energy, Aleris International and Midwest Airlines
 - Member of the firm's Social Responsibility team
- 1998 – 2000 **NEWBRIDGE LATIN AMERICA - Analyst** Washington, DC
- NLA was a \$300 million Latin American private equity fund sponsored by TPG and Blum Capital*
- Built financial models, wrote descriptive memoranda to the firm's investment committee and performed due diligence to evaluate prospective transactions throughout Latin America
- 1997 – 1998 **LEHMAN BROTHERS – Investment Banking Analyst** New York, NY
- Global Power & Project Finance Group, servicing electric utilities and independent power producers*
- Built financial models and provided valuation analysis

PUBLIC EDUCATION-RELATED EXPERIENCE

- 2010 – Today **ASPIRE PUBLIC SCHOOLS – Board Member** Oakland, CA
- Aspire is a leading charter school manager operating 34 schools serving over 10,000 students*
- 2006 – 2008 **EDUCATION FOR CHANGE – Board Member** Oakland, CA
- EFC is a charter school manager operating three elementary schools serving ~1,000 students*
- Summer 2004 **NEW SCHOOLS VENTURE FUND – Summer Associate** San Francisco, CA
- NewSchools is a venture philanthropy fund dedicated to improving public education*

EDUCATION

- 2003 – 2005 **STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS** Stanford, CA
- STANFORD UNIVERSITY SCHOOL OF EDUCATION**
- MBA and MA in Education (joint-degree program)
- Co-President of Partnership for Education Club; Co-Chair of Business of Education Conference;
Mentor to a 3rd grader in East Palo Alto through the *I Have a Dream* program
- 1993 – 1997 **STANFORD UNIVERSITY** Stanford, CA
- Bachelor of Arts – Economics
- Four-year varsity rower; Stanford in Berlin; Krupp Intern at Credit Suisse in Zürich

ADDITIONAL INFORMATION

- Married with three children: Madelyn (6), Oliver (4) and Annabelle (16 months)
- Founder and Director of *The Skeg Club*, the alumni association of the Stanford rowing program
- Avid but not particularly talented piano and guitar player

WILLIAM B. HUGHSON
2244 North Dayton Street, Chicago, IL 60614
(331) 645-3906 whughson@devry.edu

PROFESSIONAL SUMMARY

Seasoned, senior-level executive with a proven track record of creating superior business strategy, building high-performing teams and driving operating excellence in both public and private companies.

EXPERIENCE

DEVRY, *President, Healthcare Group*
S&P 500 provider of educational services.

2009 – Present

- Responsible for DeVry Medical International (Ross University School of Medicine, Ross University of Veterinary Medicine and American University of the Caribbean School of Medicine), Chamberlain College of Nursing and Carrington Colleges Group.
- Chair of the Board of Trustees of Chamberlain College of Nursing; Vice Chair of the Board of Trustees of Ross University.
- Drove \$235M acquisition and integration of American University of the Caribbean (AUC).
- Achieved American Veterinary Medical Association accreditation for Ross University School of Veterinary Medicine (the first private-sector school ever to achieve AVMA accreditation).
- Led two DeVry-wide initiatives: New Regulatory World and TEACH Summit 2011.
- Grew revenue from \$363M to \$558M and operating income from \$99M to \$127M (does not include AUC).

DAVITA
Fortune 500 provider of dialysis and related services.

2000 – 2009

Vice President

2009 – 2009

- Responsible for three strategic initiatives: Patient Pathway, Falcon and Lab/CKD.
- Invited to become a member of “Desert Rats”, a strategic advisory committee of senior VPs.

Vice President, Sierra Terrific and Pacific Gold Divisions

2008 – 2009

- Responsible for 104 dialysis facilities, acute dialysis services in 73 hospitals, 2,400 teammates and \$392M in revenue in Northern California.
- Pacific Gold Division added to responsibilities in August, after only 4 months in role.
- Strengthened physician and teammate morale and increased clinical, operating and financial performance, resulting in 2008 EBITDA \$2.9M favorable to budget.
- Achieved significant improvements in clinical quality, from the #14 and #16 divisions to the #4 and #5 divisions out of 27 nationwide.
- Resolved 8 physician partner “hot spots” worth \$61M revenue and \$18M EBITDA per year.
- Negotiated 4 new physician group partnerships with potential revenue of \$15M per year.
- Renegotiated Kaiser acute dialysis contract for Northern California, achieving a 10% increase in revenue per treatment.

President, DaVita Rx (specialty pharmacy subsidiary of DaVita)

2006 – 2008

- Developed company from business plan to revenue of over \$80M in 4 years.
- Created an innovative new business model to meet the unique needs of dialysis patients, resulting in high patient satisfaction, a 50% increase in medication adherence levels, and significantly reduced hospitalization rates.
- Built, licensed and operationalized 3 pharmacies to serve DaVita dialysis patients in 43 states.
- Awarded the 2008 DaVita Rx Core Value Award for Fun.

"Executive at Large" (special projects consulting) 2000 – 2006

- Managed multiple special projects over a 6-year period, including:
 - Created, tested and operationalized three different new business concepts: DaVita Rx, DaVita At Home and DaVitaCare.
 - Interim "COO of Compliance" responsible for all aspects of regulatory compliance.
 - Managed team responsible for developing strategic business plans for improving growth and profitability in 20 largest EBITDA-producing markets nationwide.
 - Created an organizational and operational plan to improve performance and reduce cost in the development of new dialysis facilities.
- Awarded a 2004 "Bridge" award for embodying company Mission and Values.
- Awarded the 2003 "GSD" (Get Stuff Done) Award.

INDEPENDENT CONSULTING, *Strategic, financial and operational consulting* 1999 – 2000

- Hired by venture capital investors to assist Lucy, a designer and retailer of women's athletic apparel, with their financing strategy, store development strategy and store operations.
- Developed business strategy for ALPS, a multi-national bottled water company.
- Developed and helped implement an e-commerce strategy for the CEO of Chemtex International, a plastic raw materials distribution company.

A.G. FERRARI FOODS, *President* 1997 – 1999

Importer, manufacturer, wholesaler and retailer of high-quality Italian food

- Led the growth of this 80-year-old family-owned business from 4 to 8 stores, while increasing sales per square foot by 21% and store contribution by 33%.
- Developed and implemented a complete redesign of the company's brand identity, including name, visual identity and product line, including a successful private-label brand.
- Built a new state-of-the-art centralized commissary and implemented a new point-of-sale and inventory management information system.
- Raised over \$18M in equity, debt and lease financing.

NOAH'S NEW YORK BAGELS, INC. 1992 – 1996

Manufacturer, wholesaler and retailer of bagels and related products.

President and CFO, Noah's New York Bagels 1995 – 1996

CEO, President and CFO, Noah's New York Bagels 1993 – 1995

General Manager, P & A Ventures (Licensee of Noah's New York Bagels) 1992 – 1993

- Managed sale of the company for \$101M, over 3 times 1995 sales, creating more than \$75M in shareholder value in under 4 years.
- Negotiated the merger of P & A Ventures with Noah's New York Bagels.
- Drove growth from 1 to 39 stores; from \$1M to \$40M in sales; from 25 to 1,100 employees.
- Built a strong mission and values-oriented culture. The Center for Values Research placed Noah's Bagels in the top 5% of all workplaces for employee commitment and satisfaction.
- Created a strong brand. BSI identified Noah's Bagels as one of the top 3 places for "morning coffee or meal" in the Bay Area, after McDonalds and Starbucks.
- Successfully fought a Teamsters drive to unionize 85 production and distribution employees.
- Raised over \$40M in equity and debt financing.

BAIN & COMPANY, *Consultant, Healthcare Practice* Summer 1989, 1990 – 1992

- Various strategic and implementation projects for a home healthcare company, a mail order pharmacy and a digital imaging technology company.

MORGAN STANLEY & CO., *Financial Analyst, Capital Markets Division* 1986 – 1988

EDUCATION

STANFORD GRADUATE SCHOOL OF BUSINESS, <i>MBA</i>	1990
WILLIAMS COLLEGE, <i>BA Cum Laude in English with a Minor in Economics</i>	1986
AMERICAN UNIVERSITY IN CAIRO, <i>Semester Abroad</i>	1984

ADDITIONAL INFORMATION

Member, Young Presidents Organization: Windy City (2009 – Present); NorCal (2007 – 2009);
Barbary Coast (1994 – 97)

Director and member of the Executive Committee, Aspire Public Schools (2003 to Present)

Recipient, Alice B. Toklas Leadership Award for community service (1994)

Five month, 2,100-mile hike of the Appalachian Trail from Georgia to Maine (1981)

Beth Hunkapiller

1333 Pebble Drive • San Carlos, California • 650-592-3580 (Home) • 650-533-4485 (Cell)

EMPLOYMENT

Kansas City Star—Journalism Intern—(Summers, 1967-1969)

Los Angeles Times—Journalism Intern—(1970-1972)

Mountain View School District • El Monte, California—(1973-1983)

- 8th Reading and English Teacher—(1973-1977)
- Assistant Principal—(1978-1983)

California Department of Education—(2009 to 2011)

- Director Charter Schools Division

EDUCATION

BACHELOR OF ARTS, ENGLISH AND POLITICAL SCIENCE—*Oklahoma Baptist University*

MASTER OF SCIENCE—*University of Southern California*

CREDENTIALS

K - 9 Standard Life Teaching—*University of California, Irvine*

Administrative Services—*California State University, Los Angeles*

RELEVANT EXPERIENCES

Founder, San Carlos Charter Learning Center

Member, San Carlos School District Board—(1993 to Present)

Member, California Advisory Commission on Charter Schools—(2002-2011)

Chairperson, California Advisory Commission on Charter Schools—(2008-2010)

Member, Aspire Public Schools Board—(2002-2010)

Chairperson, Aspire Public Schools Board—(2005-2010)

PROFESSIONAL MEMBERSHIPS

California School Boards Association

Phi Delta Kappa

Gregory W. Jones
650-533-4485; Gjones4sf@aol.com

EMPLOYMENT

State Farm General Insurance— President and CEO (1968-2008)

National Assessment Governing Board— Vice Chair (Present)

EDUCATION

BACHELOR OF ARTS, BUSINESS—*Franklin University*

MASTER OF ARTS—*Hood College*

MASTER OF ARTS-- *University of Pennsylvania- Wharton Business School*

PROFESSIONAL MEMBERSHIPS

Board of Directors (former)- California State Board of Education

Board of Directors- State Farm General Insurance

Chairman of the Board - Los Angeles Urban League

Board of Directors- California Education for Excellence Foundation

Board of Directors- Operation Hope

Board of Directors- Junior Achievement of Southern California

Board of Directors- California Chamber of Commerce

Board of Directors- NCAA Leadership Advisory Board

Board of Directors- Tiger Woods Learning Center

Board of Directors- Los Angeles Sports Council

Board of Trustees- Franklin University

Board of Trustees, Board of Directors- National Urban League

Founder— 100 Black Men of Sonoma County, California (1990)

Melvin J. Kaplan
174 Spindrift Rd
Carmel, CA 93922-3159
831.624.7991
kaplanmelvin@yahoo.com

PROFESSIONAL

Wellington Financial Group, Chief Executive Officer 1964 - Present

The Harry Singer Foundation, Co-Founder 1987 – Present

EDUCATION

Massachusetts Institute of Technology – Sloan School of Management 1958 – 1962

STEVEN L. MERRILL

16795 Round Valley Circle
Grass Valley, CA 95949
415.362.6868
smerrill@benchmark.com

PROFESSIONAL

Bank of America Capital Corporation President	1968 – 1980 1976 – 1980
Benchmark Capital Co-Founder	1996 – Present
Foundation Capital Co-Founder	1996 – Present
Merrill, Pickard, Anderson & Eyre Co-Founder	1980 – 1996
Bank of America Capital Corporation President	1968 – 1980 1976 - 1980

EDUCATION

University of Pennsylvania, The Wharton School
Master's Degree in Business Administration

VOLUNTEER WORK

Aspire Public Schools, Board of Directors
Town School for Boys, Board of Trustees Member
Committee to Restore the San Francisco Opera House
Children's Health Council
Tahoe Regional Planning Agency
UCSF Foundation
National Advisory Board of the Haas Center at Stanford University

Louise Muhlfeld Patterson**Education:**

Vassar College – BA (Psychology, Education)
Junior Semester abroad; Oxford University/Vassar Program– Studied British Primary School “Open Classroom” System

Professional work:

Vice President - Human Resources (1983-1997)
American Express Company
New York/San Francisco

Human Resources/Subidiary Rights Associate (1980-1983)
Doubleday Publishing Company
New York

Acting VP Human Resources (1997)
Odwalla, Inc.
Half Moon Bay

Human Resources Consultant (1998)
Addis Corporation
Berkeley

Implementation of Quality of Worklife Survey for “Start-up” companies
Klein Associates (1999-2001)
Silicon Valley

Volunteer work:

Trustee - St. Mark’s School (1996-2001)
Massachusetts
Chair, Committee on Trustees; Admissions Committee

Trustee - Drew High School (1997-2001)
San Francisco
Chair, Committee on Trustees; Development Committee; Chair, Education Committee,
Co-Chair Strategic Planning Committee

Director - San Francisco Zoological Society (1999-present)
Chair, Committee on Directors; Chair, HR Committee; Marketing Committee; Chair,
Search Committee

Trustee – Marin Country Day School (2000-present) – Vice Chair
Co-Chair Search Committee, Head of School; Co-Chair Strategic Planning Committee,
Chair, Committee on Trustees

Board Member – Aspire Public Schools – April, 2007-present

Richard C. Spalding
3070 Pacific Avenue
San Francisco, CA 94115
(415) 776-2494

PROFESSIONAL EXPERIENCE:

Kearny Venture Partners - September 2006 to Present
Co-Founder & General Partner, Healthcare

Thomas Weisel Healthcare Venture Partners - April 2003 – September 2006
Co-Founder & General Partner, Healthcare Venture Capital

ABS Ventures - January 2000 to March 2003
General Partner, Healthcare Venture Capital

Portal Software - February 1997 to March 1999
Vice President & Chief Financial Officer
First CFO of this Internet billing company. Company grew from 20 people to 250 during tenure. Responsible for finance, HR, legal, facilities and investment relations. Oversaw all fund raising, including \$10 mill of debt capital and \$25 million of equity, and corporate partner transactions.

Fusion Medical Technologies - March 1996 to January 1997
Vice President Finance and Corporate Development
Responsible for financial and administrative functions including HR, communications, legal and investor relations. Responsible for all aspects of the Company's IPO.

Alex. Brown & Sons - November 1991 to March 1996
Managing Director (January, 1992)
Head of Investment Banking for the West Coast and oversaw the creation and supervision of the Firm's Japan office. Responsibilities were marketing (as Firm's senior West Coast representative), transactional (equity financings and mergers), managerial (primarily as regarded internal matters in the office-hiring, firing, ethical matters) and administrative.

Brobeck, Phleger & Harrison - June 1977 to November 1991
Partner (1982)
Law practice involved serving as outside counsel for numerous public and private companies and acting as underwriters' counsel. Particular experience in securities laws, negotiating corporate partner transactions and mergers and acting as general legal advisor. Firm responsibilities included co-founding of Palo Alto office (grew from 2 to 60 lawyers during tenure). Later headed the Firm's San Francisco corporate group and co-chaired the Strategic Planning Committee.

O'Melveny & Meyers (Los Angeles) June 1976 to May 1977
Associate

EDUCATION:

Columbia University School of Law (1973 - 1976)

Law Review, Kent Scholar 1974, 1976 (highest annual academic society) Contracts Prize

Harvard University (1968 - 1972)

Cum Laude (General Studies), John Harvard Scholar 1971, 1972 (highest annual academic society)

Philips Academy, Andover, MA (1964 - 1968)

Cum Laude Society (highest academic society)

PERSONAL:

Born December 1950; excellent health

Married for 33 years, three children (30, 27, 23)

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.

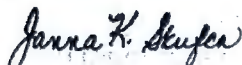
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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

2158316

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAR 19 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
UNIVERSITY PUBLIC SCHOOLS

A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is University Public Schools.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to manage, guide, direct and promote University Public Schools, charter public schools that provide quality education to California youth in pre-K, primary, and secondary grades.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is:

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

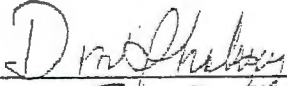
FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name	Address
Don Shalvey	131 Kelton Avenue, San Carlos, CA 94070
Reed Hastings	604 Lighthouse Avenue Santa Cruz, CA 95060
Bill Jackson	965 Mission Street, Suite 650 San Francisco, CA 94103

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

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

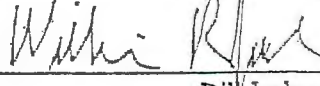
Date: 12/21/98



Don Shalvey, Director



Reed Hastings, Director



Bill Jackson, Director

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

Date: 12/21/98

Don Shaikvey
Don Shaikvey, Director

Reed Hastings
Reed Hastings, Director

Bill Jackson
Bill Jackson, Director



A0551743

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

SEP 8 2000

BILL JONES, Secretary of State

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

The undersigned certify that:

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

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

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on July 1, 2000.

Don Shalvey

Don Shalvey
Chief Executive Officer

Sayed Darwish
Secretary



A0604947

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

NOV 03 2003

KEVIN SHELLEY
Secretary of State

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

The undersigned certify that:

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

“The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities of this corporation, shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

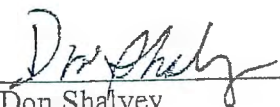
“If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party.”

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.
4. The Corporation has no members.

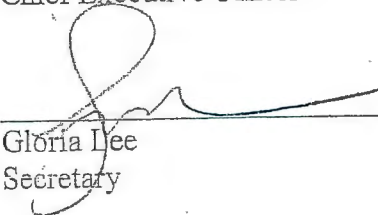
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We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on NOV 15, 2003.



Don Shalvey
Chief Executive Officer



Gloria Lee
Secretary



AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,
a California Nonprofit Public Benefit Corporation

ARTICLE 1: OFFICES

Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 – 22nd Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2 Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable

purposes and which has established its exempt status under Internal Revenue Code §501(c)(3).

ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

ARTICLE 5: DIRECTORS

Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) 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 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 5.5 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 5.6 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 5.7 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 5.8 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 5.9 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 5.10 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.

Section 5.11 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 5.12 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 5.13 Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section 5.14 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 5.15 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 5.16 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: COMMITTEES

Section 6.1 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 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 6.2 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 6.3 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 6.4 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 6.5 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 6.6 Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

ARTICLE 7: OFFICERS

Section 7.1 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 7.2 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 7.3 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 7.4 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 7.5 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 7.6 Responsibilities of Officers

(a) Chief Executive Officer (CEO). The CEO 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 8: RECORDS AND REPORTS

Section 8.1 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 8.2 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 8.3 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 8.4 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 8.5 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 9: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 9.1 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 9.2 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 10: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 10.1 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 10.2 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 11: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

ARTICLE 12: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

ARTICLE 13: CONSTRUCTION AND DEFINITIONS

Section 13.1 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 13.2 Electronic Transmission

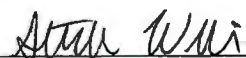
Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, 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 Bylaws consisting of fourteen (14) pages and the following one (1) page exhibit were adopted as the Bylaws of the Corporation by the Directors of the Corporation on March 16, 2012, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on March 16, 2012.


By: Stephanie Wilson
Its: Interim Secretary

CONFLICT-OF-INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 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.

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, and federal school safety planning requirements.

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

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

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

The board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolving their problem through mediation, the CEO or CEO’s designee shall initiate mediation. The CEO or CEO’s designee shall ensure that mediation results are consistent with state and federal laws and regulations. This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

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

Procedures

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

Complaint: A complaint shall be presented in writing by way of an Aspire Community Complaint Form to General Counsel, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO’s designee grants an extension of time under 5 CCR 4630(b).

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 and Resolution

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

Civil Law Remedies

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.

