



MILLSMONT ACADEMY SECONDARY

Charter Petition

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Millsmont Academy Secondary Charter Petition

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I. INTRODUCTION

Aspire Public Schools (“Aspire”) wishes to establish a public charter school, Millsmont Academy Secondary, (“School” or “Charter School”) to prepare students for college, work, and citizenship. Our focus is on students who are currently under-served and under-represented in college.

Founding Group

Aspire Public Schools, a 501(c)(3) nonprofit public benefit corporation, is a pioneer and leader in California public education. Since its founding in 1998, Aspire has opened 21 high-quality, small, college-preparatory campuses throughout California, and has demonstrated the important role of charter schools in providing education opportunities for California’s diverse youth. Its schools have had consistently strong academic results, parents and teachers are highly satisfied, and the organization was named by Fast Company magazine as one of the top 20 social entrepreneurial organization in the country in four of the last five years. Aspire is widely regarded as one of the leading not-for-profit charter management organizations in the country.

→ See Appendix for more information on Aspire’s results to date.

Intent of the Charters Schools Act

The Charter Schools Act of 1992 states that:

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

- a) *Improve pupil learning.*
- b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c) *Encourage the use of different and innovative teaching methods.*
- d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

- California Education Code Section 7601(a)-(g)

Petition

In accordance with California Charter School Law, Aspire petitions the Oakland Unified School District (“OUSD”) Board of Education to grant a 6-12 charter for Millsmont Academy Secondary for a five-year period from July 1, 2008 until June 30, 2013, and eligible for subsequent renewals.

The School will make important contributions to the legislative intent outlined above. By granting this charter school petition, OUSD will help fulfill the intent of the Charter Schools Act of 1992 by providing students with a quality educational option.

The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(O). These sections of law and the required descriptions are discussed below. This document is presented in the order and format suggested by the State Board of Education’s recommended “Model Application.”

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law:

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

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

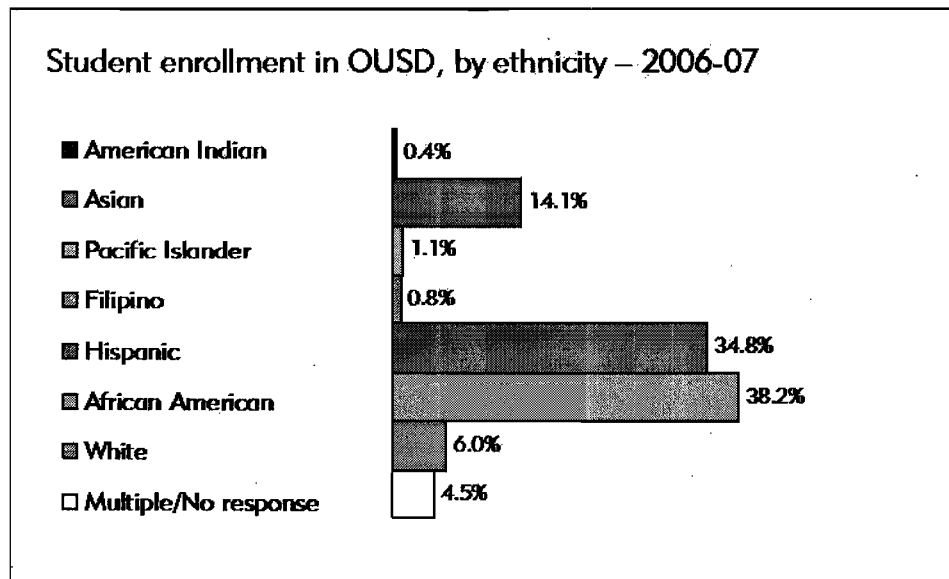
The School's Mission

The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious and adept learners, the School will prepare them not only for college but also for the 21st Century world.

Target Population

The School plans to open serving approximately 220 students in grades 6-10 and grow to serve approximately 500 students in grades 6-12.

According to demographic data compiled by the California Department of Education, the District enrolled 47,012 students in 2006-07. 28% were designated English Learners, and 69% were low income (i.e., eligible for Free/Reduced-price meals). Those students represented the following ethnicities:



The School seeks to enroll a student body whose diversity represents the district and community where the school is located.

Aspire' educational program is designed to increase college-going rates for students who have historically been under-represented in college and who face barriers accessing a college education, specifically:

- Students from low-income families
- Students whose primary home language is not English

- Students living in communities with low-performing schools and low college-going rates
- Students who would be the first in their families to attend college

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

The fundamental characteristic of the new millennium is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. Therefore, students must have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have important academic and personal habits, including self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and in the 21st Century world of work and citizenship.

The School's graduates will be able to collect information in a variety of form, including: novels, art pieces, statistical data sets, newspaper reports, historical accounts, web pages, and scientific articles. They must be able to think systematically and critically about that information, create new knowledge, and apply their thinking to real world problems. And, they must be able to express themselves effectively in a variety of forms, such as essays, paintings, poems, oral presentations, mathematical arguments, and scientific rebuttals.

How Learning Best Occurs

Student learning best occurs when the school's structures, academic program, pedagogical strategies, curriculum standards and materials, assessments, culture, and support systems are all aligned towards the same, college-preparatory goal.¹ While many of the elements described below are expected to be in place from the first day of the School's opening, other elements may be implemented as students matriculate into higher grades and/or as the School becomes more established.

Structures to Support Learning

The School is structured to support high student achievement by creating as many personalized learning opportunities, with smaller school and class sizes and more time for learning.

Small School Size

The small size of Aspire's schools and classes creates school communities where each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.² The School's maximum size will be 500 students.

Small class sizes

In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. The School's goal is a 29:1 student: teacher ratio in grades six through twelve. Also, each student will have the opportunity to participate in some classes in which the student: teacher ratio is as low as 15:1 (e.g. advisory, elective classes, support classes).

¹ Not all elements of the program design will be in place during initial years of the School's operation, but all elements should be operational by Year 3 (i.e. the first year there are 12th graders).

² A number of large-scale studies have demonstrated that small schools are more productive and effective than large ones. Findings from these studies show that students in small schools learn more and better, make greater progress toward graduation, persist in larger numbers, and behave better. This is all particularly true for disadvantaged students (Raywid, Mary Anne. 1999. "Current Literature on Small Schools," West Virginia: ERIC/CRI/SS). In addition, compared with students in large schools, students in small schools experience a greater sense of belonging, and their academic and personal self-concepts are more positive (Cotton, Kathleen. 1996. "Affective and Social Benefits of Small-Scale Schooling," West Virginia: ERIC).

Longer school day

Students learn more when they are given more time to learn each day. With more time, teachers can delve into topics more deeply and cover more topics. The school's day will be approximately seven-and-a-half hours – or about one more hour of instruction each day than students in many traditional public schools.

Longer school year

The School will provide 187 regular days of instruction, seven days more than traditional public schools. In addition, each year the School will hold three additional days of instruction on Saturdays, during which parents attend specially-designed academic programs with their children.

Block scheduling

The daily schedule will be organized around blocks of 90-120 minutes. With this flexible schedule, students can delve more deeply into subjects with these extended periods of time, students have more opportunity for additional supports from their teachers, and teachers can integrate elements of the curriculum more seamlessly.

Summer School and Intersessions

The School, either separately or in collaboration with another Aspire school, will offer special academic programs during normal school holidays. These programs may include opportunities for acceleration (such as deep exploration of a single topic) or remediation (such as make-up work for credit).

Academic Program

Aspire provides students an academic course of study that results in completion of the University of California / California State University system's "a-g" requirements.

Subject	UC/CSU Yrs req'd	Aspire Yrs req'd	Comments
a) History/Social Sciences	2	3	World I history, US I history, US Government / Economics
b) English	4	4	Emphasis in Literature & Composition
c) Mathematics	3	4	Algebra 1 or higher
d) Laboratory Science	2	4	In at least two areas: physical and biological science
e) World Languages	2	2	All credits in the same language
f) Visual & Performing Art	1	1	All credits in the same form of art
g) College Preparatory Electives	1	3	Courses can be additional years in any of the above subject areas, may include technology

In addition, Aspire's program and graduation requirements include a number of other elements:

- **Advisory/AVID:** Students participate in one or more classes that help build study skills, life skills and awareness of college. This may be covered through Aspire's advisory curriculum or through the AVID program.
- **Internship:** Students complete 200 hours of internship (equivalent to 1 full year of credit hours)
- **Service Learning:** Students participate in community service.
- **Exhibitions:** Students successfully complete an exhibition of their work, including both written and oral presentation components, judged by a panel that includes external community members, in 9th, 10th, and 11th.
- **Senior Project/Portfolio:** Students complete the senior project or portfolio by the spring of their 12th grade year.
- **College Credits:** Students earn at least 15 college credits before the spring of their 12th grade year, which may include online coursework, college-level classes offered on the School's campus, or college classes offered by a local institution of higher education.

[For more detail on graduation requirements, see Section below on “Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements.”]

Early College Model

The School plans to evolve into an Early College High School model, which is recognized by the California Department of Education as an important option for removing major barriers for “young people who are underrepresented in postsecondary education.” The California Department of Education partners with the Chancellor's Office for the California Community Colleges to support the Early College High School (ECHS) Initiative of the Foundation for California Community Colleges.

As an Early College High School, the School aims to blend high school and college into a coherent educational program, making it possible for all students to earn two years of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses.) College classes may be provided online, on the School's campus, or on a local college campus. The courses may be taught by a college instructor or an employee of the School who has been qualified by a local college.

Course Credit

The School aims to give students the opportunity to earn an Associate's degree or two years of college credit toward the baccalaureate while in high school. Transferability will be ensured by having all college classes offered by the School qualify under Areas 1-6 of the Intersegmental General Education Transfer Curriculum (“IGETC”), the transfer core curriculum which fulfills the lower division general education requirements of both the University of California and the California State University system. Under the dual-credit system, one semester of college credit is equivalent to a full year in a high school course.

Alignment with California state standards and UC A-G requirements

All secondary courses that are tested through California's Standardized Testing and Reporting (“STAR”) program are offered as high school courses, ensuring that all students master the California standards. For non-tested courses, the School will work closely the local institutions of higher education to design and provide courses that both meet the college's requirements and work within the California Frameworks.

Sample Scope and Sequence

A – G Reqm't	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	S1	S2	S1	S2	S1	S2	S1	S2
A: Social Science			World History	World History	US History	US History	Econ	<i>PoliSci</i>
B: English	English 1	English 1	English 2	English 2	English 3	English 3	Expos. Read/Writ	<i>English 1A</i>
C: Math*	Geometry	Geometry	Alg 2	Alg 2	Trig	Trig	Statistics	<i>Pre-Calc</i>
D: Lab Science	Physics	Physics	Biology	Biology	Chemistry	Chemistry		<i>Biology</i>
E: Foreign Language			<i>Spanish or ASL</i>	<i>Spanish or ASL</i>				
F: Art					Art 1	Art 2	<i>Drama</i>	
G: Electives						<i>Psych</i>	<i>Anthro</i>	<i>AA Lit</i>
Aspire Add'l	<i>Tech</i>	<i>Tech</i>					Internship	Internship
	AVID	AVID	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
	English Comp	English Comp						

* Students are expected to pass Algebra in the 8th grade

Pedagogical Strategies

Aspire educators use the organization's Instructional Guidelines, which describe a variety of pedagogical strategies and support educators in employing the strategies most effective for the subject matter and for individual students. Instructional Guidelines are not a script, and good implementation of Aspire's program requires highly skilled teachers. Model lessons by exemplar teachers, visits to Aspire Model Classrooms, and coaching by the school principal all help individual teachers in implementing the Instructional Guidelines effectively.

Broadly, the Instructional Guidelines require use of a variety of pedagogical strategies, including:

- Explicit Instruction: provides students a traditional form of teaching wherein the teacher presents the lesson and students individually demonstrate their new skills or knowledge.
- Guided and Independent Practice: Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice will be massed immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material.
- Problem Solving: gives students a step-by-step process for determining a solution.
- Inquiry: presents students with a problem or question, around which they formulate and test theories to work towards a solution.
- Project-based Instruction: offers students the opportunity to apply learning to complex problems; students are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products.
- Apprenticeship: students spend part of their time working in the community for local organizations, applying their learning to work alongside professionals.
- Distance Learning: Students may elect to take some specialized coursework on-line, through colleges and universities.

Technology is used as a tool for research, communication, and production. Students will have access to movable laptop carts, banks of computers throughout the school and a computer lab. 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.

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

Curriculum Standards and Materials

Aspire schools use a combination of adopted programs and elements developed in-house to build basic skills, higher-order thinking skills, and life-skills. The curriculum deeply rooted in California state standards, and is intended to be simultaneously rigorous and relevant to students. The curriculum is clearly articulated as a K-12 system and includes language arts, mathematics, science, social science, and Spanish. Other subjects essential to a healthy and balanced life are also covered through classes in visual and performing arts, health and nutrition, and physical education.

Core curriculum materials are chosen by Aspire's Chief Academic Officer through a collaborative process with instructional coaches, teachers and principals. In addition, individual classroom educators are encouraged to use their flexibility and professional discretion to supplement any chosen materials with a variety of texts and materials, depending on the needs of their students.

- Language Arts: To help students develop strong literacy skills, Aspire uses a comprehensive language arts curriculum based on meeting students' personal reading and writing needs through individual and small group instruction using a variety of texts.
- Mathematics: The School uses the College Preparatory Mathematics (CPM) curriculum. This standards-aligned curriculum sets expectations high, uses real life problems to create learning opportunities, and uses information technology extensively.
- Science: The Aspire program examines scientific concepts in thematic units. The units emphasize investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focus on application of the scientific method to everyday life. The content is aligned with the California State Framework. The school will use Holt Rinehart and Winston as its textbook for science, and Foss as an additional resource.
- Social Studies: The social studies content at Aspire is integrated into language arts and is designed to help students make sense of their everyday life in the midst of complex social, economic and political forces. The curriculum helps students become historically literate (including culture, geography, politics, economics, and ethics) and active, informed citizens (including U.S. policy and effective research techniques).
- Visual and Performing Arts: Appreciation and participation in the arts are essential to each student's development. To inspire students, to help ideas come to life by using multiple intelligences, and to ensure cultural literacy, the arts may be integrated into thematic units in each class, in addition to being offered as separate classes. Additional opportunities to develop individual interests and performance opportunities may also be provided through connections within the community and in collaboration with other schools.
- Physical education: Students will be expected to develop their physical abilities and fitness, and the School plans to offer opportunities for league and club sports (both boys and girls), possibly in collaboration with other charter schools. Dependent on budget availability, physical education may also be offered as a separate class, integrated into core classroom thematic units, or offered as a before- or after-school enrichment activity. The School will administer the mandated physical fitness tests.
- Music: Dependent on budget availability, physical education may be offered as a separate class, integrated into core classroom thematic units, or offered as a before- or after-school enrichment activity.
- Technology: Students will be expected to develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. The School will offer student the opportunity to take a community college technology class, and will also integrate technology skill development in core academic classes and as part of exhibitions.
- Health instruction: Health is primarily addressed through science units. The School may also partner with an external agency, such as Peer Health Exchange, to provide health education.
- Life Skills: To be successful in the real world, students need to be able to work effectively together, listen to each other, make good decisions and lead respectfully. Aspire incorporates these "life skills" throughout the curriculum, and explicitly teaches them as part of the Advisory program and/or in AVID class. Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate.
- Study Skills: Students will be expected to learn how to be effective learners, including accessing information, taking notes, conducting research, taking tests, participating in class discussions, and evaluating what they know and need to learn. These skills will be explicitly taught as part of the Advisory program and/or in AVID class.

Curriculum Resources by Subject and Grade

	English	Social Studies	Math	Science
6th Grade	Seedfolks; Odyssey; Book of Greek Mythology; House	Teachers Curriculum Institute: Ancient World,	College Preparatory Mathematics: Foundations	Aspire Science & Technology, Integrated

	on Mango Street; Julius Caesar; WriteSource	History Alive Literature Circle selections on Egypt, India, Greece, Mesopotamia; primary documents	for Algebra Year 1	Science
7th Grade	The Giver; The Canterbury Tales; Literature Circle selections on Medieval Times; WriteSource	Teachers Curriculum Institute: The Medieval World; primary documents	College Preparatory Mathematics: Foundations for Algebra Year 2	Aspire Science & Technology, Integrated Science
8th Grade	Gathering Blue; My Brother Sam is Dead; Famous American Poems; Roll of Thunder, Hear Me Cry; WriteSource	Teachers Curriculum Institute: The United States Through Industrialism, Manifest Destiny Famous American Speeches; primary documents	College Preparatory Mathematics Math 1: Algebra	Aspire Science & Technology, Integrated Science
9th Grade	The Bean Trees; Bless Me Ultima; Master Harold and the Boys; To Kill a Mockingbird; Romeo & Juliet; WriteSource	N/A	College Preparatory Mathematics Math 2: Geometry Discovering Geometry	Holt, Rinehart and Winston Aspire Biology
10th Grade	Fahrenheit 451; Animal Farm; Lord of The Flies; Antigone; All Quiet on the Western Front; Catcher in the Rye; Night; Chronicle of a Death Foretold; WriteSource	World History by Appleby et. al. [Glencoe] ; primary documents	College Preparatory Mathematics Math 3: Algebra II	Holt, Rinehart and Winston Aspire Chemistry
11th Grade	Of Mice and Men, The Crucible, The Great Gatsby, American Poetry, Hamlet, Catcher in the Rye, The Adventures of Huckleberry Finn, Raisin in the Sun, The Joy Luck Club; WriteSource	The American Vision by Appleby et. al. [Glencoe] ; primary documents	College Preparatory Mathematics Math 4: Math Analysis	Aspire Physics
12th Grade	The Metamorphosis; Things Fall Apart; Blood Wedding; Othello; Siddhartha Invisible Man; In the Time of Butterflies; Brave New World; Their Eyes Were Watching God; WriteSource	Economics by McConnell and Brue [McGraw-Hill] We the People (6th ed.) by Patterson [McGraw-Hill] Governing California. (2nd ed.) by Giventer [McGraw-Hill] ; primary docs	Calculus by Anton and Bivens	N/A

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

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

Assessment

Assessment allows the School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments will be used because no single assessment provides sufficient information on students' learning in the three outcomes (basic skills, thinking skills, life skills). Students will be assessed through state and nationally recognized tests (e.g. California High School Exit Exam, California Subject Matter Tests, SAT tests), Aspire-designed benchmark and/or interim assessments (e.g. 3-5 cumulative standards-aligned assessments of standards given periodically during the school year, including math, reading, writing, and science), day-to-day teacher-designed assessments (e.g. quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products including exhibitions.

→ See Appendix for Aspire assessment calendar and sample Benchmark Assessment

Culture of College for Certain

The School intends to establish a school culture in which students expect that they will attend and graduate from college. This culture of “College for Certain” will be cultivated through artifacts, rituals, language and stories. College-related artifacts will be pervasive throughout the school: classrooms will be named after colleges and universities and college banners and other college paraphernalia will adorn the walls. Routines and rituals will be designed to convey the discipline needed to be successful in college. Adults will use academic vocabulary on a daily basis. At Town Halls, success stories – initially by staff and guests, and eventually by alumni – will vividly remind students of what is possible. In AVID, students will learn about college options, as well as develop the habits required to succeed academically. During the middle grades, the focus will be on academic preparation and awareness. In grades 9-10, the focus will shift to building a strong academic foundation and understanding different college choices. By grades 11-12, students will be already taking some college-level coursework through the Early College model, and actively applying for colleges.

Support Systems for All Students

The key elements of our education program (small schools, small class sizes, longer school day and year, Advisory groups, etc.) are designed to meet the needs of all students. In addition, the School is committed to providing a variety of systems to ensure that each individual student receives the support s/he needs to be successful.

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student’s learning style and objectives; all parties may then act based on that understanding. Once each semester during Student-Led Conferences, the teacher, parent and student will discuss the student’s learning strengths and weaknesses, updating the PLP as necessary, 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 students from low socio-economic status to receive the appropriate interventions, if needed, provided by the school through in-school intervention, after-school intervention or specialized classroom instruction. The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow the School to help meet the general education needs of students with disabilities (who may also have Individualized Education Programs (“IEPs”) or 504 plans as required by law), English language learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for Under-Performing Students

The School will have high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the school-determined acceptable level will receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small-group tutoring by classroom teachers; before- or after-school tutoring by non-classroom educators in a one-on-one or in small groups; enrollment 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 students who meet the following criteria:

<u>Assessment</u>	<u>Criteria For Additional Intervention</u>
CST – ELA or Math	Basic, Far Below Basic, Below Basic
California High School Exit Exam	Not passing – including students beyond 12th grade

Parent Recommendation	Any
Teacher Recommendation	Any

Support for Students Achieving Above Grade Level

Students achieving above grade level will have the opportunity to take additional college courses (both during the school year and during the summer) and access internship opportunities commensurate with their skills and abilities. Students in grades 6-8 receive differentiated support through leveled, small group guided reading and guided math instruction.

Support for English Learners

The School is committed to the success of its English Language Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The School will meet all applicable legal requirements for English Learners ("EL"), related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

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

CELDT Testing

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the 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.

Strategies for English Learner Instruction and Intervention

To meet the needs of English Language Learners, Aspire has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English.

Specifically, those strategies include:

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

All teachers will be given professional development in teaching English Language Learners in their appropriate content areas. Additionally, the Sopris West materials for English Language Development, Sopris West Language (a state approved curriculum) will be purchased. The English Language Development Standards have been mapped to Aspire's Instructional Guidelines. This chart below matches the appropriate instructional strategy for the ELD standards.

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

Ongoing Assessment of EL Students

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

Support for Students with Disabilities

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

- California Education Code Section 47642

Overview

The School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

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

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

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

Section 504 of the Rehabilitation Act

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

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

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEIA

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

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

- *Free Appropriate Public Education* – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- *Child Find* – The School will assure that all students with disabilities are identified.
- *Full Educational Opportunity* – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- *Least Restrictive Environment* – The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment.
- *Individualized Education Program* – The School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- *Assessments* – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's IEP goals and progress at the IEP meeting and student-led conferences.
- *Confidentiality and Procedural Safeguards* – The School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- *Personnel Standards* – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the CAHSEE, the California Standards Test, and the CAT 6.

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

The Director of Special Education, the Program Specialist and other team members will work with the EDCOE leadership to provide monthly professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided annual professional development about practices that support the needs of special

education students in the least restrictive environment. To assist the professional development of the professional team at Aspire Public Schools the organization will maintain an annual membership to CARS Plus.

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

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

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

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

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

Governing Law: If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.
- California Education Code Section 47605(b)(5)(A)(ii)

Parents of students in grades 9-12 will receive a letter at the beginning of each school year that describes the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The School's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

The School will seek to earn accreditation by the Western Association of Schools and Colleges (WASC) and to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system. To earn WASC accreditation the School will apply for accreditation in the fall of the School's second year. This is the earliest date that WASC recommends new schools to apply.

By the late winter of the school's second year WASC will send a team to do a one day visit at the School. After their visit (and typically within two months) WASC will notify the School of its status. The School anticipates receiving the highest approval rating for two reasons. First, much of the criteria that WASC seeks are criteria the School must meet in order to be granted a charter. Second, over one third of the schools that apply earn Interim Accreditation (the school has met all criteria and will conduct a self study the following

year to gain full accreditation) and well over half earn Candidacy Status (the school is progressing and promises to meet all criteria and will conduct a self study in two years).

On such a timeline, the School is likely to earn WASC accreditation with Interim Accreditation by the end of its third year and WASC Accreditation with Candidacy Status by the end of its fourth year.

To meet the UC/CSU minimum eligibility the school will offer the fifteen “a-g” required courses.