All forms may be mailed or faxed to:

Aspire Public Schools
Community Complaint Officer
1001 22nd Avenue, Suite 100
Oakland, CA 94606
Fax: 510-434-5004



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 _____



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.

Tina Hernandez was been the Principal at Aspire College Academy since its founding in 2011. Prior to founding Aspire College Academy, she served as a Resident Principal at Aspire Berkley Maynard Academy in the New Leaders for New Schools Program, a highly selective national urban principal training program. This is her 18th year working in education throughout Alameda County. Before becoming a principal, she was a classroom teacher for 13 years including 3 years at Challenger Private Academy in Fremont, 5 years at Ochoa Middle School in Hayward, and 5 years at Lighthouse Community Charter School in Oakland. During this time she also taught African-American Literature and English courses as an adjunct instructor at Cal State East Bay and Chabot Community College. Under the aegis of California Tomorrow, a non-profit organization in Oakland committed to creating equitable schools, she spent 3 years as an equity coach, focusing on creating classrooms in which students of color thrive. In West Oakland in partnership with San Francisco Foundation and 7th Street Initiative, she provided training and ongoing support to parents organizing to have positive impacts on their neighborhood schools. While these professional experiences have refined and clarified Ms. Hernandez's vision for educational equity, her role as a mother of two sons compels her to embrace this difficult yet necessary life's work with an iron-clad optimism and an unwavering commitment to educational excellence.

Aspire Principal Performance Criteria: Instructional Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
Maintains school-wide focus on high standards of student achievement	Spends excessive time and energy on issues unrelated to student achievement; fails to focus self or others on student learning	Consistently speaks of high standards of student achievement as the focus of the school	Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions	Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school, modeling that focus in all activities
Is knowledgeable of effective teaching, including curriculum standards, curriculum design and learning theory	Does not understand effective teaching; does not use this information in coaching teachers	Is aware of effective teaching and occasionally attempts to incorporate it in conversations with staff	Understands effective teaching; uses this information in guiding classroom instruction	Possesses a deep knowledge of effective instruction; is able to help others make the link between effective instruction and their day-to-day practice
Models Aspire instructional guidelines	Does not understand Aspire instructional guidelines; does not use them in coaching teachers	Is aware of Aspire instructional guidelines and occasionally attempts to use them in coaching teachers	Understands Aspire instructional guidelines and regularly reinforces them in coaching teachers	Thoroughly understands the nuances of Aspire instructional guidelines; models and reinforces their consistent implementation
Uses data to increase student achievement	Does not use data in making decisions or coaching teachers; does not make data available to staff	Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data with staff; understands and can explain the function of the Balanced Scorecard	Sets goals; analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching in the school; uses Balanced Scorecard as a framework for communicating data; uses Edusoft regularly as a tool to manage Cycle of Inquiry	Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate and by subgroups; uses Balanced Scorecard to reinforce school goals and guide daily activities; uses Edusoft in a sophisticated way to manage Cycle of Inquiry

Aspire Principal Performance Criteria: Instructional Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
Creates a strong learning culture that communicates “college for certain”	Does not discuss or refer to the vision of the school. Student behavior is not reflective of a “college for certain” culture and a school student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful. No artifacts reflect the vision.	Little time is spent sharing the vision. School’s student discipline policy is implemented with consistency but student behavior is orderly most of the time. School environment feels safe and respectful but not academically rigorous. Few artifacts reflect the “college for certain” culture.	Periodic discussion focuses the community on the vision. Student behavior is generally reflective of a “college for certain” culture. School environment feels safe and respectful, and is academically oriented. Artifacts consistently reflect the college culture	Vision is shared by all constituents and frequently referenced. Student behavior is consistently reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus. Creative artifacts communicate with all constituents about going to college.
Uses teacher observations and feedback to increase student achievement	Spends very little time in classrooms observing teachers teaching; spends majority of time in the office; or observes teachers but does not follow-up with discussions with teachers.	Spends enough time in classrooms to observe and provide informal feedback for most teachers at least monthly. Provides all teachers with written feedback about observations during formal evaluations.	Maintains a regular schedule of classroom observations, spending at least one hour per day in classroom, so that each teacher is informally but substantively observed at least weekly during the school year. Provides teachers with timely written feedback about observations in a way that is aligned with Aspire educator performance rubric.	Maintains a regular schedule of classroom observations, so that all teachers are substantively observed at weekly during the school year. Observation times and topics are geared to educators’ personal development goals. Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations. Explicitly links observations to educators’ personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way.

Aspire Principal Performance Criteria: People Management

	Unsatisfactory	Basic	Proficient	Distinguished
Attracts and selects top performers	Identifies or selects candidates based on inappropriate criteria; does not use a sound and consistent process for hiring	Relies on Aspire-wide advertising to attract candidates; uses Aspire criteria and process to select staff	Uses multiple channels to identify and recruit strong candidates; consistently uses Aspire criteria and process to select staff	Proactively uses multiple channels to identify and recruit top performers for Aspire beyond own school site; selects staff that represent a balanced mix of strengths and styles
Identifies and provides appropriate professional development opportunities	Does not work with staff on their professional growth needs; discourages staff members who seek out professional development opportunities; does not understand adult learning theory	Identifies professional development needs for each staff member; transfers own knowledge and skills; informs staff of other known development opportunities; applies little adult learning theory	Works with each individual staff member to create a personalized professional development plan that fits with adult learning theory; provides timely feedback; transfers own knowledge and skills; seeks out additional learning options when one is not readily available	Creates a culture of continual learning for all staff members; using personalized professional development plans, ongoing feedback, and own knowledge and skills effectively; actively seeks out learning opportunities for staff; understands and uses adult learning theory
Builds a collaborative, well-functioning team	Does not promote collaborative behavior among staff members; allows strong individuals to derail productive group work	Encourages staff to collaborate; deals with internal conflict adequately	Enables frequent collaboration among staff members; uses individuals' strengths effectively; addresses conflict skillfully	Creates a culture of collaboration and mutual support; uses individuals' strengths effectively; builds employee skills in team-building
Communicates well with staff	Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly	Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments	Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens	Models effective two-way communication; is able to inspire as well as convey information
Gathers input, collaborates, and provides leadership opportunities as appropriate	Is completely authoritarian or provides no leadership at all; does not make leadership decisions based on the situation	Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches; provides some leadership opportunities	Uses a number of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use; allows most staff an opportunity to lead	Uses a variety of leadership strategies wisely; consistently exercises good judgment about management strategies; delegates and collaborates as a way to train and motivate new leaders

Aspire Principal Performance Criteria: People Management

	Unsatisfactory	Basic	Proficient	Distinguished
Holds employees accountable for results	Resists discussing results and metrics with staff members; reviews employee performance haphazardly or subjectively; rarely uses observations to improve instruction	Reviews school-wide results with staff and creates action plans accordingly; reviews employees objectively; conducts formal evaluations for most employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation)	Reviews student results with individual employees thoroughly and objectively on a regular basis; creates and follows up on individual action plans; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation) in way that is aligned with Aspire education performance rubric	Creates a culture of accountability; engages staff in analyzing results and creating action plans; makes personnel decisions appropriately; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation); provides ongoing informal feedback to employees in a way that is linked to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way.
Recognizes and rewards individual and group behavior	Overlooks opportunities for reward and celebration; focuses on the negative	Recognizes good work with occasional celebrations	Uses a variety of approaches to recognize and reward desired actions at the individual and group level	Systematically reinforces Aspire and school values by thoughtfully using a variety of approaches to reward individual and group behaviors

Aspire Principal Performance Criteria: Resource Management

	Unsatisfactory	Basic	Proficient	Distinguished
Maintains a balanced budget	Does not understand the basics of budget management; does not make an effort to learn	Understands basic principles of budget management; makes good budget decisions with the support of Home Office	Understands finance and accounting principles; finds ways to increase revenues and decrease costs as much as possible	Understands finance and accounting at an advanced level; finds creative ways to maximize revenue or minimize costs; works with staff and community to match priorities with spending
Manages time & priorities effectively	Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's core mission	Makes a deliberate effort to spend time on the most mission-critical activities	Organizes time around the school's goals; is efficient taking care of lower priority items	Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff
Establishes effective systems for school operations	Fails to establish any systems for school operations (e.g. attendance, discipline); activities that should be routine are cumbersome & frustrating for site staff; lack of systems causes frequent interruptions to education program	Establishes functioning systems for school operations; routine activities usually get done with minimal hassle and disruption; school staff understand and consistently execute their appropriate roles	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily; consistently finds ways to make activities more efficient and effective
Adheres to Aspire policies and protocols	Fails to follow Aspire policies and protocols in financial management (including attendance tracking, purchasing, payables/receivables, expense reimbursement, use of credit cards) and info mgmt	Follows Aspire policy and protocol diligently	Follows Aspire policy and protocol diligently and trains staff to do the same	Follows Aspire policy and protocol diligently; trains staff to understand and follow protocol; supports Home Office in refining and communicating policies
Anticipates long term needs and plans ahead	Is reactive or focused on short-term; creates crises or shortages because of poor planning	Recognizes 1-2 obvious needs beyond the immediate school year and works with Home Office to address those needs; anticipates budgetary problems before they occur	Identifies long-term needs based on school priorities and makes spending decisions accordingly (including, if necessary, short-term sacrifices); anticipates budget problems long before they occur	Works with school community to identify long-term priorities and spending decisions accordingly; anticipates problems and creates alternatives; understands organization-wide needs beyond school and supports Aspire in achieving long-term objectives
Maintains safe facilities that support student learning	Does little to maintain or improve the facility or the use of space	Does a minimum of maintenance; Responds to unsafe conditions	Looks for ways to improve the facility; seeks input from staff to improve safety and use of space	Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early

Aspire Principal Performance Criteria: Community Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
Engages parents in their students' school experience	Fails to communicate with parents about school events and opportunities for engagement; is adversarial or negative in dealing with parents; does not convene an Advisory School Council	Regularly communicates with parents about school events and encourages volunteerism through a school-wide newsletter; is professional in interactions with parents; encourages teachers to engage parents; convenes the ASC periodically	Uses a variety of media to communicate with parents about events and opportunities for involvement; is consistently positive and supportive with parents; gives teachers suggestions for parent engagement; regularly convenes ASC on routine action items	Uses a variety of media to communicate with parents about events and opportunities for involvement; creates school systems to ensure the engagement of all parents; uses the ASC to solve issues within the school community
Works collaboratively with sponsoring district and neighborhood schools	Fails to communicate with sponsoring district staff; is adversarial in dealing with sponsoring district or neighborhood schools	Diligently responds to requests for information from sponsoring district staff and neighborhood schools	Proactively reaches out to district and neighborhood schools to establish harmonious relationships	Proactively reaches out to district and neighborhood schools to establish harmonious relationships; takes a leadership role in the local education community
Develops positive relationships with community groups and leaders	Fails to communicate with local community groups; is adversarial in dealing with requests from the community; isolates the school	Diligently responds to requests from community groups; solicits support from key community groups and leaders	Proactively reaches out to local community groups and leaders and engages them in the work of the school	Proactively reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community
Is an advocate for Aspire in the community	Is negative about the organization	Is positive about Aspire when provided an opportunity to speak; clearly articulates Aspire's core vision, mission and values	Finds opportunities to speak positively about Aspire; clearly articulates Aspire's core vision, mission, values, and strategies	Inspires support for Aspire through own enthusiasm; is evangelical about Aspire's work; clearly articulates Aspire's core vision, mission, values, and strategies

Aspire Principal Performance Criteria: Problem-Solving

	Unsatisfactory	Basic	Proficient	Distinguished
Acts in a principle-centered way	Makes decisions in an unethical way with little thought to broader consequences; displays a lack of personal integrity	Refers to Aspire or personal values in making decisions; is thoughtful about setting a good example	Consistently behaves in a way consistent with Aspire values; displays a high degree of personal integrity	Unerringly models Aspire values and personal integrity
Makes good decisions	Makes irrational decisions in an uninformed, careless way	Consistently collects and analyzes data, considers alternatives, predicts and evaluates consequences, and takes appropriate action	Consistently makes sound decisions; uses a rational decision-making process; informs and engages others effectively and appropriately	Makes excellent decisions using a good process even under unusual pressure
Demonstrates initiative and follow-through utilizing data	Is completely reactive; is unwilling to do more than the bare minimum; fails to follow-through with commitments; fails to anticipate obvious obstacles and denies obvious early signs of problems	Takes initiative to respond to problems or obstacles; follows through diligently with plans and promises; recognizes early signs of problems through the use of data and creates short term plans to address problems	Creates and implements short plans, long-term plans and systems to avoid problems and achieve school goals; is persistent in solving a problem or fulfilling a commitment; consistently uses data to measure success	Engages staff in creating short plans, long term plans and systems to achieve school and organization's objectives; uses data to inform the plan and measure success; exerts exceptional effort; is motivated and persistent to achieve the end result
Manages ambiguity well	Is completely uncomfortable with ambiguous situations; makes unrealistic demands on others to resolve ambiguity	Has come to terms with the ambiguity of an entrepreneurial environment; creates structure for self and others as needed	Is comfortable with ambiguity; creates structure for self and others as needed; is flexible in responding to changing circumstances	Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly
Seeks outside support when appropriate	Either relies completely on the rescue of others or insists on acting completely independently	Seeks support from Home Office in times of distress or uncertainty	Seeks support from Home Office when appropriate; identifies other sources of support as needed	Proactively anticipates need for outside support
Is reflective	Resists reflecting on own work; closed to learning about self and own development needs	Reflects on own work when prompted; is aware of own strengths and weaknesses; reflects with the intent to improve	Creates time to reflect independently; is aware of own strengths and weaknesses; reflects with the intent to improve	Uses a variety of strategies to embed reflection and continuous improvement into own daily work; uses own reflection as a model to encourage others to learn and grow

Aspire Principal Performance Criteria: Aspire Values

	Unsatisfactory	Basic	Proficient	Distinguished
Is collaborative	Does not work well with own staff, other principals, and/or Home Office staff	Is team-oriented; works well with own staff; is collegial; coordinates with other principals and Home Office staff as needed	Consistently goes beyond mere coordination to work own staff, other principals, and Home Office in ways that add value	Consistently finds new ways to encourage collaboration within school and across the organization
Displays a sense of ownership	Does not hold self or others accountable for behavior or results; makes excuses; resists looking at or discussing goals and metrics.	Consistently holds self accountable for own results. Responds appropriately to results as measured by Home Office.	Consistently holds self and others accountable for school results. Creates and follows-up with timely action plans in response to results measured by Home Office.	Consistently holds self and others accountable for school results. Creates and follows-up with timely, robust and flexible action plans in response to results measured by Home Office. Creates additional interim measures to ensure action plans are effective, and modifies activities accordingly.
Holds self to high quality standards	Has low expectations and standards for self and others' work. Does not seem to understand Aspire performance standards.	Understands and embraces Aspire standards and expectations for own and team performance.	Understands and embraces Aspire standards and expectations for own and team performance. Work is consistently high quality.	Understands and embraces Aspire standards and expectations for own and team performance. Continuously improves. Work consistently exceeds expectations.
Is customer-service oriented	Does not respond to parent and student requests in a timely manner.	Consistently responds to parents and student requests in a timely and appropriate manner.	Consistently responds to parents, student and staff requests in a timely manner and in a way that reflects an understanding of the needs of customers.	Consistently responds to parents, student and staff requests in a timely and appropriate manner. Deeply understands needs of customers. Finds ways to increase customer satisfaction at the school.
Is purposeful	Does not understand Aspire or school vision and mission; works at cross-purposes or lacks direction.	Understands and embraces Aspire vision and mission; focuses on operating school well.	Understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission, not just school needs.	Deeply understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission. Seeks and finds ways to further Aspire's mission and vision.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Domain 1: Data-Driven Planning and Assessment	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives through summative assessments.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery.	A) Selection and progression of formative assessments
	B) Planned response to formative assessment data
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

TCRP Teacher Effectiveness Rubric

July 13, 2012

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

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content AND are misaligned (do not progress toward content standards).	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content OR are misaligned (do not progress toward content standards).	Learning objective(s) include both specific levels of cognition (Bloom's Level) and content AND is aligned to and progresses toward mastery of content standards.	<i>All of level 3 and...</i> Learning objective(s) exceed level of cognition (Bloom's Level) or increases level of challenged required by content standards.
	B) Measurability of learning objectives through summative assessments	Learning objective(s) are not measurable.	Learning objective(s) are measurable but use only general criteria for measuring success.	Learning objective(s) are specific, measurable, explicitly stated in terms of student learning and are measured by multiple methods.	<i>All of level 3 and...</i> Learning objective(s) are measured by multiple methods and includes opportunities for student choice in summative assessments.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	<i>All of level 3 and...</i> The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences (at students' various ZPD levels) throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences (at students' various ZPD levels) but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences (at students' various ZPD levels) throughout the lesson cycle and each learning experience provides appropriate time and support.	<i>All of level 3 and...</i> Instructional plans provide differentiated cognitively engaging learning experiences (at students' various ZPD levels) for subgroups of students.
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization or instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization and instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	<i>All of level 3 and...</i> The teacher cites instructional strategies to meet the needs of individual students.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for whole groups of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students.	<i>All of level 3 and...</i> The teacher uses knowledge to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions but does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions and includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	<i>All of level 3 and...</i> The teacher includes opportunities for students to uncover and correct their own additional misconceptions.
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	The formative assessments are consistently aligned to the learning objective(s). AND A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). OR Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	The formative assessments are consistently aligned to the learning objective(s). AND A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).
	B) Planned response to formative assessment data	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	<i>All of level 3 and...</i> The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.

TCRP Teacher Effectiveness Rubric

July 13, 2012

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.	<i>All of level 3 and...</i> 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 promote 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.	<i>All of level 3 and...</i> Students appropriately respond to or redirect each other's behavior.
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, or are not consistently appropriate for the age and needs of students in the class. 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 in the class. AND Students exhibit respect for the teacher.	<i>All of level 3 and...</i> 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.	<i>All of level 3 and...</i> 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 enforce 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 enforced, resulting in the loss of instructional time.	The teacher has established and enforces routines, procedures, and transitions that maximize instructional time.	<i>All of level 3 and...</i> With minimal prompting, students effectively facilitate routines, procedures, and transitions.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher initially explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson.	<i>All of level 3 and...</i> Students are able to articulate what they are expected to learn.
	B. Connections to prior and future learning experiences	The teacher makes limited connections between current learning objective(s) and the students' prior and future learning.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
	C. Criteria for success	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s). Exemplars and models are not provided.	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s) and provides exemplars and models. AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	<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 Instructional Cycle	A. Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> To address the learning needs of subgroups of students, the teacher adapts the pacing or the release of responsibility.
	B. Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging (at students' various ZPD levels). OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	<i>All of level 3 and...</i> Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by content standards.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A. Questioning	<p>Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s).</p> <p>OR</p> <p>Most of the questions posed by the teacher require little cognitive challenge.</p> <p>OR</p> <p>Wait time is not used.</p>	<p>The teacher poses questions to a small number of students in the class.</p> <p>OR</p> <p>The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).</p> <p>OR</p> <p>Wait time is used inconsistently.</p>	<p>The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s).</p> <p>AND</p> <p>The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.</p> <p>AND</p> <p>Wait time is used consistently.</p>	<p><i>All of Level 3 and...</i></p> <p>Students pose questions that require cognitive challenge.</p> <p>OR</p> <p>Students initiate questions to further other students' understanding of the content.</p>
	B. Academic Discourse	<p>The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning.</p> <p>OR</p> <p>The teacher provides minimal opportunities for student discussion.</p>	<p>The teacher inconsistently requires students in whole class or small group conversations to use academic vocabulary, discuss academic ideas, or justify their reasoning.</p> <p>OR</p> <p>Academic discourse is limited to a small number of students.</p>	<p>The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.</p>	<p>Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.</p>
	C. Group structures	<p>The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).</p>	<p>The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s).</p> <p>OR</p> <p>Students inconsistently participate within all group structures.</p>	<p>The structure and size of grouping arrangements move students toward mastery of the learning objective(s).</p> <p>AND</p> <p>Students actively participate within all group structures.</p>	<p><i>All of level 3 and...</i></p> <p>The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.</p>
	D. Resources and instructional materials	<p>Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.</p>	<p>Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.</p>	<p>Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.</p>	<p><i>All of level 3 and...</i></p> <p>Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.</p>

TCRP Teacher Effectiveness Rubric

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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 objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	<i>All of level 3 and...</i> The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups of students 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 cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	<i>All of level 3 and...</i> Students provide specific feedback to one another.
	C. Self-monitoring	The teacher does not provide students with opportunities to engage in self-monitoring of their own progress or thinking.	The teacher provides students with limited opportunities for self-monitoring exercises.	The teacher provides students with opportunities for self-monitoring exercises that move students towards a deeper mastery of the objective(s).	Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.

TCRP Teacher Effectiveness Rubric

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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 a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data, and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.
	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.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">5.1</p> <p style="text-align: center;">Develop two-way communication with families about student learning and achievement</p>	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	The teacher responds to parent concerns in a proactive, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
<p style="text-align: center;">5.2</p> <p style="text-align: center;">Equip families with a variety of strategies to support their child's success and college readiness</p>	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

TCRP Teacher Effectiveness Rubric

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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.

OFFICE MANAGER PERFORMANCE RUBRIC

1. ADMINISTRATION & FRONT OFFICE MANAGEMENT

	Below Expectation	Meeting Expectation	Exceeding Expectation
<i>Acts as the main point of contact for internal, external, and home office stakeholders</i>	<ul style="list-style-type: none"> • Phone calls consistently go unanswered or are not responded to in a timely manner; messages are inaccurate, lost or not passed along; phone is used excessively or personal calls • Emails consistently go unanswered or are not responded to in a timely manner; emails that need to be forwarded are not • Mail piles up and is lost • Regularly makes factual and grammatical errors in writing • Fails to notice, acknowledge, or greet visitors; deals with visitor requests inappropriately • Fails to have visitors sign in; allows visitors to proceed without visitor badges 	<ul style="list-style-type: none"> • Consistently answers phone promptly and cheerfully, presenting a professional voice for the school; provides appropriate assistance to the caller; and deals appropriately with all calls in a polite and professional manner. Reliably takes accurate messages • Responds professionally and in a timely manner to e-mails • Mail is sorted and distributed regularly • Ensures that written communication from the school or principal to staff, parents, and students is accurate, error-free and timely regardless of mode of communication • Consistently greets all visitors promptly and cheerfully, presenting a professional image for the school; provides appropriate assistance to all visitors • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate 	<ul style="list-style-type: none"> • Consistently displays outstanding phone manner, dealing with all callers in a polite and professional manner; instills confidence in the school. Reliably takes accurate messages • Responds professionally and in a timely manner to all e-mails • Mail is sorted and distributed regularly • Proactively works with principal to assist in creating written communication from the school or principal to staff, parents, and students is accurate, error-free and timely and strengthens school spirit and satisfaction • Instills confidence in the school through professionalism at the front desk in greeting and assisting visitors of all kinds. • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate
<i>Schedule and calendar</i>	<ul style="list-style-type: none"> • Fails to prepare following year school calendar and bell schedule in a timely manner or in accordance with guidelines • Does not make necessary adjustments when 	<ul style="list-style-type: none"> • Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines by date requested • Manages communication to school community 	<ul style="list-style-type: none"> • Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines well in advance • Manages communication to school community

OFFICE MANAGER PERFORMANCE RUBRIC

	Below Expectation	Meeting Expectation	Exceeding Expectation
<i>management</i>	<p>calendar is changed</p> <ul style="list-style-type: none"> • Is reactive; needs prompting to communicate school events or is inaccurate 	<p>about upcoming events without guidance; avoids inaccuracies and omissions</p> <ul style="list-style-type: none"> • Proactively makes stakeholders aware of changes to school calendar 	<p>about upcoming events proactively and without guidance; avoids inaccuracies and omissions</p> <ul style="list-style-type: none"> • Proactively makes stakeholders aware of changes to school calendar and advises principal on possible issues arising from change
<i>Workspace management</i>	<ul style="list-style-type: none"> • Office space is chaotic and disorganized • Files are not in order; documents are often misplaced 	<ul style="list-style-type: none"> • Maintains an efficient, tidy, intuitive workspace • Filing system is efficiently organized 	<ul style="list-style-type: none"> • Workspace is always impeccable • Filing system is extremely organized and comprehensible to others; everything is consistently and quickly placed in its proper place
<i>Student medical records</i>	<ul style="list-style-type: none"> • Disregards need for Physician's statement and medical logs are incomplete or unused • Makes poor decisions when attending to injured or sick students 	<ul style="list-style-type: none"> • All students have a current Physician's Statement on file if medication is administered • Is conscientious and keeps accurate records using daily medication logs • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students 	<ul style="list-style-type: none"> • Student medical records, including Physician Statement and medical logs, are diligently maintained, and systems are in place to ensure consistent appropriate use • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students

OFFICE MANAGER PERFORMANCE RUBRIC

	Below Expectation	Meeting Expectation	Exceeding Expectation
<i>Learns new procedures and upgrades skills in order to meet changing job conditions</i>	<ul style="list-style-type: none"> • Uses only the most basic functions of some MS Office and Aspire supported programs and tools • Is resistant to using new tools and systems 	<ul style="list-style-type: none"> • Effectively uses MS Office software (Word, Excel, PowerPoint, Outlook) and Aspire supported software (PowerSchool, Tableau, MyAspire, Helpdesk, etc...) for all school needs • Assists other site teammates in using software • Welcomes the opportunity to use new tools and systems 	<ul style="list-style-type: none"> • Is considered an expert with MS Office software and other Aspire supported software (Tableau, MyAspire, PowerSchool, Helpdesk, etc...); is able and willing to train others to become proficient users • Welcomes the opportunity to use new tools and systems, and occasionally serves on pilots of new tools
<i>Supervisory skills</i>	<ul style="list-style-type: none"> • Provides little or inconsistent supervision to other teammates in the Front Office • Takes corrective action inappropriately or using improper procedures 	<ul style="list-style-type: none"> • Usually provides direction, support and feedback to other teammates in the Front Office • Takes corrective action using proper procedures as appropriate 	<ul style="list-style-type: none"> • Highly effective in providing training, support and guidance to help others reach their full potential • Serves as a role model for other front office staff

2. SCHOOL SITE OPERATIONS

	Below Expectation	Meeting Expectation	Exceeding Expectation
<i>Student attendance</i>	<ul style="list-style-type: none"> • Attendance records are inaccurate and/or are not maintained in accordance with Aspire guidelines and audit requirements • Attendance reports are not uploaded to the attendance reporting site timely, or incompletely 	<ul style="list-style-type: none"> • Maintains accurate attendance records, in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements • Reports are uploaded to the attendance reporting site timely and completely. • Promptly calls parents regarding absences and 	<ul style="list-style-type: none"> • Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements • Reports are uploaded to the attendance reporting site timely and completely, and tie to the P reports.

OFFICE MANAGER PERFORMANCE RUBRIC

		<p>tardies</p> <ul style="list-style-type: none"> • Maintains accurate Independent Study records 	<ul style="list-style-type: none"> • Is proactive in working with teachers to ensure accurate attendance • Enables school to maximize revenues through effective use of best practices and relationships with parents to minimize absences and tardies, and Independent Study record-keeping
<i>Enrollment and wait lists</i>	<ul style="list-style-type: none"> • Lotteries are poorly managed • Student enrollment and registration documents are not processed in a timely manner • Enrollment and waitlist numbers cannot be obtained via PowerSchool 	<ul style="list-style-type: none"> • Lotteries are appropriately prepared for and conducted • Student enrollment and registration documents are processed accurately and in a timely manner • Enrollment and waitlist numbers can be obtained via PowerSchool • Student openings are quickly filled with wait list students 	<ul style="list-style-type: none"> • Complex lotteries are appropriately prepared for and conducted • High volumes of student enrollment and registration documents are processed in a timely manner even in a short time frame • Enrollment and waitlist numbers can be obtained via PowerSchool, and counts are always reliable • Enrollment and wait list is managed in a way that maximizes revenues
<i>Student personal information</i>	<ul style="list-style-type: none"> • Student records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool • Student files are disorganized or incomplete • Confidentiality is not maintained 	<ul style="list-style-type: none"> • Student records, both in PowerSchool and on paper, are complete, accurate, and consistently and proactively maintained throughout the year • Student confidentiality is maintained with appropriate controls 	<ul style="list-style-type: none"> • Student records, both in PowerSchool and on paper, are complete and accurate. Strong systems ensure that records are consistently and proactively maintained throughout the year. • Student confidentiality is maintained with appropriate controls

OFFICE MANAGER PERFORMANCE RUBRIC

<p><i>Student academic information</i></p>	<ul style="list-style-type: none"> • Student academic records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool • Cumulative files are disorganized or incomplete; fails to request cumulative files from students' prior schools • Confidentiality is not maintained • Does not take responsibility for producing/filing report cards 	<ul style="list-style-type: none"> • Student academic records, both in PowerSchool and on paper, are complete and accurate • Cumulative files are persistently requested from students' prior schools in a timely manner • Student confidentiality is maintained with appropriate controls • Report cards are produced and filed in a timely manner 	<ul style="list-style-type: none"> • Student records, both in PowerSchool and on paper, are complete and accurate • Is tenacious and diligent in getting cumulative folders from students' prior schools • Student confidentiality is maintained with appropriate controls • Works proactively with teachers, principal and Registrar to ensure that report cards and transcripts are produced and distributed in a timely manner
<p><i>Student medical records</i></p>	<ul style="list-style-type: none"> • Disregards need for Physician's statement and medical logs are incomplete or unused • Makes poor decisions when attending to injured or sick students 	<ul style="list-style-type: none"> • All students have a current Physician's Statement on file if medication is administered • Is conscientious and keeps accurate records using daily medication logs • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students 	<ul style="list-style-type: none"> • Student medical records, including Physician Statement and medical logs, are diligently maintained, and systems are in place to ensure consistent appropriate use • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students
<p><i>Reporting to state, district and Aspire</i></p>	<ul style="list-style-type: none"> • Reports are often missing, late, inaccurate and/or in the incorrect format 	<ul style="list-style-type: none"> • Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting 	<ul style="list-style-type: none"> • Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting • Proactively creates systems and innovations to ensure timely and accurate report submittals
<p><i>Financial information</i></p>	<ul style="list-style-type: none"> • Bank ledgers and petty cash ledgers are incomplete, accurate, and/or late • Deposits build up at the site and are made 	<ul style="list-style-type: none"> • Bank ledgers and petty cash ledgers are completed according to Aspire guidelines and audit requirements, accurate, and submitted by 	<ul style="list-style-type: none"> • Bank ledgers and petty cash ledgers are completed according to Aspire guidelines and audit requirements, accurate, and submitted by

OFFICE MANAGER PERFORMANCE RUBRIC

	<p>infrequently; documentation is spotty</p> <ul style="list-style-type: none"> •Purchase orders, if completed, are done at the last minute •Invoices are incorrectly or incompletely coded and/or are submitted to HO for payment with no time for processing before the due date 	<p>monthly deadlines without prompting</p> <ul style="list-style-type: none"> •Deposits are made regularly and quickly, and appropriate documentation is provided to HO by deadline without prompting •Purchase orders are properly completed in advance of need •Invoices are properly coded and submitted to HO for payment in a regular and timely manner 	<p>monthly deadlines without prompting</p> <ul style="list-style-type: none"> •Deposits are made regularly and quickly, and appropriate documentation is provided to HO by deadline without prompting •Purchase orders are properly completed in advance of need •Invoices are properly coded and submitted to HO for payment in a regular and timely manner •Assists principal to ensure school's resources are well-spent and purchases are coded to restricted funds appropriately
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3. ASPIRE VALUES

	Below Expectation	Meeting Expectation	Exceeding Expectation
<i>Collaboration</i>	<ul style="list-style-type: none"> •Has trouble working with with site and Aspire teammates; puts own needs ahead of team needs; seldom contributes to the success of others 	<ul style="list-style-type: none"> •Contributes to a spirit of teamwork and collaboration in all situations; contributes to the success of others 	<ul style="list-style-type: none"> •Excels in developing team momentum, enthusiasm, and pride; champions success of others; serves as a role model
<i>Ownership</i>	<ul style="list-style-type: none"> •Conveys a lack of caring or is unresponsive to requests for service/support; does not hold self accountable for actions, decisions and results 	<ul style="list-style-type: none"> •Enthusiastically assumes responsibility for tasks; holds self accountable for actions, decisions and results 	<ul style="list-style-type: none"> •Takes ownership of tasks beyond own role as appropriate; demonstrates initiative to make the school a better place
<i>Quality</i>	<ul style="list-style-type: none"> •Regularly delivers end products that have errors and are not polished 	<ul style="list-style-type: none"> •Takes pride in and delivers high quality service and end products 	<ul style="list-style-type: none"> •Consistently exemplifies Aspire standards in service, end products and deliverables

OFFICE MANAGER PERFORMANCE RUBRIC

<p><i>Customer-service</i></p>	<ul style="list-style-type: none"> • Regularly fails to acknowledge visitors or teammates when they enter the office, or is regularly abrupt, cold, rude, or unprofessional • Fails to provide correct answers to questions or help when asked 	<ul style="list-style-type: none"> • Is warm, friendly and professional in interacting with internal and external customers • Consistently provides responsive and appropriate help as requested 	<ul style="list-style-type: none"> • Office is a “model” of professionalism, warmth, knowledge and friendliness • Goes above and beyond to assist internal and external customers
<p><i>Purposefulness</i></p>	<ul style="list-style-type: none"> • Does not know or is unable to articulate Aspire’s vision and mission • Behavior does not support organization’s mission and guiding principles 	<ul style="list-style-type: none"> • Accurately and enthusiastically describes Aspire’s vision and mission • Behavior consistently supports organization’s mission and guiding principles 	<ul style="list-style-type: none"> • Accurately and enthusiastically evangelizes Aspire’s vision and mission • Behavior consistently exemplifies organization’s mission and guiding principles



ASPIRE COLLEGE ACADEMY COMPREHENSIVE SCHOOL SAFETY PLAN

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INTRODUCTION

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

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

CAMPUS SAFETY AND SECURITY

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

Entrances and Exits

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

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is

not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with "Megan's Law", the principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

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

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

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

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be

collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

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

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

EMERGENCY PREPAREDNESS

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

Drills

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

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

Civil Defense Procedures

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

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

Alert Signals

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

At the sound of the "Alert" signal:

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

At the sound of the “Take Cover” signal:

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

At the “All Clear” signal:

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

Staff Responsibilities

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

Principal

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

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students’ emergency cards.

Office Manager

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers

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

Aides, Volunteers and Other Adults

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

Community Council

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

Student Emergency Packets (1 per student)

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

School Emergency Supplies:

First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies

Emergency Procedures

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

1. Principal assesses the situation.
2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.

12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

First Aid

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

DISASTER PLANS

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

Fire

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

K---Pura	K---Nguyen	1st--Morales	1st--Ridders	K-Spruit	2nd---Bailes	1st-Wu	3rd---Niedzwiecki	4th---Williams	5th---Robinson
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Earthquake

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.

5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

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

Flood/ Severe Weather

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

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

See emergency procedures previously described for evacuation directions.

Electrical Failure

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

Gas Line Break

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

Water Main Break

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

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.

2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

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

If Outdoors:

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

Lockdown/Shooting Incident

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

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

Bomb Threat

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

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

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

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

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

In all cases:

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

Explosion

If indoors:

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

If outdoors:

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

Death/Suicide

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

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.

4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

SCHOOL UNIFORMS

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

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

STUDENT DISCIPLINE

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

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

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

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

Discipline in General

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

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

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

Suspension

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

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

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

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

Authority to Suspend:

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

extended pending final decision by the Aspire Executive Committee on a recommendation for expulsion.

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

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

Grounds for Suspension and Expulsion

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

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless

tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))

- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
- *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."

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

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

Expulsion

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

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

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

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

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

Expellable Offenses:

Category I – Mandatory Expulsion

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

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

Category II – Mandatory Recommendation for Expulsion

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

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for

the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;

- Robbery or extortion;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

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

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

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

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

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

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

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

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

Students

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

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

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

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

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

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

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

Employees – Sexual Harassment

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

A. Definitions

- (1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented

"kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.

- (2) Unwelcome Conduct of a Sexual Nature.
 - (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
 - (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
 - (c) Aspire prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

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

C. Reporting, Investigation, and Sanctions

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

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

D. Filing Complaints with State and Federal Agencies

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

Employees – All Other Kinds of Discrimination or Harassment

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

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;

- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

Complaint Procedure

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

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

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

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

Liability for Harassment

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

PREVENTION OF CHILD ABUSE POLICY

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

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Aspire's

child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Aspire must sign a “Child Abuse Reporting” form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

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

Reporting Problems at the School Site

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

All Aspire schools will monitor the school buildings and grounds:

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

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

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

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

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

EMPLOYEE CONDUCT WITH STUDENTS

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

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

Alcohol, Tobacco, and Controlled Substances

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

Transportation of Students

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

- a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;
- e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- g) Whenever possible, two Aspire employees should collectively engage in the transportation activity.

Language

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

Gifts

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

Attire

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

Behavior

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

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

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

Physical contact with students

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

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

- Handshakes;
- “High Fives” or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

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

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

- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

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

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

Examples of Outreach Activities for Aspire College Academy

In the past few years, the principal has done significant outreach to reflect the diversity of the community in a number of ways. The principal and office manager have gone to all of the local Arroyo Viejo pre-schools with special presentations and flyers. In addition, the school has given out flyers at the Community Eastmont Mall, the Women and Children's Center, Gazzali's grocery store, the 81st ave Oakland Library, the local churches, as well as Babe Ruth youth baseball, Berkeley Jr. Bears youth football and other local community events.

All recruitment materials have been in Spanish and English. Parent information nights have been held in January and February at the school for all interested. Presentations and written materials are always available in Spanish and in English. The office manager is a fluent Spanish speaker, and has been able to assist the principal speak with parents from the Latino and English-speaking communities. In addition, door -to – door work in the Arroyo Viejo community has been a strategy the school has utilized.

Whenever more applications have exceeded the available spaces, a public random drawing has been utilized as prescribed by charter law.



Suspension

These Suspension Regulations have been established in order to promote learning and protect the safety and well being of any students at any Aspire Public School ("Aspire School"). When the regulations are violated, it may be necessary to suspend or expel a student from regular classroom instruction. This document shall serve as Aspire Public School's Administrative Regulations for student suspension, and they may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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.

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. The notice shall state that these Aspire Public School's Board Policy and Administrative Regulations are available on request at the Principal's office.

Students Identified as Individuals with Disabilities

A student identified as an individual with disabilities or for whom an Aspire School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Aspire schools will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom an Aspire school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Suspension

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day for students of the same grade level;
2. Referral to a certificated employee designated by the principal to advise students;
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any Aspire activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

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

Authority to Suspend

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

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. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

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

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)]

As part of or instead of disciplinary action, the CEO, CEO's designee, or Principal may require a student to perform community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. Community Service may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. [Education Code 48900.6]

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities, including absence from school.

Grounds for Suspension and Expulsion

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person. [Education Code 48900(a)(1)] or, willfully used force or violence upon the person of another, except in self-defense. [Education Code (a)(2)]

Note: A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant of Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. [Education Code 48900(s)].

- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. [Education Code 48900(b)]

Note: Knife is defined as knife, dirk, dagger, or other weapon with a fixed, sharpened blade, fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2", a folding knife with a blade that locks into place, a switchblade of any length, or a razor with an unguarded blade. Firearm means any device, designed to be used as a weapon, from which is expelled through a barrel a projectile by the force or any explosion or other form of combustion.

- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of

the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. [Education Code 48900(c)]

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcohol beverage or intoxicant. [Education Code 48900(d)]
- e) Committed or attempted to commit robbery or extortion. [Education Code 48900(e)]
- f) Caused or attempted to cause damage to school property or private property. [Education Code 48900(f)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.

Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000. [Education Code 48904, Government Code 53069.5]

- g) Stole or attempted to steal school property or private property. [Education Code 48900(g)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco, or any 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/her own prescription products. [Education Code 48900(h)]
- i) Committed an obscene act or engaged in habitual profanity or vulgarity. [Education Code 48900(i)]

Note: Obscene act means matter, taken as a whole, that to the average person, applying contemporary statewide standards, appeals to the prurient interest, that, taken as a whole, depicts or describes sexual conduct in a patently offensive way, and that, taken as a whole, depicts or describes sexual conduct in a patently offensive way, and that, taken as a whole, lacks serious literary, artistic, or scientific value.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. [Education Code 48900(j)]
- 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. [Education Code 48900(k)]

l) Knowingly received stolen school property or private property. [Education Code 48900(l)]
As used in this section, "school property" includes, but is not limited to, electronic files and databases.

m) Possessed an imitation firearm. [Education Code 48900(m)]

Note: 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. [Education Code 48900(n)]

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. [Education Code 48900(o)]

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. [Education Code 48900(p)]

q) Engaged in, or attempted to engage in, hazing as defined in Penal Code Section 245.6 (b). [Education Code 48900(q)]

Note: Hazing means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. [Education Code 48900 (r)]

In addition to the grounds specified in Sections 48900 and 48900.2, an Aspire pupil 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 pupil is enrolled determines that the pupil has:

s) Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]

Note: For the purposes of this section, the conduct described must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

- t) 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]
- u) Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- v) Made terroristic threats against school officials or school property. [Education Code 48900.7]

Note: For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. [Education Code 48900.7]

- w) 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.

Investigations:

- School officials may investigate, interrogate, and search students based upon reasonable suspicion (a greatly reduced standard as opposed to the requirement of probable cause);
- No school official needs a search warrant in doing a search in conjunction with a school-related investigation;
- *Miranda Rights* do not apply in situations in which school officials are pursuing disciplinary policy, even if the questioning is likely to reveal criminal activity which may be reported to the police; and

- Standard school operations are not subject to Parental Notification requirements – the school official does not need to notify or obtain permission from the parent of an involved student as to how to act or proceed, and the parent cannot bind the school by demanding such notification. (*New Jersey v. T.L.O.*, [1985])

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

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). [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 shall be recommended for expulsion to the Aspire Board of Directors.

Aspire may count suspensions that occur while the student is enrolled in another school or school district toward the maximum number of days for which a student may be suspended in any school year. [Education Code 48903 (b)]

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) Specifically:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)

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

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.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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

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.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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.

6. Suspension Time Limits/Recommendations for Expulsion or Change of Placement

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion or for a Change of Placement by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing with the with the Aspire CEO or designee. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties.

This determination will be made by the Principal and the CEO or the CEO Designee or upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 (Director of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

Other Miscellaneous Policies Related to Student Discipline and Suspension

1. Detention After School [CCR 5, 504]
Students may be detained in school for disciplinary or other reasons for up to one (1) hour after the close of the maximum school day. On minimum school days, students may be detained in school until a dismissal time that is the equal to one hour after the close of the maximum school day.
2. Electronic Signaling Devices [Education Code 48901.5]
 - a. Aspire Public Schools prohibits the possession of 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.
 - b. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the student and use of which is limited to the purposes related to the health of the student.
 - c. Each school shall design and implement a school-site plan and series of procedures to manage student possession of electronic signaling devices.
 - d. Violation of a school's plan and/or procedures with regard to electronic signaling devices may result in disciplinary action (including confiscation of the device) up to and including suspension and expulsion.
3. Duty Concerning Conduct of Pupils [Education Code 44807]
Every Aspire teacher and school staff shall hold all students to a strict account for their conduct on the way to and from school, on the playgrounds, during recess, or while involved in a school-sponsored activity.

An Aspire teacher, Principal, school official, or any other Aspire employee shall not be subject to persecution or penalties for the exercise of physical control over a pupil, during the performance of his/her duties, that a parent would be legally privileged to exercise but in no way shall exceed the amount of physical control reasonably necessary to:

- maintain order
- protect property
- protect the health and safety of pupils
- maintain proper and appropriate conditions conducive to learning



Expulsion

These Expulsion Regulations have been established in order to promote learning and protect the safety and well being of any students at any Aspire Public School ("Aspire School"). When the regulations are violated, it may be necessary to expel a student from an Aspire Public School for a specified term. This document shall serve as Aspire Public School's Administrative Regulations for student Expulsion, and they may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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 counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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, regulations, procedures, and rules. The notice shall state that these Aspire Board Policy and Administrative Regulations are available on request at the Principal's office.

Students Identified as Individuals with Disabilities

A student identified as an individual with disabilities or for whom an Aspire School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Aspire schools will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom an Aspire school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Expulsion Defined

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 only when there is a history of misconduct, when other forms of discipline (including suspension) have failed to bring about proper conduct, when a student has accumulated

20 or more days of suspension in a school year (10 days for students with an IEP or 504 plan), or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled either by the Aspire Board of Director's or by its Committee on Expulsion as based upon the recommendation of an Aspire Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Aspire Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

Expellable Offenses

Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors will expel the student upon the recommendation of the Aspire Administrative Panel. **Expulsion does not require a second finding of fact.** [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm
- 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 Board of Directors may order the student expelled the recommendation of the Aspire Administrative Panel. **Expulsion requires a second finding of fact.** [Education Code 48915(a)]

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

- Robbery or extortion
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

Permissive Expulsion

Upon recommendation of the Principal or CEO (or the CEO's designee), Administrative Hearing Officer or Administrative Panel appointed by the Aspire Board of Directors, the Board 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 following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors may order the student expelled the recommendation of the Aspire Administrative Panel. **Expulsion requires a second finding of fact.** [Education Code 48915(e)]

- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or tobacco related items.
- Committed an obscene act or engaged in habitual profanity.
- 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.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Engaged in an act of bullying, including bullying committed by means of an electronic act specifically directed toward a pupil or school personnel.
- Committed sexual harassment (grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or pupil (grades 4-12).
- Made terroristic threats against school officials or school property (grades 4-12).
- Possessed or used any electronic signaling device while the students are on campus or attending a school sponsored activity, or while under the supervision or control of any Aspire employee (grades 4-12).
- Any enumerated offenses in Aspire's Administrative Regulations governing Suspension [APS AR 5144.1]
- Violation of Aspire's School Attendance Review Board's (SARB) rehabilitation plan [APS 5113]. **Note:** Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities, including absence from school.
- Repeated violation of the school's Parent-Student Compact or other Behavior or Intervention Contract.

Second Finding of Fact

The Aspire Board of Director's decision to expel a student for violations included in the **Mandatory Recommendation for Expulsion** and **Permissive Expulsion** categories above shall be based on a finding of one or both of the following:

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

Expulsion Procedures

1. Determination of an Expellable Offense

The Aspire Principal or designee investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined in Aspire's Administrative Regulations for Suspension (APS AR 5411.1).

If the student's conduct which warranted the suspension is ascribed in the Expulsion Offenses (listed above), and if the Aspire Principal determines that there is cause for expulsion as based on a probable Second Finding of Fact, the Principal will contact the CEO or designee in order to recommend the student for expulsion proceedings.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Aspire Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing five (5) days prior to the hearing.

2. Meeting to Extend Suspension Pending Expulsion

A meeting is held within five (5) school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardians are invited to attend this meeting with the CEO or designee. School site administrators or teachers may also be present. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties.

3. Official Notification

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Aspire Public School's disciplinary Administrative Regulations concerning Suspension (APS AR 5411.1) and Expulsion (APS AR 5411.2) which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor. **Note:** if the student is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire no less than five (5) calendar days prior to the hearing.
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The opportunity to request a one-time postponement of the hearing. **Note:** if the student or the student's parent/guardian wish to postpone the hearing, such written request must be received by Aspire no less than five (5) calendar days prior to the hearing.

4. Expulsion Documents and Hearing Preparations

The Principal or designee files papers with the CEO or designee (Director of Student Services) that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: a record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness. The CEO or designee may subpoena witnesses as necessary.

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

5. Process of the Expulsion Hearing

a) **Closed Session**

Aspire shall conduct an Administrative Hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five (5) calendar days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Administrative Panel will meet in closed session to deliberate and determine whether or not to recommend that the student should be expelled.

Upon the Administrative Panel's recommendation for expulsion, Aspire's Board of Directors shall consider the Panel's recommendation in a session closed to the public. The student, parent, or guardians may address the board prior to their deliberation. If the Board admits any other person to this closed session (with the exception of the Administrative Panel's Hearing Officer or the Director of Student

Services), the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. [Education Code 48918(c)]

b) Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic or digital recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. [Education Code 48918(g)]

c) Subpoenas

Before commencing a student expulsion hearing, the CEO or designee may issue subpoenas, at the request of either the student or the CEO or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. [Education Code 48918(i)]

Any objection raised by the student or the CEO or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding.

If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.

d) Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Relevant evidence of any kind may be admitted and given probative effect if it is the kind upon which reasonable persons are accustomed to rely.

Hearsay is an acceptable form of evidence and is admissible. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record. [Education Code 48918(f) and (h)] Sworn Declarations are considered as witness testimony and are not considered Hearsay.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Aspire Board of Directors, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery [as defined in Education Code Section 48900], a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. The Administrative Panel's decision not to recommend expulsion shall be final.

e) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

Aspire may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Aspire Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Aspire will provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
6. Determination of Expulsion
Within three school days after the hearing, the Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the Aspire Board of Directors. If the Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Aspire Board of Directors. The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Aspire Board of Directors who will make a final determination regarding the expulsion.

As the Aspire Board of Directors does not meet on a weekly basis, the Board's decision on whether to expel a student shall be made within forty (40) school days after the student is

removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. [Education Code 48918(a)]

The decision of the Aspire Board is final.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within Aspire. For a student expelled for an act listed under "Mandatory Expulsion" above, this date shall be one calendar year from the date of the expulsion.

7. Written Notice to Expel

The CEO or designee following a decision of the Aspire Board of Directors to expel shall send written notice of the decision to expel, including the Aspire Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Term of expulsion
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Aspire Public Schools.

The CEO or designee shall send a copy of the written notice of the decision to expel the student's district of residence. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student
- Term of expulsion

8. No Right to Appeal

The student shall have no right to appeal from expulsion from Aspire Public Schools, as the Board of Director's decision to expel shall be final.

9. Rehabilitation Plans

Students who are expelled from the Aspire Public Schools shall be given a rehabilitation plan upon expulsion as developed by the Aspire Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Aspire Public Schools for readmission. If readmitted, placement is made by the CEO or designee within the Aspire network of schools.

10. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Aspire Board of Directors. Readmission procedures shall be as follows:

- a) Upon written request from the pupil and parent/guardian no later than a full year from the date of expulsion, the Aspire shall consider readmission of the student. (Education Code 48916)
- b) The CEO or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation shall be reviewed. School

regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

- c) The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session.
- d) If the readmission is granted, the CEO or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.
- e) The Board may deny readmission if it finds that the student has not satisfactorily demonstrated rehabilitation or that the student continues to pose a danger to campus safety or to other Aspire students or employees. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program.

The pupil's readmission is also contingent upon the capacity at the time of readmission of the school from which the student was originally expelled. If readmitted, placement is made by the CEO or designee within the Aspire network of schools.

11. Expelled Students/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

12. Disciplinary Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory cumulative record and sent to any school in which the student subsequently enrolls. (Education Code 48900.8, 48918(k))

The CEO or designee shall, within five working days, honor any district's request for information about an expulsion. (Education Code 48915.1)

Special Procedures for the Consideration of Expulsion of Students with Disabilities

1. Notification of District

Aspire Public Schools shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Aspire School Principal or District would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. Theses services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

If the Aspire School's principal or designee, the parent, and relevant members of the IEP/504 Plan Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the Aspire Principal, the parent, and relevant members of the IEP/504 Plan Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Aspire school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Aspire School Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent of an Aspire student with a disability who disagrees with any decision regarding placement, or the manifestation determination, 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, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

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 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 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 of 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.

EVIDENCE OF COVERAGE BOUND

 CALIFORNIA CHARTER SCHOOLS JOINT POWERS AUTHORITY Attn: Jennifer Chu PO Box 969 Weimar, CA 95736 Phone: (805) 234-2991 Fax: (530) 236-9569	POLICY TERM	
	EFFECTIVE DATE July 1, 2012, 12:01 am	EXPIRATION DATE July 1, 2013, 12:01 am
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: STAR INSURANCE COMPANY	
	COVERAGE PROVIDER D: SCOTTSDALE INSURANCE COMPANY	
	COVERAGE PROVIDER E: LLOYDS OF LONDON	
	COVERAGE PROVIDER F: NATIONAL UNION FIRE INSURANCE COMPANY OF PITTSBURGH, PA	
	COVERAGE PROVIDER G: BRIT INSURANCE - TORUS INSURANCE	

COVERAGES

CO Ltr	TYPE OF COVERAGE	LIMITS	
A, B	PROPERTY ALL RISK <input checked="" type="checkbox"/> BUILDING <input checked="" type="checkbox"/> PERSONAL PROPERTY <input checked="" type="checkbox"/> BUILDERS RISK <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	\$ 94,683,997
		CONTENTS	\$ 4,245,794
		ELECTRONIC DATA PROCESSING	\$ 3,553,769
		BUILDERS RISK	\$ 2,500,000
		EXTRA EXPENSE	\$ 1,000,000
		EACH OCCURRENCE	\$ 1,000,000
		DAMAGE TO RENTED PREMISES	\$ 1,000,000
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCURRENCE EXPOSURE BASIS: 12,481 STUDENTS	MED EXP (any one person)	\$ 10,000
		PERSONAL & ADV INJURY	\$ 1,000,000
		PRODUCTS - COMP/OP AGG	\$ 1,000,000
		COMBINED SINGLE LIMIT (Each accident)	\$ 1,000,000
A	AUTOMOBILE LIABILITY <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	PROPERTY DAMAGE (Per accident)	\$ 1,000,000
		EMPLOYEE DISHONESTY	\$ 1,000,000
A	CRIME <input checked="" type="checkbox"/> MONEY & SECURITIES <input checked="" type="checkbox"/> FORGERY OR ALTERATION <input checked="" type="checkbox"/> EMPLOYEE DISHONESTY	FORGERY OR ALTERATION	\$ 500,000
		MONEY & SECURITIES	\$ 500,000
		PER OCCURRENCE/PER CLAIM	\$ 1,000,000
A	SCHOOL BOARD MISC. LIABILITY <input checked="" type="checkbox"/> ERRORS & OMISSIONS <input checked="" type="checkbox"/> SEXUAL ABUSE (CLAIMS MADE) DEDUCTIBLE: \$5,000 PER OCCURRENCE		
D	PROFESSIONAL LIABILITY <input checked="" type="checkbox"/> INSURED PERSON AND ORGANIZATION (IPO) <input checked="" type="checkbox"/> EMPLOYMENT PRACTICE LIABILITY (EPLI) <input checked="" type="checkbox"/> FIDUCIARY LIABILITY DEDUCTIBLES: INSURED PERSON AND ORGANIZATION: \$10,000 EMPLOYMENT PRACTICE LIABILITY: \$50,000 FIDUCIARY LIABILITY: \$0	PER CLAIM	\$ 1,000,000
		ANNUAL AGGREGATE PER COVERAGE	\$ 1,000,000
A	EMPLOYEE BENEFIT LIABILITY	PER OCCURRENCE	\$ 1,000,000
G	EXCESS LIABILITY <input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> AUTO LIABILITY <input checked="" type="checkbox"/> SCHOOL BOARD MISC. LIABILITY <input checked="" type="checkbox"/> EMPLOYEE BENEFIT LIABILITY <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY <input checked="" type="checkbox"/> IPO <input checked="" type="checkbox"/> EPLI	EACH OCCURRENCE	\$ 24,000,000
		JPA AGGREGATE LIMIT	\$ 24,000,000
A, C	WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY EXPOSURE BASIS: 1408 EMPLOYEES \$50,820,998.00 ANNUAL PAYROLL	WORKERS' COMPENSATION	STATUTORY
		E.L. EACH ACCIDENT	\$ 5,000,000
		E.L. DISEASE - EA EMPLOYEE	\$ 5,000,000
		E.L. DISEASE - POLICY LIMIT	\$ 5,000,000
A, E	DOMESTIC TERRORISM	PER CLAIM & JPA AGGREGATE	\$ 5,000,000
F	STUDENT ACCIDENT EXPOSURE BASIS: 12,481 STUDENTS	EACH ACCIDENT	\$ 25,000
		ACCIDENTAL DEATH & DISMEMBERMENT	\$ 5,000
		AGGREGATE LIMIT PER LOCATION	\$ 250,000

SCHEDULE OF LOCATIONS AND NAMED INSUREDS

NAMED INSUREDS:

Aspire Public Schools
Aspire Home Office
Aspire University Charter School
Aspire Vincent Shalvey Academy
Aspire Monarch Academy
Aspire River Oaks Charter School
Aspire Lionel Wilson College Preparatory Academy
Aspire Summit Charter Academy
Aspire Benjamin Holt College Preparatory Academy
Aspire East Palo Alto Charter School
Aspire Capitol Heights Academy
Aspire Millsmont Academy
Aspire Rosa Parks Academy
Aspire Port City Academy
Aspire Antonio Maria Lugo Academy
Aspire Berkeley Maynard Academy
Aspire California College Preparatory Academy
Aspire Huntington Park Charter School

Aspire Centennial College Preparatory Academy
Aspire Langston Hughes Academy
Aspire Golden State College Preparatory Academy
Aspire Junior Collegiate Academy
Aspire ERES Academy
Aspire Vanguard College Preparatory Academy
Aspire Titan Academy
Aspire Alexander Twilight College Preparatory Academy
Aspire East Palo Alto Phoenix Academy
Aspire APEX Academy
Aspire Alexander Twilight Secondary Academy
Aspire Gateway Academy
Aspire Firestone Academy
Aspire Pacific Academy
Aspire Tate Academy
Aspire Inskeep Academy
Aspire Slauson Academy
Aspire College Academy
College for Certain

SCHEDULE OF LOCATIONS:

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

Aspire University Charter School
3313 Coffee Road
Modesto, CA 95355

Aspire Vincent Shalvey Academy
10038 N. Highway, 99 East Frontage Road
Stockton, CA 95212

Aspire Monarch Academy
1445 101 St. Avenue
Oakland, CA 94603

Aspire River Oaks Charter School
1801 Pyrenees Lane
Stockton, CA 95210

Aspire Lionel Wilson College Preparatory Academy
400 105th Avenue
Oakland, CA 94603

Aspire Summit Charter Academy
2036 East Hatch Rd
Modesto, CA 95351

Aspire Benjamin Holt College Preparatory Academy
3293 East Morada Lane
Stockton, CA 95212

Aspire East Palo Alto Charter School
1286 Runnymede Street
East Palo Alto, CA 94303

Aspire Capitol Heights Academy
2520 33rd Street
Sacramento, CA 95817

Aspire Millsmont Academy
3200 62nd Avenue
Oakland, CA 94605

Aspire Rosa Parks Academy
1930 South D Street
Stockton, CA 95202

Aspire Port City Academy
2040 West Lane
Stockton, CA 95205

Aspire Antonio Maria Lugo Academy
2665 Clarendon Avenue
Huntington Park, CA 90255

Aspire Berkeley Maynard Academy
6200 San Pablo Avenue
Oakland, CA 94608

Aspire California College Preparatory Academy
2125 Jefferson Avenue
Berkeley, CA 94703

Aspire Huntington Park Charter School
6005 Stafford Avenue
Huntington Park, CA 90255