A. History/Social Science for	2 years
B. English for	4 years
C. Mathematics for	4 years (4 is recommended)
D. Lab Science for	3 years (3 is recommended)
E. Language other than English for	2 years
F. Visual and Performing Arts for	1 year
G. College preparatory electives for	1 year
TOTAL	15 years (equivalent to 15 “units”)

The School intends to apply for UC/CSU course approval in September of its second year. This is the earliest date that the UC/CSU system recommends new schools to apply. The process of teachers submitting drafts, receiving feedback and submitting final course descriptions takes place between September and December of year two. The School anticipates that it will receive notification of course approvals in the fall of year three. The School anticipates course approval for each course for two reasons. First, the UC/CSU system makes models of approvable course descriptions available on their website. Second, the UC/CSU system provides feedback on teachers’ first drafts of their course descriptions so that when teachers submit their final course descriptions they can meet the specific requirements of the UC/CSU system.

Secondary Graduation Requirements

Complete course requirements (See below).

Pass portfolio and exhibition reviews (See below).

Students may fulfill course requirements through coursework at the School, CSUS or through approved on-line coursework or approved coursework at a local community college. Students in grades 8-12 will have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system a-g requirements. When students fulfill the UC/CSU system requirements they will earn the following credits:

Subject	Yrs req'd
a) History/Social Sciences	3
b) English	4
c) Mathematics	4
d) Laboratory Science	4
e) World Languages	2
f) Visual & Performing Art	1
g) College Preparatory Electives	3

More specifically, students at the School will be expected to achieve at the following levels in various subject areas:

- **Social Science:** Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students will be expected to 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.

- Language Arts: Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Examples include oral reports and debates, written letters and essays. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.
- Mathematics: Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.
- Science: Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to 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.
- Spanish/Second Language: Students will be expected to work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students will be expected to work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures.
- Portfolio and Exhibition Requirement: Students will be expected to demonstrate mastery through portfolios (a collection of student work) in the four core subject areas and in selected elective courses. These portfolios will include research papers, scientific experiments, essays and other products of students' inquiries. They may also include tests, teacher or employer/internship evaluations, or other assessments of student work. Students will also be expected to present and defend a number of their portfolios before a panel of judges including teachers and outside assessors.
- Technology: Students will be expected to demonstrate mastery of computer applications in MS Word, Excel and Powerpoint through completion of a college computer class offered on the campus or by challenging the class by examination.
- Other: Students will select various elective courses offered at the school with a focus on completing high school graduation requirements and/or college undergraduate requirements through the approved "dual-credit" system of an Early College High School. Students have the opportunity to pursue a career pathway and college certificate program and/or meeting college undergraduate requirements. During the Personalized Learning Plan meetings, students will work with parents and advisors to select electives that will be engaging, purposeful and educative. Course syllabi will be designed based on assessment of the students' strengths and weaknesses and on the California State Education Standards.

Note that the school's graduation requirements are subject to change based on Aspire Board Policy, and that graduation requirements over the initial years of the charter as program elements are established.

III. MEASURABLE PUPIL OUTCOMES

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

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

Student Outcomes

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

- *Basic Skills:* master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.
- *Thinking Skills:* 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.³

These student exit outcomes are further subdivided into strands and specific standards at different grade and skill levels, based on California state content standards.

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

Methods to Assess Pupil Progress Toward Meeting Outcomes

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

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

Each grade level has specific assessments, projects and targets to measure student achievement and progress towards desired outcomes.

The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Aspire Home Office staff oversees the administration of all applicable state-mandated assessments such as STAR, CELDT and the CAHSEE.

The tools listed in the Exhibit below provide valuable assessment data that informs instruction, the school's program and the needs for professional development.

³ Based on important workplace skills as determined by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), *Learning to Succeed: A Blueprint for High Performance*. April, 1992.

EXHIBIT: TOOLS FOR MEASURING STUDENT OUTCOMES

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal
Language Arts	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (4-8)	2x a year	4th – Level 40 5th - Level 50 6th – Level 60 7th – Level 70 8th – Level 80
		Aspire's standards-based reading assessment (6-12)	3x a year	90% correct
		Aspire's standards-based multiple choice writing assessment (6-12)	3x a year	90% correct
		Aspire's standards-based writing assessment (6-12)	2x a year	3 out of a 4 point rubric
		California Standards Test (6-11)	Once a year	Proficiency
		Report Card	4x a year	3.0 GPA
Math	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	Aspire's standards-based math assessment (6th – Algebra 2)	3x a year	90% correct
		Math Assessment Collaborative problem solving assessment (6th - Geometry)	Once a year	90% correct
		Report card (6-12)	4x a year	3.0 GPA
		California Standards Test (6-11)	Once a year	Proficiency
		CAHSSE (10th Grade)	Until passed	Passing score
Science	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Project-based assessments (see science scope and sequence) (6-12)	One per unit	Mastery based on unit specific rubric/passing score on test
		Report Card	4x a year	3.0 GPA
		California Standards Test (8th Grade, subject specific)	Once a year	Proficiency
Social Science	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	End of Unit Assessments (see Humanities units)	One per unit	Mastery based on unit specific rubric/assessment test
		California Standards Test (6-11)	Once a year	Proficiency
		Report Card	4x a year	3.0 GPA
Life Skills	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Attendance rate	Monthly	95% attendance
		Students participating in co/extra-curricular activities	Annually	95% of the school is involved
		Graduation rate		100% graduation

Assessment Modifications and Accommodations

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

CAHSEE Modifications and Accommodations

Students are entitled to use any accommodations and modifications specified in their IEP or Section 504 plan. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed but may be eligible for a waiver of the CAHSEE requirement.

English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (Education Code Section 60852). During this time, they are still required to take the CAHSEE.

The School will implement AB 347 and Education Code sections 1240, 35186, 37254, 52378, and 52380. If the School receives intensive instruction funds per Education Code section 37254:

All pupils who have not passed one or both parts of the CAHSEE by the end of grade twelve, including students with disabilities, have the opportunity to receive intensive instruction and services as needed based on the results of the diagnostic assessment and prior results on the high school exit examination, for up to two consecutive academic years after the completion of grade twelve or until the pupil has passed both parts of the CAHSEE, whichever comes first.

English learners who have not passed one or both parts of the CAHSEE by the end of grade twelve will receive services to improve English proficiency as needed. (Ed. Code §37254(d)(5).)

The School will employ strategies for intensive instruction and services that are most likely to result in those pupils passing the parts of the CAHSEE that they have not passed such as tutoring, practice tests, computerized assessments, etc. (Ed. Code §37254 (d)(4).)

All pupils who have not passed one or both parts of the CAHSEE by the end of grade twelve are notified in writing at the last known address before the end of each school term of the availability of the services in sufficient time to register for or avail themselves of those

services each term for two consecutive academic years. Students will be notified in writing of their right to file a complaint pursuant to the district's Uniform Complaint Process. This notice will be posted in each school and district office and on the Internet Web site of the school district. Further, the notice must comply with the translation requirements of Section 48985. (Ed. Code §37254 (d)(3).)

School-wide Outcomes and Methods of Measurement

In addition, to measures of individual student progress towards outcomes, the School has school-wide goals for its Academic Performance Index (API), set by Aspire and designed to ensure each school reaches an 8 Similar Schools Ranking in four years. Once this goal is reached, every school sets a target of 800. After this is met, specific goals are created based on the school's data. Additionally, the school has Adequate Yearly Progress goals which meet or exceed the federal and state standards. Overall, the school aims to have every student score Proficient or Advanced Proficient on the California State Test in every subject.

Use and Reporting of Data

Data is collected, analyzed, reported and used regularly, at every level and with many constituents.

Students are informed about their assessment results by the teacher and via regular progress reports and report cards. Individually and by class, they are engaged in the process of looking at their own performance data, setting goals, examining outcomes, and developing action plans in response to the data.

Parents are informed about both their individual student's and the school's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Student Led Conferences conducted twice a year. At this time, they also develop, modify, or review their child's Personalized Learning Plan. At this time they find about the progress of their student in all areas – academic, socially and emotionally. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly report cards. Report card grades for 6-8 students will be either standards-based or in traditional letter grade format. Report card grades for high school courses (9-12) will be in traditional letter grade format. Parents of English Language Learners will also receive mandated communications on reclassification per Title III. Parents of students with IEPs will receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of nondisabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section which are provided to all students.

Educators examine student performance data formally through a process called the Cycle of Inquiry (COI), which entails examining pre- and post-test data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student mastery of standards. Educators usually engage in the COI in subject area teams, using interim assessments are given every two to three weeks based on the standards

in the School's pacing chart. Data are examined in a public way, and instructional strategies for re-teaching are identified and implemented. Student outcome data also informs professional development plans for individual teachers, who may receive personalized coaching or outside training as appropriate. Staff members also receive and analyze school-wide data on student achievement during staff meetings, and use this data to help monitor and improve the School's education program overall.

The principal, collaborating with teachers, instructional coaches, Advisory School Council, and Regional Vice President (principal's supervisor), uses the STAR assessment results to create annual and targeted plans for increased achievement. The entire school takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development. In addition, results from benchmark tests for ELA and Math are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and intervention services for students.

Aspire's Home Office provides extensive data analysis around the California Standards Tests, the CELDT, the CAT6 and the CAHSEE. This analysis informs the School with suggested students to target, strand weaknesses and strengths, classroom growth, progress on the goals of No Child Left Behind and school-wide challenges. The student data is also used to inform professional development for the organization. Every year, Aspire's Director of Evaluation and Assessment does an analysis of the weakest strands on the California Standards Test for each teacher, grade level, school and the whole organization. Regional professional development is directly based on the region's results.

The District will receive formative and summative data on student achievement through School reports and/or presentations to the District's Board of Education, in accordance with the District's standard process for reviewing and evaluating charter school performance. At the District's request, the District Superintendent and two (2) designees may be authorized users of Aspire's student information system.

IV. GOVERNANCE STRUCTURE

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

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

Not-for-profit Public Benefit Corporation

The School will be a directly-funded independent charter school and will be operated by Aspire, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of The Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

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

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

→ See the Appendix for Aspire's Articles of Incorporation.

Board of Directors

Aspire and the School are governed by the Aspire Board of Directors ("Board or Board of Directors"), in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

All Board meetings shall comply with the Brown Act.

The Board abides by an adopted conflicts code which shall comply with the Political Reform Act. The Board complies with the Political Reform Act and Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As required, the Conflicts Code will be submitted to the Alameda County Board of Supervisors for approval.

Board of Directors Membership

The Aspire Board of Directors consists of a maximum of 11 regular members plus one seat for every sponsoring district. As provided by Education Code Section 47604(b), the District Board of Education shall be entitled to one representative on the Aspire Board of Directors.

➔ See the Appendix for a list of current members of Aspire's Board of Directors

Board Duties

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

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Advisory School Council

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to create an Advisory School Council ("ASC"), consisting of parent, community, and school representatives. The School's ASC will participate in developing school policies and assist in engaging the community. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. In addition to the School's Principal, the ASC will consist of representative(s) from each of the following groups: teachers, parents, students, community. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Additional Opportunities for Parent Involvement

The School recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, all Aspire schools feature:

- *School-Family-Student Compact:* To underscore that a mutual commitment is needed to promote academic success, the teacher, parent(s), and student all sign a compact during a three-way conference at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for the success of all students, staff development, and parent satisfaction.
- *Special Saturday classes:* Scheduled at the beginning of the year, these three mandatory half-day sessions allow parents to attend school with their children.
- *Participation in school decision-making:* In addition to roles in the school's parent organization, Aspire includes two parent representatives on the Site Advisory Council and parent participation on the school's Teacher Hiring Committee.
- *Opportunities to evaluate the school and its staff:* Each spring, parents are asked to complete a survey evaluating the School, the principal, and their child's teachers. The survey results are reviewed by the School staff as well as Aspire's Home Office and are a factor in personnel decisions such as merit raises.
- *Regular communication about student learning and behavior:* parents, students and teachers meet at least twice a year during Student-Led Conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.

Naturally, parents will also be encouraged to volunteer, and the School will also provide a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, serving on parent committees, fundraising, and communicating with other parents.

Addressing Parent Concerns and Complaints

The School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the School principal at any time. If the principal is unable to resolve a parent's concern, parents are able to contact the principal's supervisor, Aspire's Regional Vice-President. Alternatively, Aspire has established a formal complaint process to address any community concerns that are not resolved through informal conversations.

→ See Appendix for Aspire's Uniform Complaint Procedures and Community Complaint Form.