Aspire Centennial College Preparatory Academy
2071 Saturn Avenue
Huntington Park, CA 90255

Aspire Langston Hughes Academy
2050 West Lane
Stockton, CA 95205

SCHEDULE OF LOCATIONS CONTINUED:

Aspire Golden State College Preparatory Academy
1009 66th Avenue
Oakland, Ca 94621

Aspire Junior Collegiate Academy
6720 S. Alameda Street
Huntington Park, CA 90255

Aspire ERES Academy
1936 Courtland Avenue
Oakland, CA 94601

Aspire Vanguard College Preparatory Academy
5255 First Street
Empire, CA 95319

Aspire Titan Academy
6724 S. Alameda Street
Huntington Park, CA 90255

Aspire Alexander Twilight College Preparatory Academy
2360 El Camino Avenue
Sacramento, CA 95281

Aspire East Palo Alto Phoenix Academy
1039 Garden Street
East Palo Alto, CA 94303

Aspire APEX Academy
444 N. American
Stockton, CA 95202

Aspire Alexander Twilight Secondary Academy
2360 El Camino Avenue
Sacramento, CA 95281

Aspire Gateway Academy
8929 Kauffman Avenue
South Gate, CA 90280

Aspire Firestone Academy
8929 Kauffman Avenue
South Gate, CA 90280

Aspire Pacific Academy
2565 58th Street
Huntington Park, CA 90255

Aspire Tate Academy
123 W. 59th Street
Los Angeles, CA 90003

Aspire Inskeep Academy
123 W. 59th Street
Los Angeles, CA 90003

Aspire Slauson Academy
123 W. 59th Street
Los Angeles, CA 90003

Aspire College Academy
8030 Atherton Street
Oakland, CA 94605

College for Certain

SCHEDULE OF VEHICLES:

NONE REPORTED

TOTAL VEHICLE VALUES: \$ -

Three Year Budget

		2013-2014	2014-2015	2015-2016
		Budget	Budget	Budget
Revenues				
State	State aid	\$855,580	\$941,841	\$1,009,872
	In lieu	\$379,140	\$405,799	\$422,090
	Categorical	\$221,437	\$243,565	\$262,614
	Class size reduction	-	-	-
	Lottery	\$37,059	\$40,458	\$42,923
	Prop 49	-	-	-
	58740 facility grant	-	-	-
	State SpEd	\$121,674	\$116,847	\$113,237
	State nutrition	\$5,062	\$5,418	\$5,635
	Other state	\$36,337	\$39,669	\$42,087
Federal	Title I/II/III	\$67,469	\$67,469	\$67,469
	CSP grant	\$140,100	-	-
	21st Century	-	-	-
	CSFA facility grant	\$106,118	\$106,118	\$106,118
	Federal SpEd	\$30,892	\$33,690	\$36,058
	Federal nutrition	\$65,457	\$70,059	\$72,872
	Other federal	-	-	-
Local	Afterschool fees	-	-	-
	Donations	-	-	-
	Local nutrition	\$1,433	\$1,533	\$1,595
	Other local	\$10,000	\$10,000	\$10,000
	Interfund transfers in	\$1,414	\$4,218	\$3,222
Prior Year	Restricted sources with balances	-	-	-
Revenues - Total		\$2,079,170	\$2,086,682	\$2,195,793
Expenses - Personnel				
	Certificated salaries	\$746,687	\$802,137	\$814,169
	Stipends	\$14,894	\$15,118	\$15,118
	Substitutes	\$24,078	\$24,439	\$24,439
	Classified salaries	\$163,515	\$165,968	\$168,457
	Benefits & payroll taxes	\$291,028	\$311,225	\$326,562
Expenses - Personnel		\$1,240,202	\$1,318,886	\$1,348,745
Expenses - Operating				
Supplies	Books	\$17,000	\$17,255	\$17,255
	Materials	\$43,500	\$18,778	\$18,778
	Office Depot	\$41,000	\$16,240	\$16,240
	Janitorial Supplies	\$7,500	\$7,613	\$7,613
	Computers	\$40,000	\$15,225	\$15,225
	Equipment	\$32,500	\$7,613	\$7,613
	Furniture	\$2,500	\$2,538	\$2,538
	Food Services	\$65,111	\$69,689	\$72,487
Services	Travel & conferences	\$10,500	\$10,658	\$10,658
	Software	\$9,256	\$9,287	\$9,419
	Dues & subscriptions	\$2,063	\$2,094	\$2,094
	Insurance	\$10,240	\$10,960	\$11,400
	Repairs & maintenance	\$5,000	\$5,075	\$5,075
	Facilities contractors	\$10,000	\$10,150	\$10,150
	Education consultants	\$2,000	\$2,030	\$2,030
	Early college high school	-	-	-
	Authorizer oversight fees	\$14,562	\$15,912	\$16,946
	Other professional services	\$5,000	\$5,075	\$5,075
	Transportation	-	-	-
	Field trips	-	-	-
	Rent	\$166,713	\$166,713	\$166,713
	Leases	\$7,200	\$7,308	\$7,308
	Printing	\$2,000	\$2,030	\$2,030
	Utilities	\$23,400	\$23,751	\$23,751
	Communications	\$12,850	\$13,043	\$13,043
	Special Education	\$500	\$508	\$508
	Other expenses	\$750	\$761	\$761
Base	Facility Allocation	\$3,913	\$9,640	\$14,012
	Home office contribution	\$223,583	\$243,432	\$258,588
	Reserve contribution	\$1,414	\$4,218	\$3,222
	Contribution to CFC	-	-	-
	Interest	-	-	-
	Depreciation & Amortization	\$16,128	\$16,370	\$16,370
	Interfund transfers out	\$20,701	\$20,701	\$20,701
Expenses - Operating		\$796,883	\$734,664	\$757,600
Expenses - Total		\$2,037,085	\$2,053,550	\$2,106,345
Surplus/(Deficit)		\$42,085	\$33,132	\$89,447
Estimated Beginning Fund Balance		\$101,850	\$143,935	\$177,067
Estimated Ending Fund Balance		\$143,935	\$177,067	\$266,514

Notes

Please see revenue assumptions section below

Please see staff assumptions below

Please see staff assumptions below
 8.25% STRS, 11.92% PERS, 1.45% Medicare, 6.2% OASDI
 2.75% other benefits

7% of most revenues to support Home Office services

Charge for Home Office sped services

Three Year Budget

	2013-2014 Budget	2014-2015 Budget	2015-2016 Budget
Students			
Total enrollment	256	274	285
Attendance rate	94.0%	94.0%	94.0%
Total ADA	241	258	268
%Free & reduced meal	89%	89%	89%
%Poverty	80%	80%	80%
%ELL	44%	44%	44%

Notes

Estimated based on historical trends

Estimated based on historical trends
 Estimated based on historical trends
 Estimated based on historical trends

Enrollment			
Kindergarten	44	44	44
1st grade	63	44	44
2nd grade	63	63	44
3rd grade	26	63	63
4th grade	30	30	60
5th grade	30	30	30
6th grade	-	-	-
7th grade	-	-	-
8th grade	-	-	-
9th grade	-	-	-
10th grade	-	-	-
11th grade	-	-	-
12th grade	-	-	-
Total enrollment	256	274	285

Classes/Sections			
Kindergarten	2.0	2.0	2.0
1st grade	3.0	2.0	2.0
2nd grade	3.0	3.0	2.0
3rd grade	1.0	3.0	3.0
4th grade	1.0	1.0	2.0
5th grade	1.0	1.0	1.0
6th grade	-	-	-
7th grade	-	-	-
8th grade	-	-	-
9th grade	-	-	-
10th grade	-	-	-
11th grade	-	-	-
12th grade	-	-	-
Total classes/sections	11.0	12.0	12.0

Average Class Size			
Kindergarten	22.0	22.0	22.0
1st grade	21.0	22.0	22.0
2nd grade	21.0	21.0	22.0
3rd grade	26.0	21.0	21.0
4th grade	30.0	30.0	30.0
5th grade	30.0	30.0	30.0
6th grade	-	-	-
7th grade	-	-	-
8th grade	-	-	-
9th grade	-	-	-
10th grade	-	-	-
11th grade	-	-	-
12th grade	-	-	-
Average class size (weighted average)	23.8	23.3	24.3

Staff			
1110 Cert. Teachers	13.6	14.6	14.6
1200 Cert. Support	0.3	0.3	0.3
1300 Cert. Admin	1.0	1.0	1.0
2100 Instructional Aides	0.9	0.9	0.9
2200 Class. Support	-	-	-
2300 Class. Admin	-	-	-
2400 Clerical/Office Staff	1.7	1.7	1.7
2900 Class. Other	3.9	3.9	3.9
Total FTEs	21.3	22.3	22.3

11 core teachers, 1.6 specials teachers, 1 SpEd teacher
 0.3 psychologist
 1 principal
 0.9 SpEd instructional aide

1 office manager, 0.7 office assistant
 3 campus monitors, 0.9 cafeteria staff

Revenue Assumptions			
K-3 general purpose funding rate (per ADA)	\$5,112	\$5,214	\$5,319
4-6 general purpose funding rate (per ADA)	\$5,193	\$5,297	\$5,403
7-8 general purpose funding rate (per ADA)	\$5,349	\$5,456	\$5,565
9-12 general purpose funding rate (per ADA)	\$6,190	\$6,314	\$6,440
Categorical block grant funding rate (per ADA)	\$407	\$415	\$423
EIA funding rate (per EIA pupil)	\$325	\$332	\$338
Lottery funding rate - unrestricted (per ADA)	\$124	\$126	\$129
Lottery funding rate - restricted (per ADA)	\$30	\$31	\$31
x CSR funding rate (per CSR student count)	\$1,071	\$1,071	\$1,071
Mandate block grant funding rate (per ADA)	\$24	\$24	\$25
Supplemental categorical funding rate (per ADA)	\$127	\$130	\$132
Federal special education funding rate (per ADA)	\$140	\$140	\$140
State special education funding rate (per ADA)	\$465	\$465	\$465
State mental health funding rate (per ADA)	\$10	\$10	\$10

Based on 12-13 P1 certified rates
 Based on 12-13 P1 certified rates
 Based on 12-13 P1 certified rates
 Based on 12-13 P1 certified rates
 School Services projected 13-14 rate
 School Services projected 13-14 rate
 School Services projected 13-14 rate
 School Services projected 13-14 rate
 School Services projected 13-14 rate
 School Services projected 13-14 rate
 School Services projected 13-14 rate
 School Services projected 13-14 rate
 Based on 12-13 projected rate
 Based on 12-13 projected rate
 Based on 12-13 projected rate

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 75,000	\$ 196,503	\$ 277,256	\$ 237,701	\$ 224,188	\$ 151,619	\$ 188,024	\$ 172,984	\$ 206,391	\$ 194,586	\$ 128,197	\$ 80,407	\$ 36,309	
Revenues															
Federal															
Title I, II and III	\$ 67,469	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,988	\$ -	\$ -	\$ -	\$ 26,988	\$ -	\$ -	\$ 13,494	\$ 67,469
National Lunch Program	\$ 65,457	\$ -	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 5,455	\$ 65,457
CSP Grant	\$ 140,100	\$ -	\$ -	\$ 35,025	\$ -	\$ -	\$ 35,025	\$ -	\$ -	\$ 35,025	\$ -	\$ -	\$ 35,025	\$ -	\$ 140,100
Facility Grant - CSFA (1)	\$ 106,118	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ -	\$ 106,118
Special Education - Federal	\$ 30,892	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,446	\$ 7,723	\$ -	\$ -	\$ 7,723	\$ 30,892
All Other Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 410,036	\$ 8,843	\$ 14,298	\$ 49,323	\$ 14,298	\$ 14,298	\$ 76,310	\$ 14,298	\$ 14,298	\$ 64,769	\$ 49,009	\$ 14,298	\$ 49,323	\$ 26,672	\$ 410,036
State															
GP State Aid & Categorical BG/EIA	\$ 1,077,016	\$ -	\$ -	\$ 18,309	\$ 108,779	\$ 38,773	\$ 76,468	\$ 76,468	\$ 155,090	\$ 28,002	\$ 19,386	\$ 76,468	\$ 37,696	\$ 441,577	\$ 1,077,016
Class Size Reduction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Categorical & Mandate BG	\$ 36,337	\$ -	\$ 18,168	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,168	\$ 36,337
Lottery	\$ 37,059	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,265	\$ -	\$ -	\$ 9,265	\$ -	\$ -	\$ 9,265	\$ 9,265	\$ 37,059
Prop 49	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Child Nutrition (State)	\$ 5,062	\$ -	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 422	\$ 5,062
Facility Grant - SB740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education - State	\$ 121,674	\$ -	\$ -	\$ 14,236	\$ -	\$ 10,951	\$ 10,951	\$ 30,784	\$ 608	\$ -	\$ 5,597	\$ 1,825	\$ -	\$ 46,723	\$ 121,674
All Other State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total State	\$ 1,277,148	\$ -	\$ 18,590	\$ 32,967	\$ 109,200	\$ 50,145	\$ 97,105	\$ 107,674	\$ 156,121	\$ 37,689	\$ 25,405	\$ 78,715	\$ 47,382	\$ 516,154	\$ 1,277,148
Local															
In lieu of Property Tax	\$ 379,140	\$ -	\$ 22,748	\$ 45,497	\$ 30,331	\$ 30,331	\$ 30,331	\$ 30,331	\$ 30,331	\$ 53,080	\$ 26,540	\$ 26,540	\$ 26,540	\$ 26,540	\$ 379,140
All Other Local Revenue	\$ 12,847	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ 1,071	\$ -	\$ 12,847
Total Local	\$ 391,987	\$ 1,071	\$ 23,819	\$ 46,567	\$ 31,402	\$ 31,402	\$ 31,402	\$ 31,402	\$ 31,402	\$ 54,150	\$ 27,610	\$ 27,610	\$ 27,610	\$ 26,540	\$ 391,987
Total Revenue	\$ 2,079,170	\$ 9,914	\$ 56,707	\$ 128,857	\$ 154,900	\$ 95,845	\$ 204,818	\$ 153,373	\$ 201,820	\$ 156,608	\$ 102,024	\$ 120,623	\$ 124,315	\$ 569,366	\$ 2,079,170
Expenses															
(1000) Certificated Salaries	\$ 785,659	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ 65,472	\$ -	\$ 785,659
(2000) Classified Salaries	\$ 163,515	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ 13,626	\$ -	\$ 163,515
(3000) Employee Benefits	\$ 291,028	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ 24,252	\$ -	\$ 291,028
(4000) Books/Supplies	\$ 249,111	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ 20,759	\$ -	\$ 249,111
(5000) Services/Other Operating Exp	\$ 267,472	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ 22,289	\$ -	\$ 267,472
(6000) Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7000) All Other Outgo	\$ 265,739	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ 22,145	\$ -	\$ 265,739
(7300) Oversight Fee	\$ 14,562	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ 1,213	\$ -	\$ 14,562
Total Expenses	\$ 2,037,085	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ 169,757	\$ -	\$ 2,037,085
Surplus	\$ 42,085	\$ (159,843)	\$ (113,050)	\$ (40,900)	\$ (14,857)	\$ (73,912)	\$ 35,060	\$ (16,384)	\$ 32,063	\$ (13,149)	\$ (67,733)	\$ (49,134)	\$ (45,442)	\$ 569,366	\$ 42,085
Accounts Receivables															
Apportionment AR (State Aid/Categorical)	\$ 437,717	\$ 262,630	\$ 175,087	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 437,717
Other AR	\$ 34,745	\$ 17,373	\$ 17,373	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,745
Depreciation (Add back)	\$ 16,128	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ 1,344	\$ -	\$ 16,128
Liabilities															
Short-term Payables	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Debt (RANs)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 196,503	\$ 277,256	\$ 237,701	\$ 224,188	\$ 151,619	\$ 188,024	\$ 172,984	\$ 206,391	\$ 194,586	\$ 128,197	\$ 80,407	\$ 36,309		

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 36,309	\$ 205,540	\$ 336,929	\$ 266,128	\$ 264,998	\$ 197,333	\$ 208,260	\$ 201,130	\$ 251,557	\$ 212,829	\$ 150,038	\$ 111,040	\$ 37,730	
Revenues															
Federal															
Title I, II and III	\$ 67,469	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,988	\$ -	\$ -	\$ -	\$ 26,988	\$ -	\$ -	\$ 13,494	\$ 67,469
National Lunch Program	\$ 70,059	\$ -	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 5,838	\$ 70,059
CSP Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility Grant - CSFA (1)	\$ 106,118	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 106,118
Special Education - Federal	\$ 33,690	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,845	\$ 8,422	\$ -	\$ -	\$ 8,422	\$ 33,690
All Other Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 277,335	\$ 8,843	\$ 14,681	\$ 14,681	\$ 14,681	\$ 14,681	\$ 41,669	\$ 14,681	\$ 14,681	\$ 31,526	\$ 50,091	\$ 14,681	\$ 14,681	\$ 27,754	\$ 277,335
State															
GP State Aid & Categorical BG/EIA	\$ 1,185,406	\$ -	\$ -	\$ 20,152	\$ 119,726	\$ 42,675	\$ 84,164	\$ 84,164	\$ 170,698	\$ 30,821	\$ 21,337	\$ 84,164	\$ 41,489	\$ 486,016	\$ 1,185,406
Class Size Reduction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Categorical & Mandate BG	\$ 39,669	\$ -	\$ 19,835	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,835	\$ 39,669
Lottery	\$ 40,458	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,114	\$ -	\$ -	\$ 10,114	\$ -	\$ -	\$ 10,114	\$ 10,114	\$ 40,458
Prop 49	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Child Nutrition (State)	\$ 5,418	\$ -	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 451	\$ 5,418
Facility Grant - SB740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education - State	\$ 116,847	\$ -	\$ -	\$ 13,671	\$ -	\$ 10,516	\$ 10,516	\$ 29,562	\$ 584	\$ -	\$ 5,375	\$ 1,753	\$ -	\$ 44,869	\$ 116,847
All Other State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total State	\$ 1,387,797	\$ -	\$ 20,286	\$ 34,274	\$ 120,177	\$ 53,642	\$ 105,246	\$ 114,177	\$ 171,734	\$ 41,386	\$ 27,164	\$ 86,368	\$ 52,055	\$ 561,286	\$ 1,387,797
Local															
In lieu of Property Tax	\$ 405,799	\$ -	\$ 24,348	\$ 48,696	\$ 32,464	\$ 32,464	\$ 32,464	\$ 32,464	\$ 32,464	\$ 56,812	\$ 28,406	\$ 28,406	\$ 28,406	\$ 28,406	\$ 405,799
All Other Local Revenue	\$ 15,751	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ 1,313	\$ -	\$ 15,751
Total Local	\$ 421,550	\$ 1,313	\$ 25,660	\$ 50,008	\$ 33,776	\$ 33,776	\$ 33,776	\$ 33,776	\$ 33,776	\$ 58,124	\$ 29,718	\$ 29,718	\$ 29,718	\$ 28,406	\$ 421,550
Total Revenue	\$ 2,086,682	\$ 10,156	\$ 60,628	\$ 98,964	\$ 168,635	\$ 102,100	\$ 180,691	\$ 162,635	\$ 220,192	\$ 131,037	\$ 106,974	\$ 130,768	\$ 96,455	\$ 617,446	\$ 2,086,682
Expenses															
(1000) Certificated Salaries	\$ 841,694	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ 70,141	\$ -	\$ 841,694
(2000) Classified Salaries	\$ 165,968	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ 13,831	\$ -	\$ 165,968
(3000) Employee Benefits	\$ 311,225	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ 25,935	\$ -	\$ 311,225
(4000) Books/Supplies	\$ 154,949	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ 12,912	\$ -	\$ 154,949
(5000) Services/Other Operating Exp	\$ 269,442	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ 22,453	\$ -	\$ 269,442
(6000) Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7000) All Other Outgo	\$ 294,361	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ 24,530	\$ -	\$ 294,361
(7300) Oversight Fee	\$ 15,912	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ 1,326	\$ -	\$ 15,912
Total Expenses	\$ 2,053,550	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ 171,129	\$ -	\$ 2,053,550
Surplus	\$ 33,132	\$ (160,973)	\$ (110,501)	\$ (72,165)	\$ (2,494)	\$ (69,029)	\$ 9,562	\$ (8,494)	\$ 49,063	\$ (40,092)	\$ (64,156)	\$ (40,361)	\$ (74,674)	\$ 617,446	\$ 33,132
Accounts Receivables															
Apportionment AR (State Aid/Categorical)	\$ 441,577	\$ 264,946	\$ 176,631	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 441,577
Other AR	\$ 127,789	\$ 63,895	\$ 63,895	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 127,789
Depreciation (Add back)	\$ 16,370	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ -	\$ 16,370
Liabilities															
Short-term Payables	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Debt (RANs)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 205,540	\$ 336,929	\$ 266,128	\$ 264,998	\$ 197,333	\$ 208,260	\$ 201,130	\$ 251,557	\$ 212,829	\$ 150,038	\$ 111,040	\$ 37,730		