Commitment to a Discrimination-free and Harassment-free Education

Aspire and the School are committed to providing a safe, discrimination-free and harassment-free education to its students, and the School shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability,

gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

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

V. HUMAN RESOURCES

Aspire and the School are committed to attracting, selecting, developing, inspiring, and rewarding the best educators and education professionals to serve our students.

Qualifications of School Employees Overall

Governing Law: The qualifications to be met by individuals to be employed by the school.

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

The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to successfully complete a DOJ fingerprinting background check, TB test, and reference checks, to ensure the health and safety of the School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions.

→ See Appendix Va for biographies of Founding Team

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

Principal Qualifications

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

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum, instruction, and assessment
- A record of success developing teachers
- Excellent communication, presentation and interpersonal skills
- Excellent organization, time management and follow-up skills; demonstrated ability to successfully handle multiple activities concurrently
- Strong community-building skills
- Entrepreneurial passion
- Demonstrated P&L responsibility

Required educational level:

Masters in education is highly desirable

Required experience:

5 plus years teaching and administrative experience

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

A.A. degree or equivalent work experience

Required experience:

- 3 plus years in fast-paced administrative support position
- Experience in school front office preferable

Teacher Qualifications

Educators at the School will meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605(l) and the highly qualified requirements of NCLB. As provided in Education Code Section 47605(l), the School maintains flexibility with regard to credentials for teachers in non-core, non-college preparatory courses (e.g. music, physical education, certain electives, etc.). The qualifications of teachers to be employed in the School will be designed to ensure students meet the educational goals outlined in this charter petition.

Required knowledge, skills, and abilities:

- Knowledge of child cognitive development and different learning styles
- Deep knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines
- Ability to analyze and use qualitative and quantitative student academic performance data to guide classroom practice
- Ability and willingness to reflect and improve
- Demonstrated interest in and ability to collaborate with colleagues, parents and community

Minimum educational level:

- Bachelor degree
- Subject-specific Master's degree required for individuals teaching college-level classes

Certification

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

Experience required:

- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Teacher Hiring

The School will use a rigorous multiple-stage approach to selection that includes: a resume screen; interview(s); writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

The School's principal is responsible for making hiring decisions, and receives input from a site Hiring Committee at all stages in the selection process. The Hiring Committee may include:

- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates' paperwork to Aspire.
- *Teachers:* Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their subject area.
- *Parents:* Conduct interview(s) and observe demonstration lessons.

Professional Development

Aspire is committed to the professional development of all of its team members. Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 2 weeks of summer training to become fluent in the Aspire education program. In addition, Aspire conducts two regional training sessions in areas identified as system-wide weaknesses based on the prior year's STAR results. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, and conduct school-based professional

development sessions. Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards.

In accordance with Senate Bill 2042, which requires that teachers in the state of California earn their Professional Clear Credential (CCTC) through on the job mentoring and training, Aspire established its own CCTC-approved Induction Program to help beginning teachers with a Preliminary Credential to earn their Clear Credential. The School's teachers will be eligible to participate in this two-year program, which provides weekly or bi-monthly one-on-one instructional coaching. By the completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction standards in the California Standards for the Teaching Profession (CSTP) framework.

Other site team members are provided periodic formal and topical training sessions as well as real-time day-to-day coaching by functional experts in a variety of areas. In addition, all team members are encouraged to pursue external professional development opportunities in the form of workshops or additional certification. Aspire may cover the cost of this professional development, or may provide financial assistance as part of the benefits package. Varied, accelerated career tracks create further opportunities for professional growth.

As a rapidly growing organization, Aspire can provide a fast career path for individuals with aspirations for professional advancement. Expanded leadership responsibilities for educators can be either in or outside the classroom, including lead teacher, model teacher, coach/trainer, curriculum specialist, dean of students, and other roles.

Staff Evaluation

Aspire is committed to both increasing the academic performance of California's diverse students and developing effective educators. As a result, Aspire's practices related to performance management are a combination and balance of accountability and support. Performance expectations and reviews should be discussed periodically during the year. Performance reviews may be formal or informal, and verbal or written. Examples of such ongoing review can include walkthroughs at school sites, peer review, lesson observations and/or 360 degree feedback. Educators generally receive formal written performance evaluations once every year. The formal evaluation is based on planned and unexpected classroom observations, student growth data, self-evaluation, peer evaluation, parent feedback via a survey, and student feedback via a survey. Office manager evaluation is based on principal observation, self-evaluation and input from Aspire Home Office staff. Principal evaluation is based on school academic growth, self-evaluation, and survey results from parents, students and staff.

➔ See Appendix for Educator Evaluation Rubric, Principal Evaluation Rubric and Office Manager Evaluation Rubric

Compensation

Aspire provides educators and other staff with a base salary that is competitive with local school districts, based on experience and expertise. Pay increases are not based on a step-

and-column schedule, but instead based on multiple measures of performance, including student growth, parent/student satisfaction, and principal evaluation.

Retirement Benefits

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

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

All employees of the School who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified non-certified staff) shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. Aspire's Home Office will work with the Alameda County Office of Education to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system. Aspire will make all employer contributions as required by STRS, PERS and the federal social security. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

In addition, all Aspire employees are also eligible to contribute to an optional 403(b).

Employee Representation

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

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

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

District Employee Return Rights

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

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

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 by or as nonprofit public benefit corporations under Education Code section 47604. The School shall have no right to bind the District in any manner with respect to re-hiring of former District employees.

Health and Safety Procedures

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

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

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

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

Procedures for Background Checks

Employees and contractors of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal and Aspire Human Resources department shall monitor compliance with this policy. Individuals who will volunteer at the School outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District.

TB Testing

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

Immunizations

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

Medication in School

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

Vision, Hearing, Scoliosis

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

Blood-borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The School has a written

infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

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

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

Facility Safety

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

Comprehensive Anti-Harassment Policies and Procedures

The School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the School Anti-harassment policy.

Comprehensive School Safety Plan

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

➔ Sec Appendix for Comprehensive School Safety Plan

Dispute Resolution Procedures

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

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

Aspire is committed to working with the District in a spirit of cooperation and collaboration to serve students. Matters unable to be resolved by the District Superintendent or designee and Aspire’s Chief Executive Officer or designee 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.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

Student Admissions Policies and Procedure

Governing Law: Admission requirements, if applicable.

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

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

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

Admission to the School shall not be determined according to the student's place of residence or that of his or her parent or guardian, within the state of California, except as provided below.

Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

Enrollment Priorities

Priorities for student enrollment are as follows:

1. Currently enrolled students who are re-enrolling
2. Children of employees
3. Siblings of current students within the School
4. All other students in the state of California.

If the number of student applicants exceeds the School's capacity, public, random lotteries will be held, in order of preference, to determine which students are admitted to fill the available capacity. Based on the lottery (or lotteries), a wait list will be kept at the School. As openings become available, opportunities to enroll will be given to those in order of the wait list.

The School's enrollment policy, priorities, and procedures are based on both Aspire's policies and any agreements made between Aspire and the district, and thus may be subject to change.

High School Enrollment

When enrolling in grade 9, students will be required to provide information about their eight grade course of study. Students who have not satisfactorily completed Algebra may be required to attend summer school and complete Algebra prior to entering the school.

When enrolling in grades 10 and above, students will be required to provide a copy of their transcript for the purposes of determining grade placement and course scheduling. Because of Aspire's rigorous graduation requirements, the likely graduation timeline for some students entering at grade 10 or above may be different from the graduation timeline at their previous school. In those cases, the student and parent/guardian may have to complete an enrollment agreement which stipulates the length of time to graduation and the required course of study for the student.

Non-Discrimination

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

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

The School will conduct a variety of outreach activities to attract an applicant pool that broadly reflects the racial and ethnic balance of the District and community in which the School is located. These strategies may include:

- Establishing enrollment timeline and process that allow for a broad-based recruiting and application process
- Creating and distributing enrollment brochures and forms in various languages
- Meetings with and presenting to local neighborhood groups, community organizations, churches, and youth service organizations
- Holding open houses and hosting scheduled tours for interested parents
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores, buying ad space on buses or in the newspaper, and sending information via direct mail

Public School Attendance Alternatives

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

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

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

Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled.

The procedures for suspension and expulsion of the School's students comply with the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The School will notify the District of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

→ See Appendix for Aspire's Suspension and Expulsion Policy and Procedures.

Due Process for Students with Disabilities

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

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

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

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

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

- (1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- (2) The parent of the child requested a special education evaluation and assessment;
- (3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior

VII. REPORTING AND ACCOUNTABILITY

Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

- California Education Code Section 47605(g).

At full enrollment, the School will breakeven based on state and federal per-pupil funds, without the need for additional grant monies.

Sources of Funds

The vast majority of funds for the School's operations come from the State of California and local in-lieu property taxes, in the form of a per-student standard allocation ("Revenue Limit Per Average Daily Attendance," or "ADA"). The School will also receive additional monies ("categorical funds") for special populations and specific programs. In addition, the School expects to receive some one-time philanthropic funds to cover one-time start-up costs. Aspire has also used debt to finance the cost of renovating the facility at 8030 Atherton, and expects to use the state-sponsored Proposition 1D source of financing to cover the purchase and renovation costs for the 66th Avenue location.

Uses of Funds

Annually, most of the School's funds will go towards on personnel and facilities (including rent or debt service, utilities and maintenance). The School also anticipates spending about 5% of its budget on other direct program costs (e.g. classroom supplies). Private and federal grant funds for one-time start-up costs will be used for items such as furniture, computer equipment, textbooks, and teacher training.

➔ Please see Appendix for the School's Projected first-year budget (including startup costs) and cash flow and financial projections for the first three years of operation. These documents are based upon the best data available to the petitioners at the date of submission of the charter.

Financial Reporting

By April 15 of each calendar year, the School will provide a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions.

Insurance

Aspire shall acquire, maintain and finance general liability, workers compensation, and other necessary insurance for the School of the types and in the amounts required for an enterprise of similar purpose and circumstance.

The School shall provide evidence of the above insurance coverage to the District no later than sixty days prior to operation or an earlier agreed upon date by the District and the Charter School.

Administrative Services

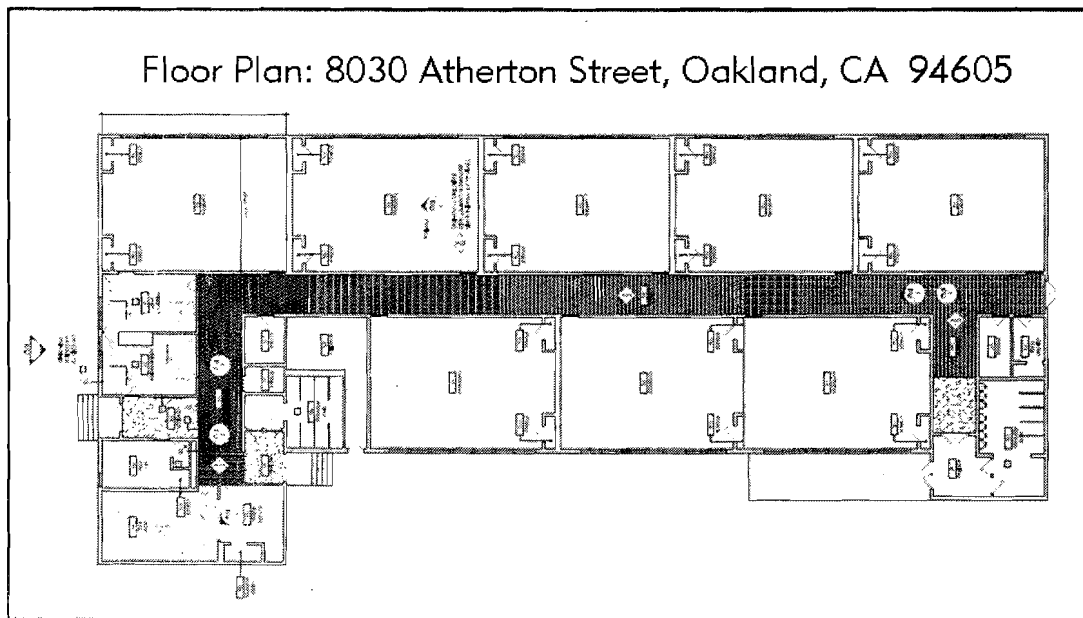
Governing Law: The manner in which administrative services of the school are to be provided.
- California Education Code Section 47605(g).