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 37,730	\$ 230,968	\$ 379,914	\$ 307,902	\$ 312,645	\$ 244,869	\$ 259,348	\$ 254,566	\$ 314,593	\$ 277,986	\$ 214,104	\$ 178,150	\$ 105,420	
Revenues															
Federal															
Title I, II and III	\$ 67,469	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,988	\$ -	\$ -	\$ -	\$ 26,988	\$ -	\$ -	\$ 13,494	\$ 67,469
National Lunch Program	\$ 72,872	\$ -	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 6,073	\$ 72,872
CSP Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility Grant - CSFA (1)	\$ 106,118	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ 8,843	\$ -	\$ 106,118
Special Education - Federal	\$ 36,058	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,029	\$ 9,015	\$ -	\$ -	\$ 9,015	\$ 36,058
All Other Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 282,517	\$ 8,843	\$ 14,916	\$ 14,916	\$ 14,916	\$ 14,916	\$ 41,903	\$ 14,916	\$ 14,916	\$ 32,945	\$ 50,918	\$ 14,916	\$ 14,916	\$ 28,581	\$ 282,517
State															
GP State Aid & Categorical BG/EIA	\$ 1,272,487	\$ -	\$ -	\$ 21,632	\$ 128,521	\$ 45,810	\$ 90,347	\$ 90,347	\$ 183,238	\$ 33,085	\$ 22,905	\$ 90,347	\$ 44,537	\$ 521,719	\$ 1,272,487
Class Size Reduction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplemental Categorical & Mandate BG	\$ 42,087	\$ -	\$ 21,044	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,044	\$ 42,087
Lottery	\$ 42,923	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,731	\$ -	\$ -	\$ 10,731	\$ -	\$ -	\$ 10,731	\$ 10,731	\$ 42,923
Prop 49	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Child Nutrition (State)	\$ 5,635	\$ -	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 5,635
Facility Grant - SB740	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education - State	\$ 113,237	\$ -	\$ -	\$ 13,249	\$ -	\$ 10,191	\$ 10,191	\$ 28,649	\$ 566	\$ -	\$ 5,209	\$ 1,699	\$ -	\$ 43,483	\$ 113,237
All Other State	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total State	\$ 1,476,369	\$ -	\$ 21,513	\$ 35,351	\$ 128,991	\$ 56,470	\$ 111,738	\$ 119,465	\$ 184,274	\$ 44,285	\$ 28,583	\$ 92,515	\$ 55,737	\$ 597,447	\$ 1,476,369
Local															
In lieu of Property Tax	\$ 422,090	\$ -	\$ 25,325	\$ 50,651	\$ 33,767	\$ 33,767	\$ 33,767	\$ 33,767	\$ 33,767	\$ 59,093	\$ 29,546	\$ 29,546	\$ 29,546	\$ 29,546	\$ 422,090
All Other Local Revenue	\$ 14,817	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ 1,235	\$ -	\$ 14,817
Total Local	\$ 436,906	\$ 1,235	\$ 26,560	\$ 51,886	\$ 35,002	\$ 35,002	\$ 35,002	\$ 35,002	\$ 35,002	\$ 60,327	\$ 30,781	\$ 30,781	\$ 30,781	\$ 29,546	\$ 436,906
Total Revenue	\$ 2,195,793	\$ 10,078	\$ 62,989	\$ 102,152	\$ 178,908	\$ 106,388	\$ 188,644	\$ 169,383	\$ 234,192	\$ 137,557	\$ 110,282	\$ 138,211	\$ 101,434	\$ 655,574	\$ 2,195,793
Expenses															
(1000) Certificated Salaries	\$ 853,726	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ 71,144	\$ -	\$ 853,726
(2000) Classified Salaries	\$ 168,457	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ 14,038	\$ -	\$ 168,457
(3000) Employee Benefits	\$ 326,562	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ 27,214	\$ -	\$ 326,562
(4000) Books/Supplies	\$ 157,747	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ 13,146	\$ -	\$ 157,747
(5000) Services/Other Operating Exp	\$ 270,014	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ 22,501	\$ -	\$ 270,014
(6000) Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7000) All Other Outgo	\$ 312,893	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ 26,074	\$ -	\$ 312,893
(7300) Oversight Fee	\$ 16,946	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ 1,412	\$ -	\$ 16,946
Total Expenses	\$ 2,106,345	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ 175,529	\$ -	\$ 2,106,345
Surplus	\$ 89,447	\$ (165,451)	\$ (112,540)	\$ (73,377)	\$ 3,380	\$ (69,141)	\$ 13,115	\$ (6,146)	\$ 58,663	\$ (37,971)	\$ (65,247)	\$ (37,317)	\$ (74,095)	\$ 655,574	\$ 89,447
Accounts Receivables															
Apportionment AR (State Aid/Categorical)	\$ 486,016	\$ 291,610	\$ 194,407	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 486,016
Other AR	\$ 131,430	\$ 65,715	\$ 65,715	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 131,430
Depreciation (Add back)	\$ 16,370	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ 1,364	\$ -	\$ 16,370
Liabilities															
Short-term Payables	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Debt (RANs)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 230,968	\$ 379,914	\$ 307,902	\$ 312,645	\$ 244,869	\$ 259,348	\$ 254,566	\$ 314,593	\$ 277,986	\$ 214,104	\$ 178,150	\$ 105,420		

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
Title I, II and 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%
National Lunch Program	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
CSP Grant	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%
Facility Grant - CSFA (1)	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%
Special Education - Federal	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	25.0%	0.0%	0.0%	25.0%
All Other Federal	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%
GP State Aid & Categorical BG/EIA	0.0%	0.0%	1.7%	10.1%	3.6%	7.1%	7.1%	14.4%	2.6%	1.8%	7.1%	3.5%	41.0%
Class Size Reduction	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	30.0%	0.0%	0.0%	0.0%	0.0%	45.0%
Supplemental Categorical & Mandate BG	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	25.0%
Prop 49	0.0%	0.0%	0.0%	0.0%	0.0%	65.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	10.0%
Child Nutrition (State)	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
Facility Grant - SB740	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Special Education - State	0.0%	0.0%	11.7%	0.0%	9.0%	9.0%	25.3%	0.5%	0.0%	4.6%	1.5%	0.0%	38.4%
All 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%
In lieu of Property Tax	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%
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%
Food Service Sales	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%
All Other Local Revenue	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

Notes:

- (1) Several Aspire schools receive a three year federal grant administered by the California School Finance Authority. The grant is to reimburse schools for their facility costs.
(2) Intercompany loan so that school can meet its cash obligations in months when projected to have a cash deficit.

Aspire Public Schools Leadership Team

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. Mr. Willcox joined the Aspire team as Chief Operating Officer in 2007. During his tenure at Aspire, this leading charter management organization has doubled in size from 17 to 34 schools and grown to serve over 12,000 students across California.

Prior to joining the management team of Aspire, Mr. Willcox 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, Mr. Willcox served as a Principal at New Schools Venture Fund, a philanthropic organization founded to improve the educational opportunities for underserved students across the country. Mr. Willcox 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 a M.Ed. and M.B.A. from Stanford University.

Elise Darwish, Chief Academic Officer

Elise Darwish has been an executive with 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 21 years of experience in charter schools, traditional public schools and private schools, Ms. Darwish was a natural choice 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, Ms. Darwish 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. Ms. Darwish also coordinated instructional technology for San Carlos School District, managed Net Day, implemented a Local Area Network, and a Wide Area Network. Ms. Darwish holds a Masters Degree in Educational Administration from San Francisco State University and a B.S. in Early Childhood Education from the University of Illinois.

James Cleveland, Chief Operating Officer

Mr. Cleveland has made a palpable impact in the education field for almost 20 years. He started his career at SCORE! Educational Centers, a start-up supplement education company focused on student success in the elementary grades, where he eventually became the National Director of Professional Development and Recruiting. Mr. Cleveland later co-created and was the COO of InsideTrack –targeting college student success. He transitioned to Jumpstart in 2002 as the Executive Director of Jumpstart’s Northeast Region, becoming COO in 2004. In 2007, Mr. Cleveland was named CEO. In 2009 he was named one of Boston Business Journals 40 under 40 Honorees. He transitioned to the Stupski Foundation in 2011 as the Chief Talent and Administration Officer where he focused national operations, organizational culture, and strategic and organizational planning. Mr. Cleveland attended Stanford University as an undergrad and received a Bachelor of Science degree.

Wayne Hilty, Chief Financial Officer

Mr. Hilty is responsible for Aspire Public Schools's financial and operational functions, including accounting, finance, growth, technology, strategic information systems, facilities, marketing, human resources, and the management of Aspire's Home Office. During his 30-year career, Mr. Hilty has managed and led accounting, finance, strategy, business improvement, property development and technology across a broad range of enterprises. He is an expert in financial operations and process improvement. From 2003 to 2010 Mr. Hilty operated his own practice as an Interim CFO/COO to public and private-equity backed companies across a wide range of

industries. From 1998 to 2003 Mr. Hilty was Senior Vice President and Chief Financial Officer of Copart, Inc. (CPRT). Under his financial leadership, Copart added over 60 locations, grew revenues from \$100M to \$1.2B, and increased market valuation by more than 500% to over \$2B. Mr. Hilty received a B.S. from San Francisco State University in 1980 and became a certified public accountant with Ernst and Young in 1982. He is a member of Financial Executives International and the California Society of CPAs.

Heather Kirkpatrick, Vice President of Education

Heather Kirkpatrick is the Vice President of Education at Aspire Public Schools. In this role she supports educators from recruitment as Residents or as first year teachers into Aspire's Induction program through promotion into roles such as Lead Teacher, Model Teacher, Mentor Teacher, Principal and Instructional Coach at Aspire. 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 earned her B.A. from Barnard College, her Master's in Education from the Harvard Graduate School of Education and her Ph.D. in Education at the Stanford University School of Education.

Chris Padula, Vice President of Advancement

Chris Padula joined Aspire Public Schools as Vice President of Advancement in March 2012. In this role, Chris oversees private fundraising from individuals, foundations, and corporations; public government funding; donor management; and communications and strategic marketing efforts to support Aspire's overall organizational needs. He brings over 10 years of senior-level education leadership and fundraising experience to Aspire.

Prior to Aspire, Chris served as Western Region Executive Director at Jumpstart, an early childhood education organization promoting literacy and language skills for low-income children. He oversaw fundraising, program management, strategic partnerships, and operations serving 3,500 children annually in CA and WA, and also served on the national executive leadership team, creating organizational vision and strategy. Prior to Jumpstart, Chris spent 7

years at the national Hispanic Scholarship Fund (HSF) in various fundraising roles, including as Vice President of Development, expanding private revenue to \$20M raised annually. During his tenure, more than \$100M was raised to support college access programs and college scholarships for over 5,000 recipients annually. He also served on HSF's executive leadership team during a period of significant growth and transition. Prior to his transition into education and fundraising in 2000, Chris spent a decade working in corporate marketing and business development at companies such as Bechtel Corporation, Orion Pictures, and NBC Productions. Chris is a proud graduate of Bentley University in Waltham, MA, having studied business management and marketing.

Emmile Brack, Vice President of Technology

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

As Vice President of Technology, Emmile leads the teams responsible for maintaining and improving Aspire's network, systems, and data infrastructure and implementing process and technology improvements that help teammates across the organization. Prior to joining Aspire, Emmile spent 5 years in finance and operations consulting with firms, such as Arthur Andersen, BearingPoint, and KPMG Consulting. She graduated with a Bachelor's degree in Finance from Santa Clara University and a MBA from The George Washington University.

Roberta Benjamin, Area Superintendent - Los Angeles

Dr. Roberta Benjamin is a 35 year public school educator who has served in the Los Angeles Unified School District as a teacher, principal, district level leader and former head of the district's charter schools division. Dr. Benjamin has worked extensively with school reform throughout Los Angeles, including programs at Elizabeth Street and Foshay Learning Centers. She also served as liaison between the Annenberg Foundation and the Los Angeles Unified School District. Dr. Benjamin is also an Associate Professor at Loyola Marymount University.

Tatiana Epanchin, Area Superintendent - Bay Area

Tatiana Epanchin serves as Aspire's Bay Area Superintendent. Before joining the management team, Tatiana was the founding principal of Aspire ERES Academy in the Fruitvale neighborhood of Oakland. Previously, she served as principal of Monarch Academy in East Oakland. Under her leadership, the school increased student proficiency levels from 51% to 73% in math and 29% to 45% in language arts. In 2008, Monarch Academy was awarded the National Title I Distinguished School Award for closing the achievement gap, an honor bestowed upon only 1 out of every 9,600 schools in the state. Prior to becoming principal, Tatiana taught at Monarch Academy and served as Lead Teacher for the grades 6-8 Humanities Team at Aspire's Lionel Wilson College Preparatory Academy, where she was also a founding teacher. She began her teaching career with Teach for America in New Orleans where she taught middle school in the Ninth Ward. Tatiana is a New Leaders for New Schools National Fellow from the 2004 cohort. She has also been a social worker in Contra Costa County, working on intensive family preservation cases. She holds a BA in sociology, a MSW and a M.Ed.

Mary Welch, Area Superintendent - Central Valley

Mary Welch was the Founding Principal of Aspire Public Schools' 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. Ms. Welch 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 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. Ms. Welch holds a BA in Liberal Studies from Cal State Fullerton, a MA in Special Education from Cal Poly, San Luis Obispo, and a Doctorate in Educational Leadership from the University of Southern California.



CHARTER PETITION

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Sylvana Alcala	Sylvana Alcala	Sylvana Alcala	02-21	Kinder	1950 81 Av. Oakland	(510) 927-0451
Antonio Munguia	Sayed Munguia	Antonio Munguia	02-21-13	3	1849 64th Ave. Oakland	329-1349
Maria Rico	ERIC Jonathan Rico	Maria Rico	02/21/13	2 y 4	9709 Thermal St. Oak.	510 430-2857
Anthony Field	Anthony Field	Anthony Field	2/21/13	K	10020 Leona Ave	359-0911
Shayman Zavala	Lizandro Zavala	Shayman Zavala	02/21/13	1st	846 Suecost Hwy. Hayward CA	790-0757
Christianing	Jurnone	Christianing	2/21/13	2	23486 Cilla Rd. Hayward	586-8680
Christianing	NIKOLAS	Christianing	2/21/13	4	Same as above	
Jenny Zegarr	Karina	Jenny Zegarr	2/21/13	4	23486 Cilla Rd. Hayward	586-8680



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Lourdes Pérez	Aranza Ayala	Lourdes Pérez	2/21/13	2nd	1669 55th Ave Apt C	(510) 392-0216
Martin Sarrano	Jenny S.	Martin Sarrano	2/21-13	1nd	1300 49th Ave	(510) 715-5768
Andre Plata	Andre Plata	Andre Plata	2-21-13	4th	1953 85 St	(510) 850-6051
Rudolf	Iman	Rudolf	2-21-13	1	6467 feather	(510) 830 7188
Huber Sargac	Melisa	Huber Sargac	2-21-13	1		(510) 15
Hector D	Alexandro					
Filov Rivera	Jessie Melu	Filov -	2-12/12	4th	2344 88th Ave	(510) 567-9566
Silvia Fierro	Valentina Arango	Silvia Fierro	2/12/12	1	10012 A St.	(510) 569-7512



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Nancy Prado	Aron Rosa	Nancy	2/21/13	1 st	2063-86 th Av. Oakland.	(510) 635-7307
Karina Garcia	Jennifer Garcia	Karina	2/21/13	1 st	2063-86 th Av. Oakland.	(510) 635-7307
Ariana Ochoa	Bernabi Ochoa	Ariana Ochoa	2/21/13	3 rd	2770 7 th Ave. Oakland CA 94601	(510) 689-6601
Ariana Ochoa	Leilani Chhin	Ariana Ochoa	2/21/13	K	11 " " " " "	" " " "
Shar-Day King	Au Breeana Bay	Shar Day King	2/22/13	K	7239 Fresno St	(510) 904-2358
Shar-Day King	Cornelius Bay	Shar Day King	2/22/13	2 nd	S/A	S/A
Shenika Moten	Davon Butler	Shenika Moten	2/23/13	1 st	2028 81 st Ave	(510) 228-6630
Kathy Shankli	Joshua Shankli	Kathy Shankli	2/23/13	2 nd	3155-64 th Ave. Oakland	510-5690418



CHARTER PETITION

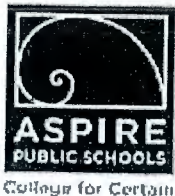
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Jenny Zegarra	Benjamin	<i>[Signature]</i>	2/25/13	5	23486 Lillo RD. Hayward	584 6306
Jessica Gonzalez	Nicholas M-G	<i>[Signature]</i>	2/22/13	5th	7636 Ney Ave #3	510 878-7084
Alejandra R.	Andrea Plata	<i>[Signature]</i>	2/22/13	4th	81st ave	(510) 930-6051
Graciela Amela	Yesselin Cruz	<i>[Signature]</i>	2/22/13	2	10635 acalanes Dr.	472 0374 ^{SIO}
Graciela Arreola	Liliana Cruz	<i>[Signature]</i>	2/22/13	4	10635 acalanes Dr.	472 0374 ^{SIO}
Ruben Aviles	Maribel Miranda	<i>[Signature]</i>	2/22/13	1st	1754 86th Ave	510 283 8730
Maribel Miranda	Edward Perez	<i>[Signature]</i>	2/22/13	K	1754 86th Ave	510 283 8730
Marcia Hernandez	Gonzalo Herd.	<i>[Signature]</i>	2/22/13	1	6475 Foothill Blvd. # 313.	510 562-9307



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Ara Chavez	Koral		02-21-13	2	7400 Arthur St	(510) 633-0914
Ara Chavez	Daniel		02-21-13	4	7400 Arthur St	(510) 633-0914
Jovelina Lucero M	Bryan Parahona		02/22/13	1 ^{ro.}	2486 82 nd AVE. Oakland.	(510) 866-4485
DIEGO FUENTES	DIEGO E. FUENTES		2/22/13	1 st	2614 76 th AVE OAKLAND	(510) 630-9304
Brandie Pittman	Nevaeh Pittman		2/22/13	1 st	9907 Hasket Rd ^{OAKLAND} CA	(510) 827-9634
Brandie Pittman	Dwayne Pittman		2/22/13	5 th	9907 Hasket Rd ^{OAKLAND} CA	(510) 827-9636
Beverly Hale	Nevaeh Pittman		2/22/12	1 st	9907 Hasket Rd OAK	510 827-7344
Beverly Hale	Dwayne Pittman		2/22/12	5 th	9907 Hasket Rd OAK	510-827-7344



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Tiffany Means	Heaven Leonard		2/22	2nd 2nd	975 83rd Ave #I	510 5757921
Vanessa Aguilar	Oliver Aguilar		2/22	3rd	6100 Hilton St. #4	(213) 804-5600
Mamie Ann	Dashawn Porter		2/22			
Elmer Cruz	Jenneth Cruz		2/22	4th	3029 83rd Ave. Oakland, CA 94621	
Evelyn Rivas	Jose Serrano	Evelyn Rivas	2/22	1st	1300 49th Ave Oakland CA 94601	(510) 715-5768
Evelyn Rivas	Jenny Serrano	Evelyn Rivas	2/22	K	1300 49th Ave Oakland CA 94601	(510) 715-5768
Rosa Castro	Jose Castro	Rosa Castro	2/22	2	1536 92 Ave Oakland C.A	(510) 875-4418
Cristina Gonzalez	Raul Buenrostro Jr.	Cristina Gonzalez	2/22/13	K	2012 82nd Ave Oakland CA 94621	(510) 302-5597



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Luis Garcia	Jeanette	Luis Garcia	2-21-13	1 A	8211 D ST	(510) 904-8817
Lidia Espinoza	Jessica Jessica	Lidia Espinoza	2-2-13	2-5-	84-34-OLIVE ST	510-227-916
Olivia Burciaga	Yesenia Burciaga	Olivia Burciaga	2-21-13	2-	2317 84 7th AVE	510 633-2154
NADIA C. TAMAYO	RENATA URIBE		2/21/13	4	2368 HERRY ST. WOODLAND CA 94621	(510) 914-1331
Marysol R.	Daniel M.	Marysol R.	2/21/13	4	7336 WELD ST OAKLAND CA 94621	(510) 978-6242
Veronica Aguilar	Gasel Aguilar		2/21/13	3	6106 Hilton St. #4 Oakland CA 94605	(213) 804-5620
Alicia Bautista	Leslie Bautista	Alicia Bautista	2/21/13	4	2251 86th ave Oakland	(510) 7638-62-70
Esmeralda Avales	Gabriel Dalina	Esmeralda Avales	2/21/13	2 3	1909 82 ND AVE	(510) 878-7615



CHARTER PETITION
PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:
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MA EVELYN IBRESO	Kevin Abrego	<i>[Signature]</i>	02-22-13	1 st	1153 87 th Oakland Ave	(510) 355 7798
Bartha Ruiz	Jovany Ruiz	<i>[Signature]</i>	02-22-13	5 th	9711 C St. Oakland	510/938-0090
Joacette Contreras	Anthony Garcia	<i>[Signature]</i>	2/22/13	15 th	7832 Ash St Oakland	(906) 689-7804
Costana Ramirez	Kelsay Ren	<i>[Signature]</i>	2-22-13	3 rd	1718 81 St - Alameda	510-875 8994
Willeam White	Castello White	Willeam White	2.22.13	3 rd	7940 Bancroft Ave	575-1596
Karla Ochoa	Yuliana Herrera	Karlay Ochoa	2/22/13	1 st	2006 92 ND Ave	(510) 2948776
Sunnyyal Abdul	Rayhan Abdul-Halim	<i>[Signature]</i>	2/22/13	2 nd	8016 Alameda St	404-226-5429
Susana Rodriguez	Ivin Rodriguez	<i>[Signature]</i>	2/22/13	4 th	1827 105 th Ave DALC	510 387-1062



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Veda Harrington	Jeremiah Harrington	<i>[Signature]</i>	2/20/13	3rd	1419 52ND AVE OAKLAND CA 94611	(510) 436-7353
Luz Campbell	Isabel Orta	<i>[Signature]</i>	2-20-13	K	8527 Plymouth St OAKLAND CA 94621	(510) 414-7462
Sonia Cerna	Emily Cerna	<i>[Signature]</i>	2-20-13	5	2332 - 83rd Ave Oakland Cal 94605	(510) 978-2037
Isabel Escoto	Gloria Jera	<i>[Signature]</i>	2-20-13	2	2543 N. MARIANA OAKLAND CA 94612	(510) 575-2328
Gonzalo Hdz.	Gonzalo Hdz.	<i>[Signature]</i>	2-20-13	2	6475 Foothill Blvd #313 Oakland CA 94605	(510) 562-2307
Christina Recamin Mikell	Zion Recamin Mikell	<i>[Signature]</i>	2-20-13	1st	6133 Hillside St. Oakland - CA 94605	510 325-1508
Betty Castellanos	Renata Fatima Castellanos	<i>[Signature]</i>	2-20-13	2-1	1936 69th OAKLAND CA 94621	(510) 575-5303
Patty Rodriguez	Chantel Henriquez	<i>[Signature]</i>	2-20-13	1	4915 Walnut St. Oakland CA 94603	(510) 423-1596



CHARTER PETITION

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ANA Rivera	Gabriel Martinez	ANA Rivera	2/20/13	2nd	2042 2nd Ave Oakland	(510) 302-8880
Rebeca Mendez	Jacqueline Jimenez		2-20-13	2nd	7807 Hillsdale Oakland	(510) 904-7313
Sergio Hernandez	Sergio Hernandez	Sergio H.	2-20-13	3rd	2501 74 Ave Oakland	(510) 277-6075
DWAYNE PITTMAN	DWAYNE PITTMAN	D. Pittman	2-20-13	K & 4th	9907 Heskett Oakland	(510) 904-2147
Yolanda Gutierrez	Christopher P		2/21/13	1		(510)
Lourdes Fuentes	Diego E. Fuentes	Lourdes F.	2/21/13	2	7600 Martindale Ave	(510) 388-4013
Zayra	Edgar	PC Naléza	2/21/13	2	8211 D St	510 475-6699
Hilda Garcia	Jeanette Garcia	Hilda Garcia	2-21-13	1	8211 D St	(510) 200-3529



CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

Aspire College Academy

The charter school estimates that 240 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Aspire College Academy pursuant to Education Code Section 47605 beginning July 1, 2013 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

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Parent Name <i>Nombre de Padre/Madre</i>	Child's Name <i>Nombre de Estudiante</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2013-2014 <i>Grado del estudiante en el 2013-14</i>	Address <i>Domicilio</i>	Phone Contact <i>Numero Telefónico</i>
Ada Sosa	katie sosa	<i>Ada Sosa</i>	2/21	1 st		(510)875-0331
Ada Sosa	Nathalie Sosa	<i>Ada Sosa</i>	2/21	2 nd		(510)875-0331
Claudia Ramirez maria Cortes	Janet Arizano	<i>[Signature]</i>	2/21	1 st	8912 Bst St A	(510)967-3396
Angel S Cortes	Angel S Cortes	<i>Manuel Cortes</i>	2/21	2 nd	7601-Garfield Ave	(510)619-4277 (510)430-1019 (510)406-0332
Deigo Fuentes	Deigo Fuentes	<i>Deigo Fuentes</i>	2/21	2 nd	7601-Garfield Ave	(510)639-9804
Margarita Galvan	Brian Galvan	<i>Margarita Galvan</i>	2/21	4 th	2033 83 Ave	(510)703-3303
Margarita Galvan	Daisy Galvan	<i>Margarita Galvan</i>	2/21	1 st	2033 83 Ave	(510)703-3303
Marbel Miranda	Ruben Aviles Edward A Perez	<i>Marbel Miranda</i>	2/21	1 st 2 nd	1754- 86 Ave.	(510)302-7984



CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

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Sandra Cuevas	Luz Cuevas	Sandra C.	02/21/13	KINDER	1044 86th Ave.	(510) 333-6785
Gabriela Soto	Valeria Soto	Gabriela Soto	02/22/13	1 st	8628 Olive St	510 830 7611
Laura p Bucea	Salvador Terregas	Laura Bucea	02/22/13	1 st	1055 52th Ave	510 575 8683
Patricia Sosa	Jennifer y Marcos Patricia	Patricia Sosa	02/22/13	7 th	1971 89th Ave	510 904 8815
Noemi Bojorquez	Noel y Luis Ramirez	Noemi Bojorquez	02/21/13	2 nd and 6 th	7630 9th Lockwood St apt. 4	510 686-0593
Alejandra	Ricardo Sosa	Alejandra	02/21/13	5	2144 88th Ave	(510) 355 5738
Luz Elena Alvarez	Delia Alvarez	Luz Elena Alvarez	02-21-13	4	1123 92nd Ave Oakland	(510) 228 2823
Maria Dolores Escobar	Emily Martinez	Maria Dolores Escobar	02-21-13	1 ^o	2733 77th Ave Oakland	(510) 910-74-20



CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Aspire College Academy

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Rosario B	Madrigal Catherine	Maria Del Rosario	2/2/13	1st	1169 90th Ave Oakland CA	510-209-6640
Norma C	Yanoris Cuevas	Norma Cuevas	2/2/13	3rd	433 G Hammond Ave Oakland CA 94603	510-8672
LaShae Scott	Jalen Scott	LaShae Scott	2/2/13	5th	1654 80th Ave Oakland 94621	510-569-2911
EST Gabriela	Vivian Gomez	Gabriela Gomez	2/2/13	2nd	1482 74th Ave Oakland CA 94621	510-878-7921
Claudia M.	Victor Rosendo	CM	2/2/13	K	2312 166th Ave Oakland CA 94621	510-245-8439
M. Valle	Siosua Vete Kelepi Vete	M. Valle	2/2/13	K/K	7407 Lacey Ave #A Oakland CA 94605	510-282-1333
Janita Aleman	Adalberto Jimenez	Janita	2/2/13	5th	1838 96th Ave Oakland CA 94603	510-638-0179



CHARTER PETITION

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Guadalupe Rodri	Carla Franco		2/21/13	5 th	1710-88 th Ave	510 632-1648
Polita Davis	Dexter Baldrige III		2/21/13	1 st	7871 Mariposa Cir	510 502 4789
Ashli Woodfolk	Brandon Miller		2/21/13	3 rd		510 654-1850
Silvia Hernandez	Juliana Sandoz		2/21/13	5 th grade	2250 96 th ave Oakland CA 94603	510 730 4869
Silvia Arauz	Samantha Sandoz		2/21/13	1 st grade	↓	↓
Ke'amar Williams	Arianna Harris		2/21/13	3 rd grade	8701 Hillside St #2015	510-686-0255
Victoria Cunningham	JayLynn Jones		2/21/13	1 st	8601 A St.	635-0505
Edgardo Escarcega	Michelle Escarcega		2-21-13	3 rd	25341 Cypress ave	508 895 7069
Maria Teresa Lopez	Lizette Jennifer Lopez		2-21-13	4 th	2314 St Elizabeth	510 927 1178



CHARTER PETITION

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Lydia Jefferson	Adrianna Jefferson	<i>Lydia Jefferson</i>	2-21-13	2	6423 Bancroft Ave APT C	510 431 4302
Adriana Garcia	Jocelyn Garcia	<i>Adriana Garcia</i>	2/21/13	2	116 Louvain Ave	510 792 ⁷⁹⁵ -6854
Miriam Brown	Rachael Brown	<i>Miriam Brown</i>	2/21/13	6	395-105 Ave Oak 94603	510-568-3948
Sarah Brown	America Whitehead	<i>Miriam Brown</i>	2/21/13	2	395-105 Ave Oak 94603	
Jackie Brown	Keith Roberts	<i>Jackie Brown</i>	2/21/13	3	395-105 Ave Oak 94603	
Jackie Brown	Jessica Roberts	<i>Jackie Brown</i>	2/21/13	4	395-105 Ave Oak 94603	568-3948
Gracian Esperanza	Guillermo Juan Avila	<i>Gracian Esperanza</i>	2/21/13	1	1074 83 Ave	510) 712-1896



CHARTER PETITION

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Laura Gonzalez	Juanpablo A	Laura Gonzalez	02-21-13	2 nd	172 Louvaine ave.	(510) 568-5914
Jose Munoz	Adrian ad Mexico	Jose Munoz	02-21-13	4 th - K	7615 Hillside st.	(510) 568-8463
Marena Prayak	Carolina Eduardo Cornejo	Marena Prayak	2-20-13	4 th - K	1648 192 ave Apt 3 Oakland Ca, 94603	(510) 467-4177
Cynthia Ayala	Jeremiah Ramos	Cynthia Ayala	2-21-13	1 st	---	(510) 584-8841
Karina Avalos	Sharline Tinoco	Karina Avalos	2-21-13	Kindergarten	2249 107th Ave 94603	(510) 363 6924
Zyahna Wood	Olivia Smith	Mary Sultzer	2/24/13	Kindergarten	475 Hale	(510) 568-3135
Graciela Arreola	Liliana Cruz		2/21/13	4		(510) 472 0374
Graciela Arreola	Yoselin Cruz		2/21/13	2		(510) 472 0374



CHARTER RENEWAL PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT: Aspire College Academy

The charter school estimates that 10 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605 (1) and who are **meaningfully interested in teaching at the School under the charter petition.** Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Aspire College Academy pursuant to Education Code Section 47605 beginning July 1, 2013 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Tatiana Epanchin, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Chandra Williams	<i>[Signature]</i>	2/22/2013	917/727-7122	Multiple subject	2016
Bethanne Pritz	<i>[Signature]</i>	2/22/2013	(925) 285-6685	Multiple subject	2015
Jeanine Evans-Robinson	<i>[Signature]</i>	2/22/2013	510-292-9992	Multiple Subject	2017
E'Monni L. Bailes	<i>[Signature]</i>	2/22/2013	510 520-0512	Multiple Subject	2017

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)



CHARTER PETITION

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Jahari Jones	Jaylinn Jones	<i>[Signature]</i>	2.22.13			
Linda Vasquez	Sabrina Jimenez	<i>[Signature]</i>	2.22.13	K	1219 41 st Oakland	570-621-4986
Avon Jimenez	Avon Jimenez	Consuelo FG	2.22.13	3	1438 81 ave	2004331
Dorsello FG	Damian J.	Consuelo FG	2.22.13	1	1438 81 ave	2004331
Isna T Caratachea	Veronica	Veronica Myia		4 grade		
Eden Caratachea	Veronica	Veronica Myia	2.22.13	5 grade		
Willieann White	Costello White	Willieann White	2.22.13	3 rd	7940 Bancroft St #8	(510) 575-1896



CHARTER PETITION

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Maria Ramirez	Briana Ramirez	<i>Maria Ramirez</i>	2/21/13	2nd	15778 Vassar Ave San Lorenzo 94580	(510) 467-2786
Manuel de la Cruz	Gustavo de la Cruz	<i>[Signature]</i>	2-21-13	4th	2280 EDWARDS OAKLAND, CA 94605	(510) 5752986
Maria Orozco	Daniel Orozco	<i>Maria Orozco</i>	2/21/13	1st	2103 59th Ave Oakland	(510) 569-8033
Maria Elias	Lesley Martinez	<i>Maria Elias</i>	2/21/13	1st	445 Rossmore Ave Oakland 94603	(510) 904-2135
Maria Chavez	Yoselin Chavez	<i>Maria Chavez</i>	2/21/13	3	7630 Lockwood St. AP Oakland 94621	(510) 776-8754
Isma Chavez	Yadira Alexis Chavez	<i>Isma Chavez</i>	2/21/13	1 & 3	2632-78th St Oakland, CA 94602	(510) 928-8530
Francisco Valencia	Francisco Jr	<i>Francisco Valencia</i>	2/21/13	Kindergarten	1912 85th Ave Oakland	(510) 472-0584
Aide Baragan	Alexandro B	<i>AB</i>	2/21/13	Kindergarten	9509 Olive St Oakland	(510) 372-6138



CHARTER RENEWAL PETITION

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Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Wendy Morales	<i>Wendy Morales</i>	2/22/2013	(510) 333-0290	Multiple Sub.	
Renee Lynn	<i>Renee Lynn</i>	2/22/2013	(209) 603-3392	Multiple Sub	6/16
Lauren Spruit	<i>Lauren Spruit</i>	2/22/13	(209) 814 6708	MS	11/1/16
Kimberly Nguyen	<i>Kimberly Nguyen</i>	2/22/13	(714) 622-8948	Multiple Subject	6/2017
Xinghua (Toby) Wu	<i>Xinghua Wu</i>	2/22/13	347-260-8680	Multiple Subject	6/2016
Paula Washington	<i>Paula Washington</i>	2/22/13	(707) 580-3083	Multiple Subject	8/1/2018
Jennifer Green	<i>Jennifer Green</i>	2/22/13	(510) 254-1737	Multiple Subject	

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Katie						
Ada Sosa	Nathalie Sosa	<i>Ada</i>	2/22/13	1st	1636 20th ave oakl	875-0331
Ada Sosa	Katie Sosa	<i>Ada</i>	"	K	1636 20th ave	815 0331
Alexandro Castro	Jose Castro	<i>Alexandro</i>	2/22/13	2 ^o	1536 92nd Ave	(510)967-5457



CHARTER PETITION
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Jose Rodriguez	Giovanara	<i>[Signature]</i>			2063 85TH AVE	510 244 1817
Jose Rodriguez	Jose R.	<i>[Signature]</i>			2063 85TH AVE	510 244 1817
Greg Bell	Asia Bell	<i>[Signature]</i>	2/22/13	1 st	2023 83rd Ave	(510) 390-6772
Chekia Bell	Jayda Bell	<i>[Signature]</i>	2/22/13	4 th	2023 83rd Ave	(510) 395-3715
Bernadette Hutcherson	Corde August	<i>[Signature]</i>	2/22/13	K th 1 st	1487 81 Ave	(510) 712-5579
Rosa Buenrostro	Emily Cervantes	<i>[Signature]</i>	2-22-13	1 ^{er}	2807 Truman Ave. Oakland CA	(510) 499-4445



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Latrice Harris	Nathan Jones	<i>Latrice Harris</i>	2-22-13	1 st	1815 74 th AVE #10	510 706-2101
Sacquelyn Henry	Simmye Watkins	<i>Sacquelyn Henry</i>	2-22-13	1 st	2448 66 th AVE	510 283-1570
Joanque Patten	Jalich Fleming	<i>Joanque Patten</i>	2-22-13	1 st	2048 81 st AVE	510 586-7990
JESSIE LEWIS	JESSICA LEWIS	<i>Jessie Lewis</i>	2-22-13	1 st	2035 82 ND AVE	(415) 421-8449
Claudia Ramirez	Janet Ange	<i>Claudia Ramirez</i>	2-22-13	K	8912 13 th ST AP A	(510) 967-3396
Vivian Correon	Vivian Gutierrez	<i>Vivian Correon</i>	2-22-13	1 st	1482 74 th Ave	(510) 872-2746



CHARTER PETITION

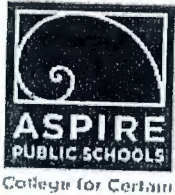
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Parent Name <i>Nombre de Padre/Madre</i>	Child's Name <i>Nombre de Estudiante</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2013-2014 <i>Grado del estudiante en el 2013-14</i>	Address <i>Domicilio</i>	Phone Contact <i>Numero Telefónico</i>
Donte Phillips	Daveyan Phillips		2/22/13	5	560 Ramos Ave #3 Hayward, Ca	(510) 517-0383
Tina Jones	Darranion Cole		2/22/13	3	8033 Greenridge Ave #50 Oakland	(253) 255-049
Jackie D.	Anthony B		2/22/13	3	8407 Plymouth St	(510) 447-6231
Daisy Realiza	Deyannartha		2/22/13	K	5932 Bromley Ave Oakland, Ca	510-451-2480
Miriam Juarez	Justin Manzo		2/22/13	3	14718 Darbyway San Leandro, CA 94678	(510) 619-4024



CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Aspire College Academy

The charter school estimates that 240 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

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Sumayyah Abdul	Zayhana Abdul	<i>[Signature]</i>				
			2/21/13	2nd	8016 Alherton St	404-226-5424
Amita Recania	Zion Recania Mikel	<i>[Signature]</i>	2/21/13	K	8133 Hillside St	(510) 332-2990
Levi Orr	Alion Bankhead	<i>[Signature]</i>	2-21-13	2	2020 41st Ave #1	(910) 744-8772
Estus Armetony	Nevieh Armitony	<i>[Signature]</i>	2-21-13	5	6220 Harmon Ave.	510-812-8834
my Vanisha Howard	myra alexander	<i>[Signature]</i>	27113	2	8100 idlawood 1/2	(510) 298-2221
JERRI Lewis	Jessica Lewis	<i>[Signature]</i>	2-21-13	2	2035 82nd	415 424 8449



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Kathy Shankli	Travonne Shankli	<i>[Signature]</i>	2-22-13	3rd	3155-64th Ave Oak	510-569-0612
Lourdes Fuentes	Diego Fuentes	<i>[Signature]</i>	2/22/13	1st	2414 76th Ave Oak	510 639-9304
Maria B.						
Maria Briso	Jesús Leonardo	Maria B.	2/22/13	2nd 5 ⁹	1748 81st Ave	510 735-7224
Jose Munia	Adrian Munia Alexis Munia	Jose Munia	2/22/13	4 ^o K	7615 Hillside St	510 568-8463
Lakinda Croshy	Dahnae Buchan	<i>[Signature]</i>	2/22/13	4th	835-70th Ave	510-564-4579
Phylisa McCoy	Shuanne McCoy Leah McCoy	<i>[Signature]</i>	2/22/13	3 rd	1936 101st Ave Oak	510-388-9774
Phylisa McCoy	Leah McCoy	<i>[Signature]</i>	2/22/13	R	1936 101st Ave Oak	510-388-9774



Fiscal Control Policies and Procedures

This document contains the following fiscal control policies and procedures:

- Purchase Orders
- Check Requests
- American Express Corporate Card
- Petty Cash
- Site Revolving Checking Account
- Employee Expenses Policy (includes Travel and Teacher reimbursements)
- Independent Contractors

These policies will be revised from time-to-time. Latest updates will be posted to Aspire’s intranet. Please call or email the Controller if you have any questions.