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

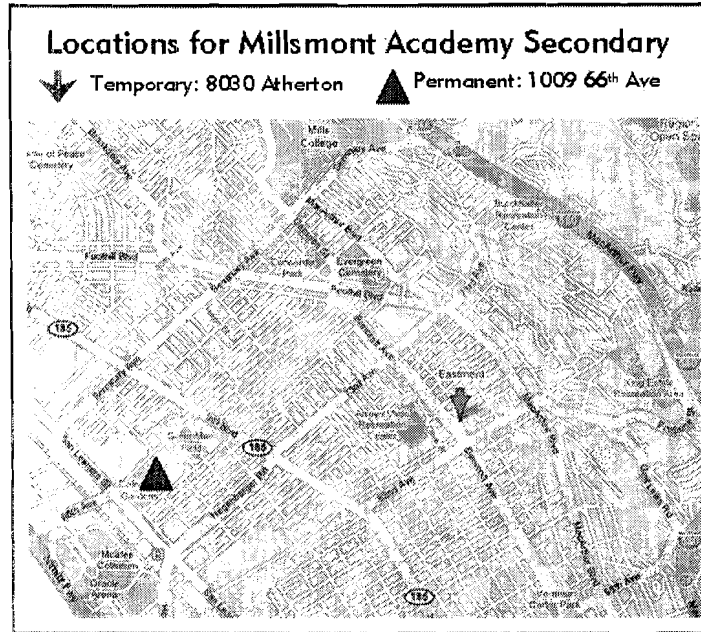
Facilities

Governing Law: A description of the facilities to be utilized by the school.
- California Education Code Section 47605(g)

School will be located at 8030 Atherton Street, Oakland, CA 94605. The facility, located in East Oakland, was previously used as a parochial school and is leased from the Catholic Diocese of Oakland. The building is about 18,000 square feet, and includes 9 classroom spaces, offices, conference rooms and a multi-purpose room; the lot is about 2 acres with parking shared with the St. Benedict’s church. Aspire has already renovated the facility, including lights, electrical, painting and landscaping.



Aspire is currently pursuing Proposition ID funding for the purpose of purchasing and renovating or constructing a larger, more suitable facility, which is planned to be located at 1099 66th Avenue, Oakland CA 94605.



The School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The facilities shall meet the requirements of the Americans with Disabilities Act and shall be approved by the local/state fire marshal for the intended use. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Independent Fiscal Audit

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

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

An annual independent fiscal audit of the books and records of the School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Chief Operating Officer of Aspire will select an independent auditor and Chief Financial Officer will be responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Financial Committee of the Aspire Board of Directors will review any audit exceptions or deficiencies and report to the Aspire Board of Directors with recommendations on how to resolve them. Aspire will submit a report to the District proposing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes between the District and the School regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section V of this Charter. However, Aspire recognizes that all audit exceptions and deficiencies must be resolved to the satisfaction of the District.

The independent fiscal audit of the School is public record to be provided to the public upon request.

Direct Funding

Aspire will receive funding pursuant to Education Code Section Chapter 6 of the Charter Schools Act beginning with Education Code Section 47630 and its successors and will opt to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the school that flow through the District shall be forwarded to Aspire in a timely fashion. During the term of this charter petition, Aspire and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

District Fee for Oversight

The District shall provide and/or perform the supervisory oversight tasks and duties specified in Education Code Section 47604.32 for a fee that will not exceed that allowed by Education Code Section 47613.

District Services

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

Public Records

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

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

Closure Procedures

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

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

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

Documentation of Closure Action

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

Notifications

The School shall send notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorization entity), the special education local plan area in which the school participates, 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, providing at least the following:

- School name, charter number, and CDS code;
- Date of closure action.
- The effective date of the closure (if different);
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The pupils' school districts of residence; and
- The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The School shall provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity assigned to conduct closure-related activities.

Notification to Parents and Students

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

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

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 responsible entity for closure who will facilitate transfer to the school or district to which the student will transfer when notified. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232(g). The School will assist parents in the transfer of their students to other appropriate schools. In the event that the responsible entity is unable to transfer student records to the new schools / districts, for any reason, the responsible entity will maintain them in a safe and secure location and will provide authorized District employees with access to these records. The responsible entity will maintain all school records, including financial and attendance records, for a reasonable period after the School closure, as required by law.

Financial Close-Out

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

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

Dissolution of Assets

Upon completion of the final audit, Aspire will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the School. To the extent feasible, any assets of the School will be liquidated to pay off any outstanding liabilities and any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. Aspire will return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. This plan will be forwarded to the District as soon as possible. Aspire shall utilize the Schools' reserve funds and any assets after liabilities to pay for any close out costs.

If Aspire is not operating and does not plan to continue operating this School or any other schools, the corporation will be dissolved in accordance with the California Corporations Code procedures for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Aspire net assets will be transferred according to its Articles of Incorporation.

VIII. IMPACT ON CHARTER AUTHORIZER

*Governing Law: Potential civil liability effects, if any, upon the school and upon the school district.
- California Education Code Section 47605(g).*

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

Further, Charter School and District shall enter into a memorandum of understanding, wherein Charter School shall indemnify District for the actions of the Charter School under this charter.

The corporate bylaws of Charter School shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and Charter School's insurance company for schools of similar size, location, and student population. District shall be named an additional insured on the general liability insurance of Charter School

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

Aspire will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

IX. MISCELLANEOUS CHARTER-RELATED ISSUES

Term of Charter Petition

Governing Law: A charter may be granted pursuant to Sections 7605... for a period not to exceed five years. A charter granted by a school district governing board... may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

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

The School's Charter shall begin on July 1, 2008 and expire five years thereafter. Any material revisions to School's Charter shall be made by the mutual agreement of the governing board of Aspire and the SUSD in accordance with Education Code Section 47607. Aspire may present a petition to renew or materially revise the Charter at any time, and SUSD agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Section 47605 or its successors.

NOTE: Renewal petition will be submitted within the last 270 days before charter expiration.

Interpreting the Charter

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

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

Changes in the law or the administration related to charter schools occur from time to time. Aspire shall fully comply with all such legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code §47607(a)(1), or as may be amended. These administrative amendments not requiring approval include, but are not limited to, changes in the law or the administration of STRS, PERS and/or the federal social security systems.

Revoking the Charter

Governing Law: A charter may be revoked by the authority that granted the charter under this chapter if the authority finds through a showing of substantial evidence 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.

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

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 remedy 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(d)

Aspire and the District agree to act in good faith to notify the School in writing of any violation that may result in the revocation of the Charter and, if the District Board does not determine in writing that the violation does not constitute a severe and imminent threat to the health or safety of the pupils, the District shall provide a reasonable opportunity to remedy such a violation. In such a situation, Aspire and District shall follow the laws and procedures in the California Education Code. Aspire reserves all appeal rights provided under Education Code Section 47607(c) - (k). All relevant timeframes include the parameters set forth by AB 2030.

AFFIRMATIONS/ASSURANCES

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

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

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

Lead Petitioner, Gloria Lee

Date:

APPENDIX:**MILLSMONT ACADEMY SECONDARY CHARTER PETITION**

Ia	Aspire's Results to Date
IIa	Humanities Instructional Guidelines Table of Contents
IIb	Sample Pacing Guide
IIc	Sample Essential Vocabulary
IId	Sample Book List
IIE	Description of AVID
IIf	Aspire Assessment Calendar
IIg	Sample Benchmark Assessment
IIh	Map: ELD Standards with Aspire Instructional Guidelines
IVa	Aspire Public Schools Articles of Incorporation.
IVb	Aspire Board of Directors
IVc	Uniform Complaint Procedures and Community Complaint Form
IVd	Anti-Discrimination/Anti-Harassment Policy and Complaint Procedure
Va	Biographies for Founding Team
Vb	Principal Evaluation Rubric
Vc	Office Manager Evaluation Rubric
Vd	Educator Evaluation Rubric
Ve	School Safety Plan
VIa	Suspension and Expulsion Administrative Regulations
VIIa	Pro Forma first-year budget
VIIb	Pro Forma cash flow and financial projections

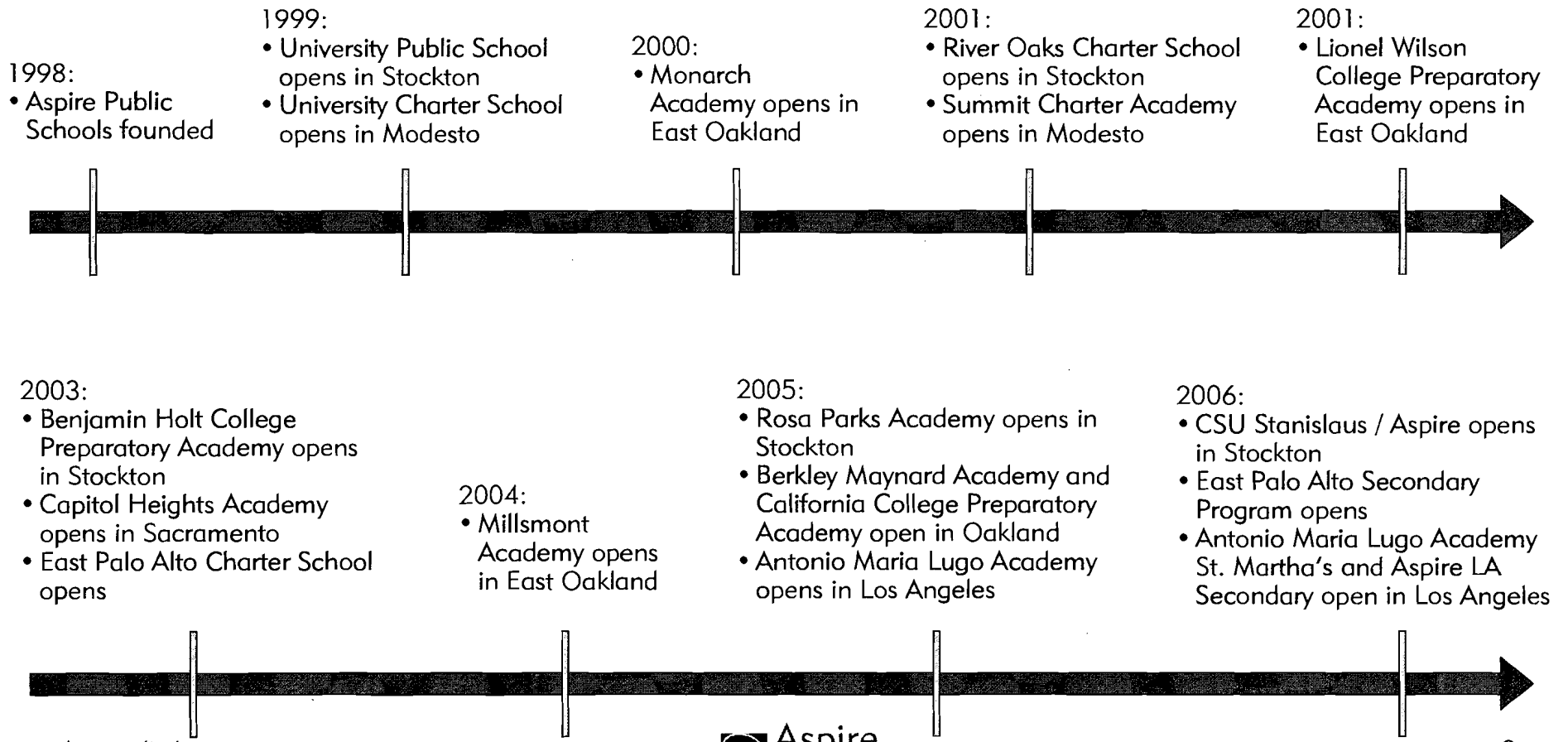


Aspire
PUBLIC SCHOOLS

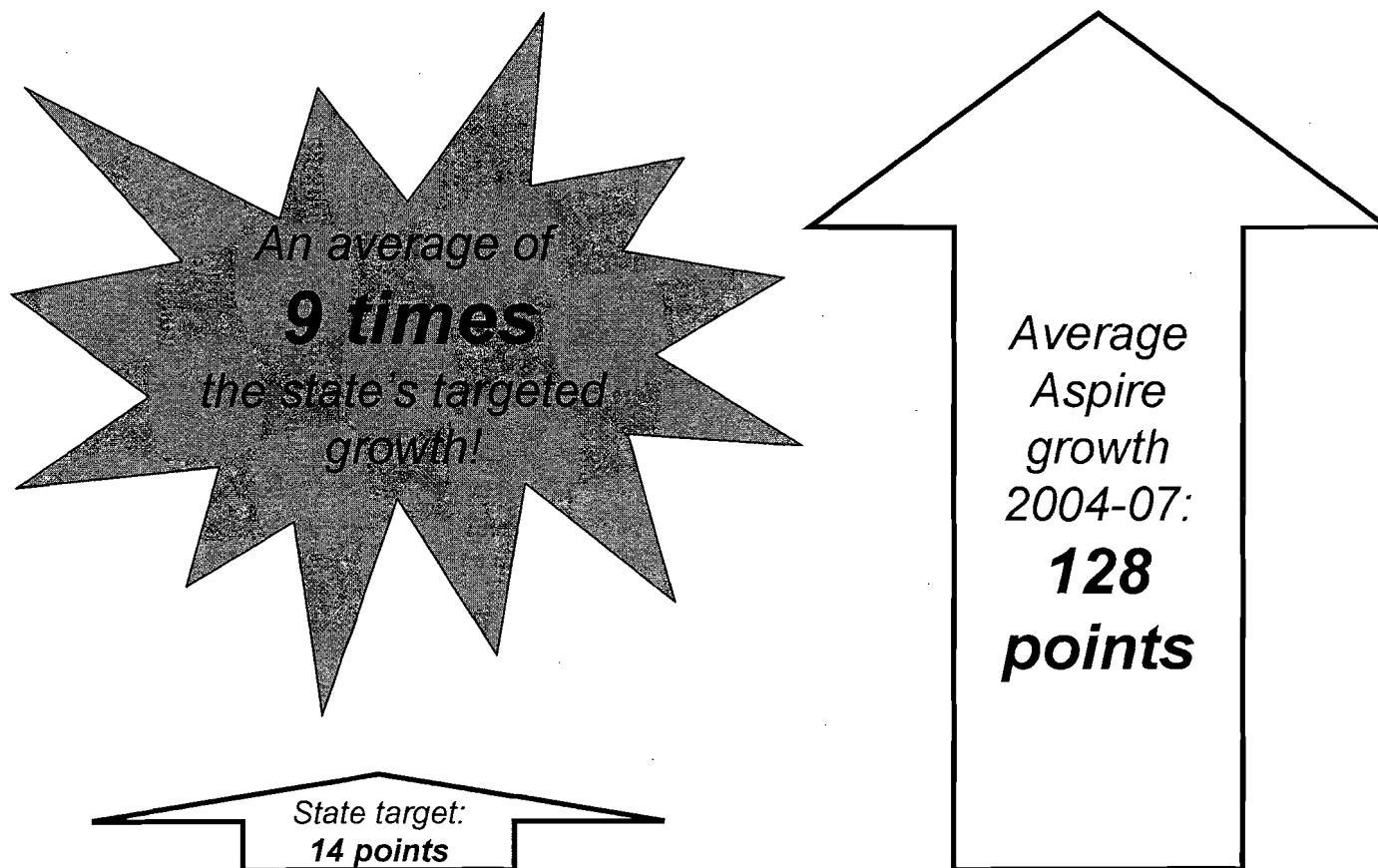
Millsmont Academy Secondary
Charter Petition Appendix Ia
Aspire Results

Aspire has grown steadily over the past 8 years.

Timeline of growth:

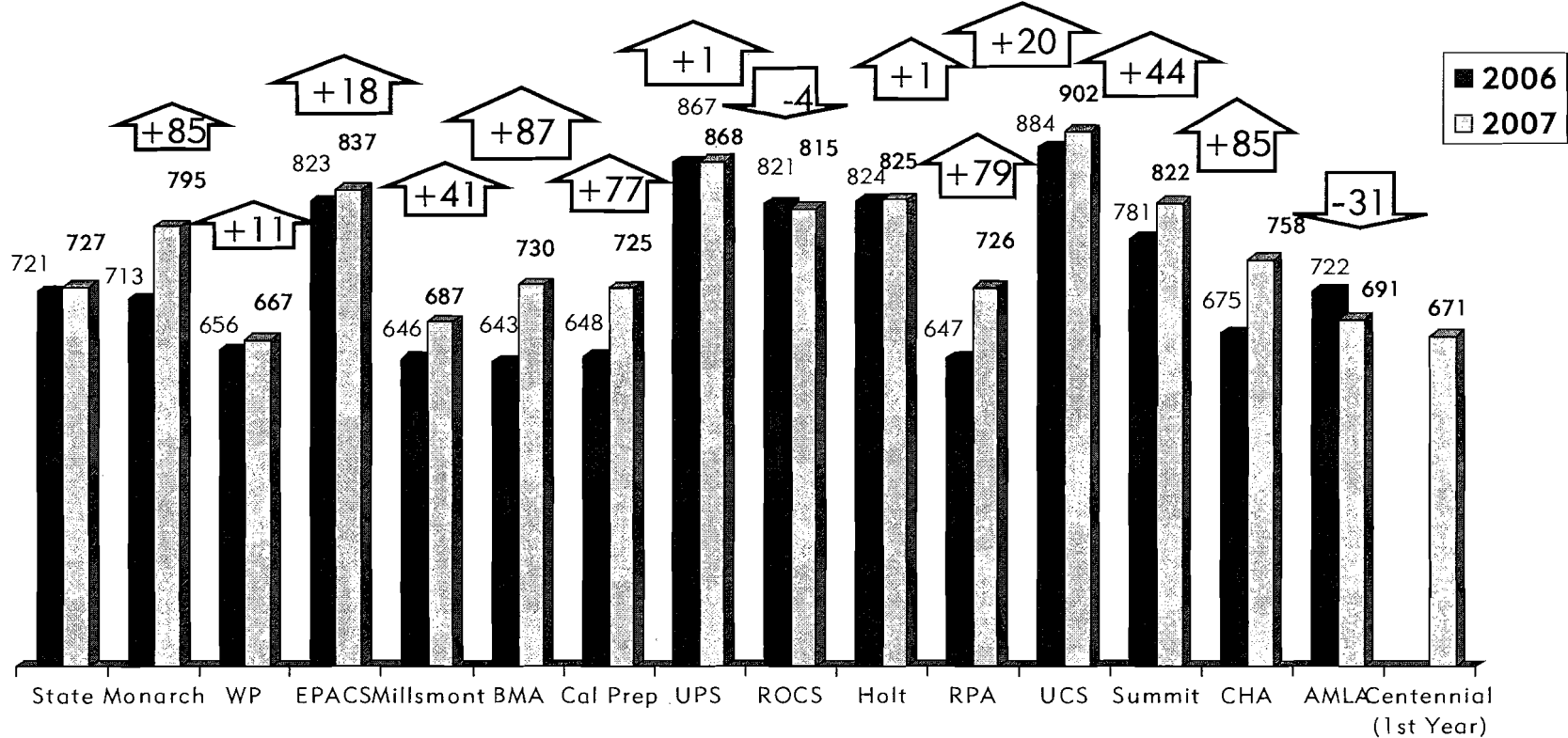


In the 3 year period from 2004-2007, Aspire schools grew 128 points on average, 9 times the state's targets and 4 times the statewide growth.



Most recently, all but 2 Aspire school's showed API growth between 2006 and 2007.