Purchase Orders top

Purchase orders are required for purchases exceeding \$300 and for any vendor that requires a purchase order number. Each teammate’s approval level is governed by the Purchasing Approval Matrix. There is one matrix for schools and another for the home office.

School Site Purchasing Approval Matrix

Teammate Group	Threshold
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



Check Requests [\[top\]](#)

Check request forms are used for the rare condition when a vendor needs prepayment and will not accept a purchase order and regular AP processing. Purchase orders should be used most of the time.

Check request forms need to be complete and accurate. Missing or incomplete information will cause the request to be rejected.

Check Request Form Requirements:

- Vendor Information : Name, Address and Tax Identification
- Reason for check
- Total amount of check
- Valid Site/Department, Resource and Object codes
- Attached scanned backup in the form of an order confirmation, registration forms, etc.
- Electronic approval from site manager/principal

If these requirements have been met, and a check request is received by noon Wednesday, the check will should leave the home office no later than Thursday.

How to Authorize Payment for Goods

1. Keep the packing slip when the goods are delivered to your site.
2. All deliveries must be given to the Purchaser to open, verify inventory and distribute.
3. The Purchaser counts the items received and compares the count to the quantities listed on the packing slip. On the packing slip, document any discrepancies (damaged items, missing / back ordered items, or contracted time was not needed / delivered). Do this before delivering the goods to the receiving party.
4. Notify the vendor if there are problems with the order such as damage or missing items. If all items are received in good condition, sign and date the packing slip and KEEP ON SITE. Then, deliver the items to the receiving party. Damaged items need to be held as proof for the vendor.
5. Invoices should be opened and date-stamped as received.
6. Compare the invoice and the copy of packing slip you retained earlier for consistency.
7. If the invoice and packing slip match, and all goods have been received, forward to your principal/manager for a final approval signature. Once this is done, send the complete packet, stapled at the top left corner with the invoice on top of the packing slip directly to the home



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.

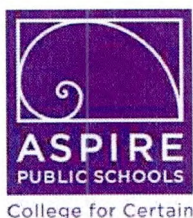
Failure to adequately complete the Aspire expense report requirements will result in a delay of reimbursement.

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?



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 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



Car rentals

Car rentals should be used only when needed and alternate forms of road transportation (taxis, public transit, and personal vehicles) are not available. Please share rental cars whenever possible and shop for the best price. Aspire has a corporate account with Enterprise that may provide the best deal. The link to the Enterprise Corporate booking site can be found on Aspire's intranet.

1. Aspire staff should rent "mid-size" models or lower. Aspire reimburses car rentals not exceeding \$40 a day. Upgrade charges are generally not reimbursable.
2. Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency.
3. Aspire will not be responsible for damages that occur during business use of either a personal or rented car.
4. Rentals over a weekend or holiday period are generally not reimbursable, unless adequately explained and approved (in advance) by the CFO or Controller.
5. Employees must refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company. Gas purchases from the rental car company will not be reimbursed.

Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals.

This category includes:

1. Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling.
2. Public transportation used instead of taxis when traveling out of town.
3. Train Fares

Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an over-night stay is required

1. Aspire employees are expected to stay in standard business class lodgings, charging a reasonable rate such as Hampton Inns. In accordance with IRS per diem rates (IRS Publication 1542), Aspire reimburses lodging not exceeding \$125 a night.
2. You will not be reimbursed for a stay in a city longer than is legitimately necessary.
3. The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.



How to get reimbursed for employee expenses

Please follow these guidelines to avoid delay in reimbursement of your expense reports.

1. Complete the Expense Reimbursement Template in Replicon
2. Scan and attach receipts; Receipts are required for all items above \$25.00.
3. Gather original receipts, tape in an organized manner to an 8.5 x 11 piece of paper. Scan the receipts and then put in expense report envelope and send to Accounts Payable (Remember to make a copy of the expense report and the receipts for your own files) Original receipts, not photocopies, or credit card statements must be attached (original phone bills must also be submitted)
4. Write a clear explanation of the expense in the template, so that your supervisor and AP can understand what the money was spent on
5. For meals, write down the business purpose of the meeting and the names and positions of all the attendees
6. Submit the online expense report
7. Managers are responsible for verifying that amounts are reasonable, necessary and approving the expense report.

Expense reports will be paid within seven (7) days of the date that all required paperwork and approvals have been received. Documents received by Tuesday noon will be paid on Wednesday. **Expenses should be turned in weekly. You will not be reimbursed for expenses over 45 days old.**

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

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

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

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



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?

LEASE AGREEMENT

This Lease Agreement ("Lease") is entered into as of May 15, 2007, by and between The Roman Catholic Welfare Corporation of Oakland, a California nonprofit religious corporation ("Lessor"), and Aspire Schools, a California nonprofit public benefit corporation ("Lessee").

It is agreed between the parties hereto as follows:

1. DESCRIPTION OF PREMISES: Lessor leases to Lessee and Lessee leases from Lessor on the terms and conditions hereafter set forth, the premises commonly known as the school building of St. Benedict School, 8030 Atherton Street, Oakland, California together with the use of the paved playground area, the Parish Hall for lunches and assemblies, and the Parish Center for extra-curricular activities.
2. CONDITION OF PREMISES: Except as expressly set forth herein, Lessor makes no representations or warranties or promises with respect to the Premises. Lessee hereby acknowledges acceptance of delivery of the Premises in it's "AS-IS" and "WITH ALL FAULTS" condition, without any obligation on the part of Lessor to repair, refurbish or otherwise remodel the Premises. Lessee expressly acknowledges that Lessor makes no representations or warranties regarding the condition of the Premises or the suitability of the Premises for Lessee's business.
3. TERM: The term of the lease shall be June 1, 2007, to June 30, 2012. (the Expiration Date), unless this lease is terminated sooner as provided herein. Lessee shall have the right to occupy the premises beginning June 1, 2007 at no additional cost provided that Lessee will be bound by all other terms of the lease agreement.
4. RENT: On the first day of the Term, and ending on June 30, 2012, Lessee shall pay to Lessor the amount of \$10,300.00 per month as rent, due and payable in advance on the first day of each calendar month during the Term. For any rent that is not paid when due, a late fee of Twenty Dollars (\$20.00) per day shall accrue for every day that rent is late. Lessee shall be in immediate breach of this Lease if rent is delinquent after the 5th day of the month, subject to the provisions of Paragraph 19. All monthly rent, additional charges, or other consideration due from Lessee to Lessor shall be deemed to be "rent" for the purposes of this Lease. Lessee's covenant to pay rent is independent of every other covenant set forth in this Lease. On each anniversary of this lease the rent will increase by either 3% or the Federal Cost of Living increase for the Bay Area , all categories, whichever is higher.
5. OPTION: Lessee shall have the option to renew this lease for an additional five(5) year term on the same terms and conditions except that the rent for the extended term shall be negotiated at the termination of this Lease.
6. USE: The Premises will be used for a secondary charter school serving students in 6th through 9th grades. The playground will be used as an outdoor recreation area and Lessor shall have the right to limit the kinds of sports that can be played in this area in order to avoid potential damage to adjacent buildings.

that during the Term Lessee intends to create a science laboratory, and such alteration is deemed acceptable, subject to final approval of Lessor of any plans. Any alterations, additions, or improvements made to the Premises by Lessee must be returned to the pre-lease condition upon termination of the lease period, unless otherwise directed by Lessor. The installation of furnishings, fixtures, equipment, decorative improvements, painting, carpeting, white boards, bulletin boards, room signs, or pictures on the Premises shall not constitute alterations, additions, or improvements. All improvements, additions, alterations, or major repairs shall be in accordance with applicable laws and at Lessee's own expense. Lessee shall indemnify and defend Lessor for all liens, claims, or damages caused by Lessee's remodeling, improvements, additions, alterations, and major repairs. Lessor agrees, when requested by Lessee to execute and deliver any applications, consents, or other instruments required to permit Lessee to obtain permits for this work.

(f) Lessee shall not place or permit to be placed outside the Premises any permanent signs, notice, drapes, shutters, blinds, or display of any kind, without the prior written consent of Lessor. Lessee may place a sign or signs at or near the Foothill entrance to the school building identifying the school, subject to design and location approval of Lessor.

(g) Lessee may install its own phone system using the phone lines currently installed in the Premises.

10. ORDINANCES AND STATUTES: Lessee shall comply with all statutes, codes and ordinances as well as all requirements of all municipal, state and federal authorities now in force, or which may hereafter be in force, pertaining to the Premises, occasioned by or affecting the use thereof by Lessee.

11. ASSIGNMENT AND SUBLETTING:

This Lease is entered into solely with the understanding that Lessee shall be the only occupant of the Premises. Any assignment or subletting would be contrary to the purpose and intent under which this Lease is written; therefore, Lessee waives any right to assign or sublet. Any purported assignment or subletting of the Premises without the consent of Lessor shall be void, and shall be a breach of the terms of this Lease.

12. ENTRY AND INSPECTION: Lessor shall retain, and Lessee shall provide Lessor with, duplicate keys and combination lock codes to all doors of the Premises. Lessor and its members, directors, trustees, officers, agents, employees, contractors and successors and assigns shall have the right to enter the Premises at any time: (i) without prior notice in the event of an emergency; (ii) upon reasonable prior notice within the last six (6) months of the Term of this Lease to place upon the Premises any usual "To Let" or "For Lease" signs and to permit persons desiring to lease the Premises to inspect the same; and (iii) upon reasonable prior notice to inspect the Premises during the Term or any renewal period, to confirm that Lessee is complying with all of its covenants and obligations under this Lease, to make repairs or carry out any and all maintenance in and about the Premises, to make repairs or alterations to areas adjacent to the Premises, and to repair and service utility lines.

(b) If any action or proceeding is commenced against Lessee or its directors, trustees, officers, agents, employees, contractors or successors or assigns by reason of any Claim, Lessor, upon notice from Lessee, shall defend the same at Lessee's expense by counsel reasonably satisfactory to Lessee. Lessor's indemnity shall include reasonable attorneys' fees, investigation costs, and all other reasonable costs and expenses incurred by each Indemnatee in connection with the investigation or defense of any matter. If any action or proceeding is commenced by or against Lessor or relating to this Lease or to the Premises to which any Indemnatee is made a party, Lessor shall pay all costs and expenses, including attorneys' fees and court costs, incurred by or imposed upon each Indemnatee.

(c) The provisions of this Section 14 shall survive the termination of this Lease with respect to any Claim based on circumstances occurring before such termination.

15. EXCULPATION OF LESSOR: Lessee hereby waives all Claims against each Indemnatee for damage to any property or injury to, or death of, any person in and about the Premises arising at any time and from any cause whatsoever, other than by reason of the willful misconduct or gross negligence of Lessor. Without limiting the generality of the foregoing, an Indemnatee shall not be liable for any injury or damage to persons or property resulting from the condition or design of, or any defects in, buildings on the Premises or such buildings' mechanical systems or equipment which may exist or occur or from any fire, explosion, falling plaster, steam, gas, electricity, water, rain, flood, snow, or leaks from any part of the Premises or from the pipes, appliances, plumbing works, roof, or subsurface of any floor or ceiling, or from the street or any other place, or by dampness or by any other similar cause. Lessee, for itself and its agents, employees, representatives, contractors, guests, visitors or invitees, expressly assumes all risks of injury or damage to person or property, whether proximate or remote, resulting from the condition of the Premises and any part thereof Lessee hereby also acknowledges that it is on notice that the Premises was built in 1924, and was therefore not built to meet many current building standards, with particular reference to seismic soundness standards.

16. INSURANCE:

(a) Lessee shall maintain, at its cost, the following insurance at all times during the Term of this Lease: (i) "All Risk" insurance insuring any Lessee improvements, Lessee's interest in the Premises and all property located in the Premises, including furniture, equipment, fittings, installations, fixtures, supplies and any other personal property, Leasehold improvements and alterations, in an amount equal to the full replacement value, it being understood that no lack or inadequacy of insurance by Lessee shall in any event make any Indemnatee subject to any claim by virtue of any theft of or loss or damage to any uninsured or inadequately insured property; (ii) commercial general liability and automobile liability insurance covering bodily injury, death, property damage, and contractual liability with a combined single limit of no less than Five Million Dollars (\$5,000,000) per occurrence, which shall be primary and non-contributing with any insurance in effect for Lessor or Corporation Sole; (iii) Worker's Compensation and Employer's Liability insurance in amounts not less than any statutory minimum; (iv) Builder's Risk insurance on an "All Risk" basis (including collapse) on a completed value (non-reporting) form for full replacement value covering all work, materials and equipment in or about the Premises in the event Lessee performs any repairs or any alterations in or about the Premises; (v)

Lessee's failure to perform any other covenants or conditions under this Lease, and (iii) Lessee's abandonment or vacation of the Premises. However, Lessor shall not commence any action to terminate Lessee's right of possession as a consequence of a default until any period of grace with respect thereto has elapsed; provided, that any such grace period shall be in lieu of and not in addition to the period during which Lessee may cure such default following the delivery of notice pursuant to California Code of Civil Procedure Section 1161 (or any successor or similar statute).

(b) Subject to the limitation expressed in Section 19(a), Lessee shall have a period of three (3) business days from the date of written notice from Lessor within which to cure any default in the payment of any monetary obligations of Lessee under this Lease. Lessee shall have a period of thirty (30) days from the date of written notice from Lessor within which to cure any other default under this Lease which is capable of being cured; provided, however, that with respect to any default which cannot reasonably be cured within thirty (30) days, Lessee shall not be in default if Lessee commences to cure within the five (5) days following Lessor's notice and thereafter diligently prosecutes the same to completion.

(c) There shall be no period of grace with respect to any default by Lessee, which is not capable of being cured. Lessor and Lessee stipulate that the following defaults are not capable of being cured by Lessee: (i) any default which is specified in this Lease as being incurable; (ii) any unauthorized sale, assignment, mortgage, pledge, hypothecation, encumbrance without waiving Lessor's rights based upon such default by Lessee and without releasing Lessee from any of its obligations.

(b) All sums so paid and all costs incurred by Lessor, together with the interest thereon from the date of such payment or the incurrence of such cost by Lessor, whichever occurs first, shall be paid to Lessor on demand as rent.

20. ATTORNEY'S FEES: If any action is brought for recovery of the Premises, or for any sum due hereunder, or because of any act which may arise out of the possession of the Premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including attorney's fees and costs.

21. SECURITY DEPOSIT: Lessee shall deposit with Lessor on the signing of this Lease the sum of Ten Thousand Dollars (\$10,000.00) as security for the performance of Lessee's obligations under this Lease, including without limitation the surrender of possession of the Premises to Lessor as provided under this Lease. If Lessor uses any part of the deposit to cure any default of Lessee, Lessee shall on demand deposit with Lessor the amount so applied so that the Lessor shall have full deposit on hand at all times during the Term of this Lease.

22. NOTICES: Any notice which either party may, or is required to give, shall be given by mailing the same, postage prepaid, to Lessee at the Premises, or Lessor at the address specified in Section 26 below, or at such other places as may be designated in writing by the parties from time to time. Lessee shall send copies of any default notices to Reed Smith LLP, Two Embarcadero Center, Suite 2000, San Francisco, CA 94111, Attention: John M. Kemp, Esq.

(b) Lessor and Lessee agree that in the event that any Dispute is not resolved within sixty (60) days after commencement of such "good faith" negotiation, Lessor and Lessee shall mediate such Dispute. Mediation fees, if any, shall be divided equally among the parties involved. If for any Dispute or claim to which this Paragraph 28(b) applies, any Party who commences an action without first attempting to resolve the matter through mediation, or refuses to mediate after a request has been made, that that party shall not be entitled to recover attorneys' fees, even if they would otherwise be available to that party in any such action.

(c) In the event of a failure to resolve alleged Disputes pursuant to Paragraph 28(b), each alleged Dispute shall be settled by arbitration in accordance with the procedures set forth in this Paragraph 28(c).

(i) To initiate arbitration, Lessor or Lessee shall deliver written demand to the other stating that the party delivering such demand desires to have the then unresolved Dispute arbitrated pursuant to the provisions of this Paragraph 28(c). The demand shall also set forth the identity and address of the individual selected by the notifying party as its arbitrator and describe the Dispute to be arbitrated.

(ii) After receipt of the foregoing demand, the other party shall select an individual to act as its arbitrator and shall deliver a written notice with the identity and address of such arbitrator to the party initiating arbitration within fifteen (15) days of the receipt of the demand. The party delivering the response shall simultaneously deliver a copy thereof and the demand to the arbitrators identified therein. If a response is not timely delivered pursuant to the terms of this subsection, the arbitrator identified in the demand shall be the sole and exclusive arbitrator for resolution of the Dispute identified in the demand.

(iii) Within fifteen (15) days of their receipt of the response, the arbitrators identified in the demand and the response shall select a third arbitrator, and if they are unable to agree on such third arbitrator, then (i) either of them, on fifteen (15) days' written notice to the other, or (ii) both of them, shall apply to the American Arbitration Association ("AAA") to designate and appoint a third arbitrator within fifteen (15) days thereof. The two (2) arbitrators selected by the parties shall then notify Lessee and Lessor promptly upon the selection of the third arbitrator.

(iv) The parties intend that the arbitration proceedings shall commence within thirty (30) days after selection is completed, unless otherwise agreed by the parties. The arbitration proceedings shall be conducted by AAA in accordance with its Commercial Arbitration Rules and shall be governed by the substantive and procedural laws of the State of California.

(v) Consistent with the expedited nature of arbitration, each party will, upon the written request of the other party, promptly provide the other with copies of documents relevant to the issues raised by any claim or counterclaim on which the producing party may rely in support of or in opposition to any claim or defense. Any dispute regarding discovery, or the relevance or scope thereof, shall be determined by the arbitrators, which determination shall be conclusive. All discovery shall be completed within forty-five (45) days following the

Lessor:
The Roman Catholic Welfare Corporation of

Lessee:
Aspire Schools

APPROVED:
By Thomas A. McGowan
Its President

APPROVED:
By [Signature]
Its Director of Real Estate

Dated: May 21, 2007

Dated: 5/31/07

APPROVED:
By [Signature]
Its Assistant Treasurer

Dated: May 21, 2005

APPROVED:
By Rev. James Matthews
Rev. James Mathews
Pastor St. Benedict

Dated: 5/24/07