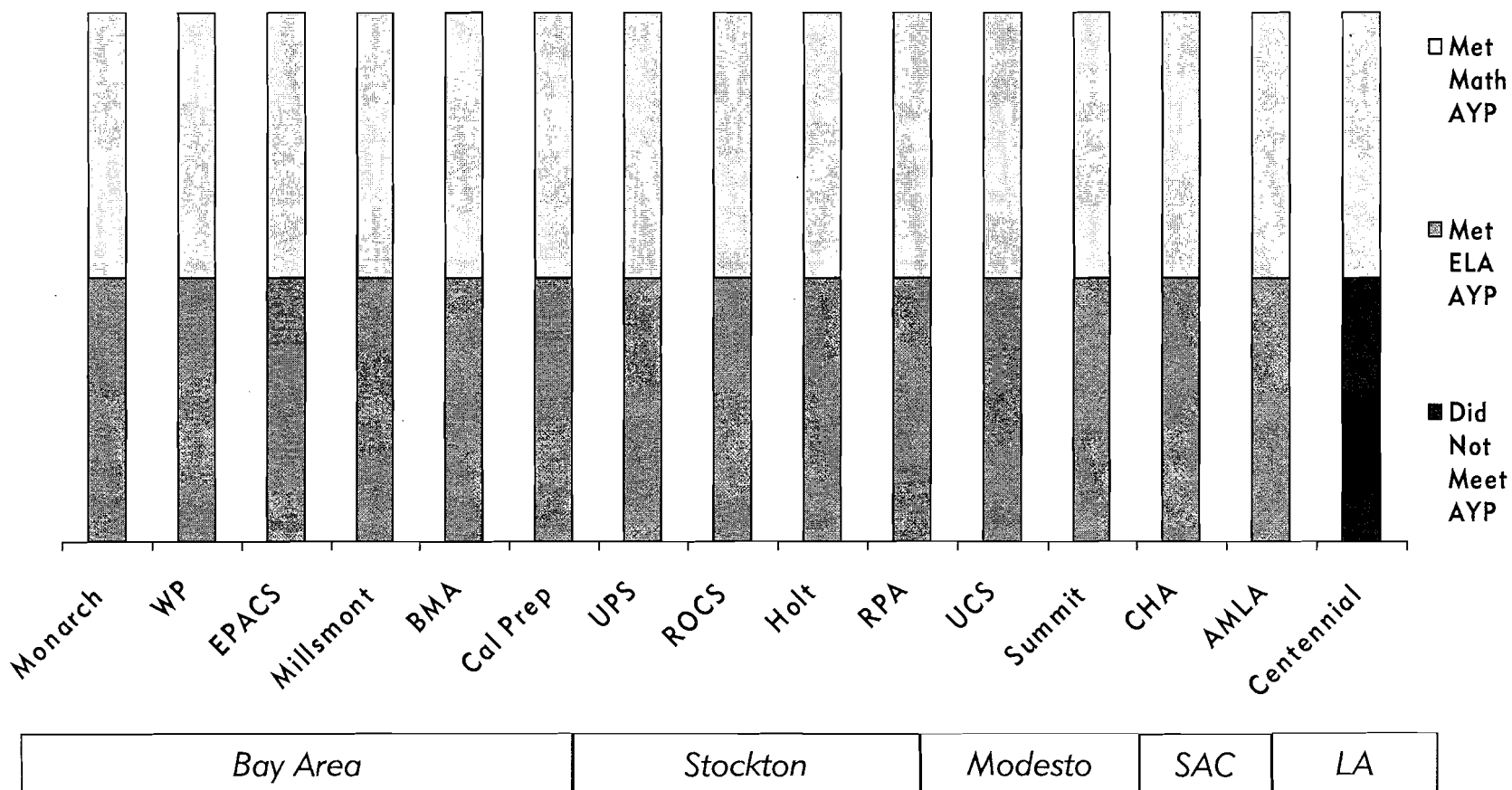
API Growth - 2006 to 2007



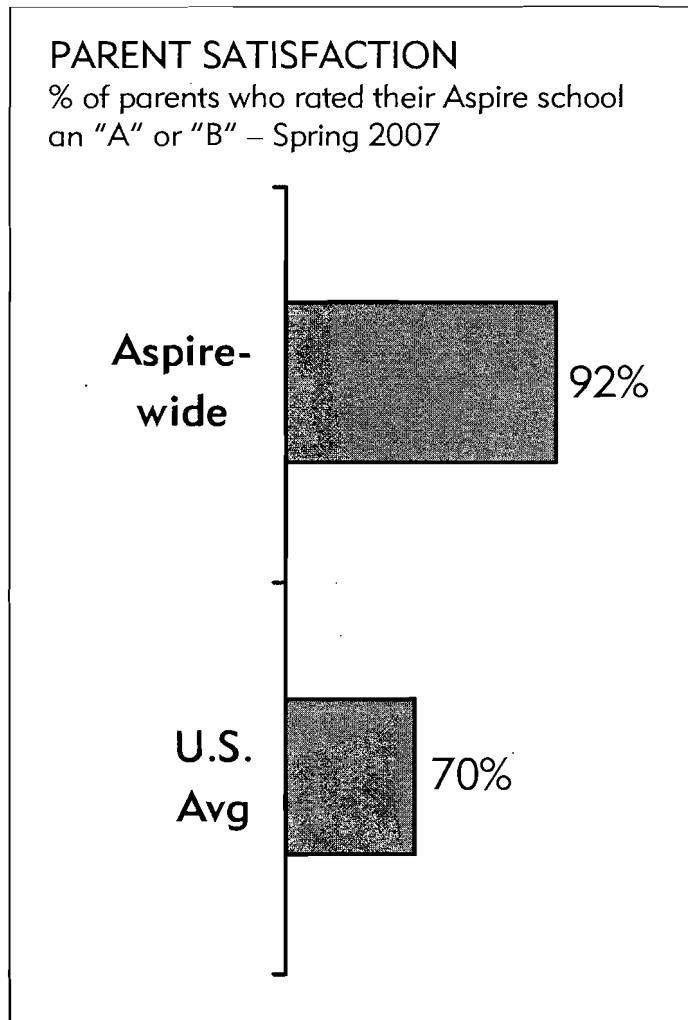
Bay Area	Stockton	Modesto	Sac	LA
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And, all but 1 of Aspire's schools exceeded their AYP targets schoolwide and for each of their numerically significant subgroups on the ELA and Math CSTs in 2007.

Aspire's 2007 ELA and Math CST Results



Parents continue to be highly satisfied; 92% of parents rate their Aspire school an "A" or "B" and in Spring 2006, Aspire had enough students on its waitlists to fill 10 more schools!

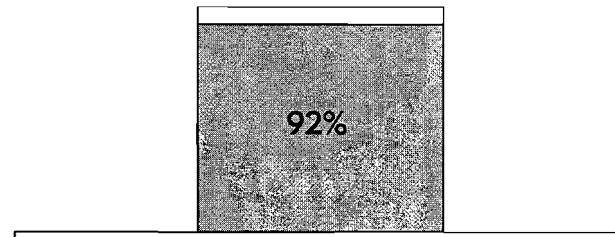


"The academic curriculum is wonderful. The teachers seem passionate about their job and happy to be a part of a great program! The student body is small. My children feel safe."

"I really like that the teachers and even the principal get to really know the children and interact with them on a personal level."

"Everything about this school is perfect. I wish my older children had the opportunity to go here."

Wait list as % of capacity
June 2006



In our first three graduating classes of seniors, 96% were accepted to 4-year colleges...which means that Aspire has helped 107 urban students beat the odds!

Classes of 2007:
96% 4-year
college
acceptance rate

Colleges include: Chico State, Columbia, Fresno State, Grambling, Mills College, National Hispanic University, Oregon State, San Jose State, Sac State, UC Berkeley, UC Santa Cruz, USF, USD and Wellesley



In the process, Aspire has become a role model for dozens of emerging charter organizations across the country, an influence on policy makers and districts, and a recipient of several national awards for innovation and leadership.

- Awarded the Fast Company-Monitor Group Social Capitalist Award in 2004, 2005, 2007 and 2008
- Advisor to policy organizations, including: California Charter Schools Association, EdVoice, California Commission on Special Education, National Association of Charter School Authorizers, and others.
- CEO Don Shalvey awarded the James Irvine Leadership Award in 2006



the James Irvine foundation

APPENDIX IIA: HUMANITIES INSTRUCTIONAL GUIDELINES 6-12

HUMANITIES OVERVIEW

PHILOSOPHY
CURRICULUM
ASSESSMENTS

CYCLE OF INQUIRY

TEACHING PRACTICES AND TECHNIQUES

SAMPLE TEACHING MODEL
READING WORKSHOP IN HUMANITIES

MINILESSONS

READ ALOUD

Shared Reading

Guided Reading

Literature Circles/Book Clubs

Reciprocal Teaching

Independent Reading

Response to Text Activities

Shared Inquiry

WRITING WORKSHOP IN HUMANITIES

Minilessons

Independent Writing

Research Investigations

Guided Writing

Interactive Writing

Grammar/DOL

Spelling/Word Work/Vocabulary

COOPERATIVE LEARNING IN HUMANITIES

STUDY GROUPS IN HUMANITIES

DISCUSSIONS IN HUMANITIES

PROJECT BASED LEARNING

INTERDISCIPLINARY PROJECTS

EXPERIENTIAL LEARNING

EXHIBITIONS OF LEARNING

PROJECT BASED LEARNING

BACKWARDS MAPPING

APPENDIX

Aspire Lesson Plan Template
WHERE template

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

NOTE:

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

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

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

WEEKS: 1-6

California State Standards:

- **Word Analysis, Fluency, and Systematic Vocabulary Development**

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

- **Literary Response and Analysis**

- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

- **Writing Applications**

- 2.1 Write biographical or autobiographical narratives or short stories:
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

- **Written and Oral English Language Conventions**

- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

- **Listening and Speaking Strategies**

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 2.1 Deliver narrative presentations:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - d. Pace the presentation of actions to accommodate time or mood changes.

- **History**

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

- **Historical and Social Sciences Analysis Skills**

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Unit Name/Organizing Theme/Essential Question:

Fahrenheit 451, Animal Farm, Moral and Ethical Principles,
Narrative Writing, 6 traits, start Revolutions

WEEK	STRAND	STANDARD(S)	LEARNING OBJECTIVE Key concepts, skills, ideas that can be measured	EVIDENCE OF LEARNING Assessments linked to L.O. e.g., Labs, Projects, Essays, Reports, Exams, Edusoft Benchmarks, SLS, Journals, POW/POM	MATERIALS Texts, Visual Aids (posters), Manipulatives, Artifacts (the materials and activities used in classroom with students)	INSTRUCTION & MODELING See Instructional Guidelines (e.g. Guided Math or SLS or Guided Reading or Writers' Workshop)
<p>Week One – Reading Focus</p> <p>What is Identity? How is it represented?</p>	<p>Literary Response and Analysis</p> <p>Listening and Speaking Strategies</p> <p>History 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p>Chronological and Spatial Thinking</p> <p>Historical</p>	<p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</p> <p>CSP 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an</p>		<p>Reading quizzes on Fahrenheit</p> <p>Identity charts for characters</p> <p>Reading Survey</p> <p>Mini Edusoft quiz</p> <p>Discussion skills activity using historical content</p> <p>Graphic organizer on characterization</p> <p>Writing activity: tell a story about a party breaking up from 2 different perspectives – affect tone, plot and credibility of the text</p> <p>Venn diagram: Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual</p>	<p>Fahrenheit 451</p> <p>Short stories to teach characterization</p> <p>Standards, map and syllabi posted</p> <p>Library is organized by genre. Posters show how to pick out a book and guidelines for Independent Reading</p> <p>Poster reminding students of guidelines for homework</p>	<p>Management Rules, Routines</p> <p>Independent Reading</p> <p>Aspire Writing Assessment</p> <p>Word Work: law, reason, faith</p> <p>Minilesson: What is characterization? How is it determined?</p> <p>Minilesson: How does voice, person and narrator affect a text?</p> <p>Minilesson: Making good book choices (from Guiding Readers and Writers)</p> <p>Minilesson: Keeping a record of your reading using your reading strategies (partially from Guiding Readers and Writers)</p>

	Interpretation	analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. HI 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.				Minilesson: How to read and complete a Venn diagram Introduce IR expectations. Model Status of the Class Model and introduce note-taking procedure Model think-pair-share
Week Two – Reading Focus What does it mean to analyze text? What's "the message" of Farenheit? How do we know?	Word Analysis, Fluency, and Systematic Vocabulary Development Literary Response and Analysis Listening and Speaking Strategies History 10.1. Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the	1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo). 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. 10.1.2 Trace the development of the Western		Reading quizzes on Farenheit Small group discussion roles activity on Farenheit Pre-writing activity on chosen narrative topic Flow chart activity on development of Western Political Ideas Discussion using textual evidence on character motivation	Farenheit 451 Excerpts form Plato's Republic and Aristotle's Poetics Short stories (or excerpts) with good examples of characterization Guidelines for group work posted in room Guidelines for class discussions posted	Literature Circles Introduce and model word work Word work: tyranny Minilesson: what are different ways in which characters interact and how do you determine the significance of those interactions? Minilesson: Identifying internal and external conflicts in literature Minilesson: Writing strong and convincing dialogue Minilesson: How to buzz with each other (Guiding Readers and Writers)

	<p>development of Western political thought.</p> <p>Chronological and Spatial Thinking</p> <p>Historical Interpretation</p>	<p>political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>.</p> <p>CSP 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p> <p>HI 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p>				<p>Minilesson: Guidelines for Reading Workshop</p> <p>Minilesson: Thinking and talking about your reading (Guiding Readers and Writers)</p> <p>Minilesson: Checking your understanding as you read (Guiding Readers and Writers, Reading Strategies)</p>
<p>Week Three – Drafting Papers Focus</p> <p>How do you tell a great story? What are the elements of a great story?</p>	<p>Literary Response and Analysis</p> <p>Writing Applications</p> <p>Listening and Speaking Strategies</p> <p>History 10.1 Students relate the moral and ethical</p>	<p>2.1 Write biographical or autobiographical narratives or short stories:</p> <p>a. Relate a sequence of events and communicate the significance of the events to the audience.</p> <p>b. Locate scenes and incidents in specific places.</p> <p>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior</p>		<p>Reading quizzes on Animal Farm</p> <p>Sequence charts for Animal Farm</p> <p>Sensory paragraph on setting of narrative essay</p> <p>Small group discussion roles activity on Animal Farm</p> <p>Activity sequencing events from a story</p>	<p>Animal Farm</p> <p>Short stories (if possible) a copy of South Africa's new constitution</p> <p>Copy of the US Constitution</p>	<p>Literature Circles</p> <p>Word work: sequence, pacing</p> <p>Minilesson: What is a setting and how can you make it come alive for the reader?</p> <p>Minilesson: How do you determine a sequence of events?</p> <p>Minilesson: Effective methods for sequencing</p>

	<p>principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p>Chronological and Spatial Thinking 3</p> <p>Historical Interpretation 1</p>	<p>monologue to depict the characters' feelings.</p> <p>d. Pace the presentation of actions to accommodate changes in time and mood.</p> <p>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p> <p>3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p> <p>10.1.3 Consider the influence of the U.S. Constitution on political systems in the contemporary world.</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>CSP 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>		<p>"Re-pacing" a story activity</p> <p>Identifying flashbacks and foreshadowing in a story</p> <p>Activity: understanding the Constitution's influence on other political systems</p>		<p>Minilesson: Incorporating sensory details into your writing</p> <p>Minilesson: What is narrative pacing? How does it work?</p> <p>Minilesson: Foreshadowing and Flashbacks – messing with chronology</p> <p>Minilesson: Guidelines for Writing Workshop</p>
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		<p>HI 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p>				
<p>Week Four – Revising Papers Focus</p> <p>How do writers use literary devices for effect?</p> <p>What’s “the message” in <i>Animal Farm</i>, and how is it conveyed?</p> <p>What does “leadership” look like?</p>	<p>Word Analysis</p> <p>Literary Response and Analysis</p> <p>History 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> <p>Historical Interpretation</p>	<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p> <p>HI 1. Students show the connections, causal and otherwise, between particular historical events</p>		<p>Reading Quizzes on <i>Animal Farm</i></p> <p>Revision Planning form</p> <p>Small group discussion roles activity on <i>Animal Farm</i></p> <p>Vocabulary work on literal vs. figurative, denotative vs. connotative – identifying each in excerpts</p> <p>Activity identifying literary devices</p> <p>Short writing activity on inserting literary devices into your narrative essay</p> <p>Graphic organizer on major ideas of philosophers</p> <p>Jigsaw activity comparing/contrasting effects of major philosophers on democratic revolutions</p> <p>Short written bio on philosopher</p>	<p><i>Animal Farm</i></p> <p>Poetry to teach literary devices</p>	<p>Literature Circles</p> <p>Word work on key vocabulary in <i>Animal Farm</i>, revolution, leadership</p> <p>Minilesson: What’s the difference between denotative and connotative language?</p> <p>Minilesson: What’s the difference between literal and figurative language?</p> <p>Minilesson: What’s figurative language and what’s it used for?</p> <p>Minilesson: What is symbolism and what’s it used for?</p>

		and larger social, economic, and political trends and developments. HI 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.				
<p>Week Five -- Editing Papers focus</p> <p>What's the difference between editing and revision?</p> <p>What's good editing?</p> <p>How can foundational documents share principles?</p>	<p>Literary Response and Analysis</p> <p>Written and Oral Language Conventions</p> <p>History 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p>	<p>3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>10.2.2 List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p> <p>HI 1. Students show the connections, causal and otherwise, between particular historical events</p>		<p>Animal Farm reading quizzes</p> <p>Small group discussion roles activity on Animal Farm</p> <p>Peer Editing form</p> <p>Formatting quiz</p> <p>Synthesis activity on principles inherent in the major documents</p> <p>Venn diagram on shared principles among the major documents</p> <p>Finding ambiguities and subtleties in Animal Farm</p> <p>Activity on converting ambiguities to subtleties</p> <p>Finding contradictions and incongruities in writing</p>	Animal Farm	<p>Literature Circles</p> <p>Word work: ambiguity, incongruity, principle, declaration</p> <p>DOL on commonly made grammar errors with independent practice on own essay</p> <p>Minilesson: What's the difference between revision and editing?</p> <p>Minilesson: What is appropriate formatting for major essays?</p> <p>Minilesson: How can I quit making the same grammar and spelling errors over and over again?</p> <p>Minilesson: What's the difference between ambiguity and subtlety? In literature? In your own writing?</p> <p>Minilesson: How to</p>

	Historical Interpretation	and larger social, economic, and political trends and developments. HI 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.				close-read primary source documents Minilesson: What's the difference between contradiction and incongruity? In literature? In your writing? Minilesson: Understanding irony
Week Six – Listening and Speaking focus How do you use speaking strategies when telling a story?	Literary Response and Analysis Speaking Applications History 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. 2.1 Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. d. Pace the presentation of actions to accommodate time or mood changes. 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and		Narrative Essay Due Self-assessment of narrative essay Animal Farm and Farenheit exam – essay and short answer Oral presentations of one scene from essays Grows and Glows: analyzing oral presentations (pacing) activity Small group discussion roles activity on Animal Farm Timeline/flowchart of political changes in France as a result of the French Revolution Fishbowl discussion: How did the selection of genre in Farenheit (sci fi) and Animal Farm (allegory)	Animal Farm and Farenheit	Literature Circles Word Work: ideology, allegory Minilesson: How to discuss ideas using books in a fishbowl format Minilesson: How to self-assess one's own writing Minilesson: What is standard English? Why is it important in writing? Minilesson: Understanding paragraph structure

		<p>sentence structure, diction, and syntax.</p> <p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>10.2.4, Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> <p>HI 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>HI 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>		<p>shape the theme and message of the books? Was the author successful?</p>		
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WEEKS: 7-9

California State Standards:

- **Word Analysis, Fluency and Systematic Vocabulary Development**

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

- **Literary Response and Analysis**

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

- **Writing Strategies**

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

- **Writing Applications**

- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

- **Written and Oral Language Conventions**

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

- **Listening and Speaking Applications**

2.3 Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.

b. Make notes of responses.

c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.

e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.

g. Evaluate the effectiveness of the interview.

- **History**

10.2.3, Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

10.2.5, Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

- **Historical and Social Sciences Analysis Skills**

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Interpretation

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Unit Name/Organizing Theme/Essential Question:

Lord of the Flies, Response to Literature, Revolutions, Industrial Revolution, Reading Assessments

WEEK	STRAND	STANDARD(S)	LEARNING OBJECTIVE Key concepts, skills, ideas that can be measured	EVIDENCE OF LEARNING Assessments linked to L.O. e.g., Labs, Projects, Essays, Reports, Exams, Edusoft Benchmarks, SLS, Journals, POW/POM	MATERIALS Texts, Visual Aids (posters), Manipulatives, Artifacts (the materials and activities used in classroom with students)	INSTRUCTION & MODELING See Instructional Guidelines (e.g. Guided Math or SLS or Guided Reading or Writers' Workshop)
Week Seven	Word Analysis	1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. 10.2.3, Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.		Reading Vocabulary Quiz History Exam on 10.1, 10.2 Writing activity on influence and significance of character of American Revolution Activity on influence of US Constitution on other political systems Character charts for Lord of the Flies Root word activity Lord of the Flies short literary analysis essay assigned Reading quizzes on Lord of the Flies	Lord of the Flies Sample literary response essays for analysis Poetry to teach literary analysis elements	Reciprocal Teaching Word Work: character Minilesson: How do you track the spread of ideas or influence of a historical movement? Minilesson: What do characters' relationships with each other tell us about the story? Minilesson: What's the difference between internal and external conflicts? Minilesson: How do I use root words to understand word meanings? Minilesson: What is a

	<p>government and individual liberty.</p> <p>Chronological and Spatial Thinking</p>	<p>10.2.5 Consider the influence of the U.S. Constitution on political systems in the contemporary world.</p> <p>CSP 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>CSP 3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p>		<p>Reciprocal Teaching roles activity using history content</p> <p>Writing levels of questions using history passage</p> <p>Activity identifying stylistic devices in poems.</p>		<p>literary response essay and how does it differ from other forms of writing?</p> <p>Minilesson: Finding the author's stylistic devices and understanding their purposes</p> <p>Minilesson: Understanding the response to literature rubric</p> <p>Minilesson: What is a book talk? (Have each student sign up for at least one before winter break.)</p> <p>Minilesson: What are different levels of questions?</p> <p>Minilesson: Expectations for Guided Reading and how to get into your group when called.</p>
<p>Week Eight – Six Traits Focus</p> <p>Drafting and Revision of literary analysis essays</p> <p>Lord of the Flies focus on theme</p>	<p>Literary Response and Analysis</p> <p>Writing Applications</p> <p>History 10.3 Students analyze the effects of the Industrial</p>	<p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>2.2 Write responses to</p>		<p>Lord of the Flies reading quiz</p> <p>Short writing analyzing theme in Lord of the Flies</p> <p>Activity on understanding Industrialization in England</p> <p>Reciprocal Teaching roles activity using history</p>	<p>Lord of the Flies</p> <p>Poetry to teach literary analysis elements</p> <p>Sample literary analysis essays for analysis</p>	<p>Reciprocal Teaching</p> <p>Word Work: industry, theme</p> <p>Minilesson: Understanding the narrator's influence</p> <p>Minilesson: What is theme?</p>

	<p>Revolution in England, France, Germany, Japan, and the United States.</p> <p>Chronological and Spatial Thinking</p>	<p>literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>1.9, Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>10.3.1, Analyze why England was the first country to industrialize.</p> <p>CST 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p>		<p>content</p> <p>Six traits revision activity on revising for word choice</p> <p>Activity on revising for logic and coherence in organization</p> <p>Activity on revising for tone</p> <p>Peer revision activity</p> <p>Revision planning form</p> <p>Writing practice – analyzing a poem and incorporating textual evidence</p> <p>Graphic organizer on voice, persona, and narrator in <i>Lord of the Flies</i></p> <p>Close reading activity on characterization in <i>Lord of the Flies</i> passage.</p> <p>Venn diagram on character and plot in <i>Lord of the Flies</i></p> <p>Activity evaluating ambiguity in poem</p>		<p>Minilesson: Using textual evidence in a literary analysis essay</p> <p>Minilesson: Revising for word choice and using precise language</p> <p>Minilesson: Revising for logic and coherence in organization</p> <p>Minilesson: setting a tone and keeping it.</p> <p>Minilesson: What is characterization?</p> <p>Minilesson: How to look closely at voice, persona, and choice of narrator.</p> <p>Minilesson: How does characterization affect plot?</p> <p>Minilesson: What's the difference between ambiguity and nuance? What purposes do each serve in literature?</p> <p>Minilesson: How to look closely at narrative complexity.</p>
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		CST 3.Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.				
<p>Week Nine –</p> <p>Focus on editing literary analysis essays</p> <p>Lord of the Flies exam</p>	<p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Applications</p> <p>History 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> <p>Historical Interpretation</p>	<p>3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)</p> <p>1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>		<p>Short literary analysis essay on LOTF with 6 Traits writing focus due</p> <p>Self-assessment of literary analysis essay</p> <p>Peer editing activity</p> <p>Test on Lord of the Flies</p> <p>Graphic organizer demonstrating connections among natural resources, entrepreneurship, labor and capital in an industrial economy</p> <p>Scientific vs. technological changes debate: which brought about the biggest changes?</p> <p>Short writing analyzing change during the Industrial Revolution</p>	<p>Lord of the Flies</p> <p>Excerpts from short stories and poetry to teach literary criticism</p>	<p>Reciprocal Teaching</p> <p>Word Work: technology</p> <p>Minilesson: What is the difference between diction and syntax? What purpose does each serve?</p> <p>Minilesson: Using commas and semicolons to make your writing flow better</p> <p>Minilesson: Keeping your verb tenses consistent</p> <p>Minilesson: "I wish I were" and other irregularities in verb tense usage</p> <p>Minilesson: Use read aloud to edit for mistakes</p>

		<p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>10.3.2, Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> <p>10.3.4, Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> <p>10.3.5, Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> <p>HI 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p> <p>HI 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>		<p>Reciprocal Teaching roles activity using history content</p> <p>Short writing analyzing social, economic and cultural change during the IR</p> <p>Activity evaluating aesthetic qualities of style in poem and short story</p> <p>Quiz on literary criticism terminology (3.11)</p> <p>Editing activity using verb tenses and modifiers</p> <p>Practice with parallel sentence structure</p> <p>Clause activity (and then edit own paper for clauses)</p>		<p>Minilesson: What are modifiers and how do you use them correctly?</p> <p>Minilesson: What is the terminology of literary criticism?</p> <p>Minilesson: What's the difference between parallel sentence construction and repetition?</p>
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WEEKS: 10-13**California State Standards:**

- **Reading Comprehension**

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

- **Literary Response and Analysis**

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

- **Writing Strategies**

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

- **Writing Applications**

- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

- **Written and Oral English Language Conventions**

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

- **Listening and Speaking**

- 2.4 Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

- **History**

- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
3. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
4. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
5. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
6. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion

- 10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

• **Historical and Social Sciences Analysis Skills**

Chronological and Spatial Thinking

- Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

- Students identify bias and prejudice in historical interpretations.
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Unit Name/Organizing Theme/Essential Question:

Antigone, finish Industrial Revolution, New Imperialism,
Response to Literature mini-essay, start expository

WEEK	STRAND	STANDARD(S)	LEARNING OBJECTIVE Key concepts, skills, ideas that can be measured	EVIDENCE OF LEARNING Assessments linked to L.O. e.g., Labs, Projects, Essays, Reports, Exams, Edusoft, Benchmarks, SLS, Journals, POW/POM	MATERIALS Texts, Visual Aids (posters), Manipulatives, Artifacts (the materials and activities used in classroom with students)	INSTRUCTION & MODELING See Instructional Guidelines (e.g. Guided Math or SLS or Guided Reading or Writers' Workshop)
Week Ten - Reading Focus	Literary Response and Analysis	3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.		Industrial Revolution exam	Antigone	Reciprocal Teaching
How do plays differ from other forms of literature?	Writing Applications Speaking Applications	3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).		Reading Quizzes on Antigone Reciprocal Teaching roles activity using history content	Poetry to teach literary analysis Sample literary analysis essays for analysis	Word Work: capitalism Minilesson: What are the different characteristics, forms and purposes of dramatic literature?
Pre-writing on lit analysis on Antigone	10.3 Students analyze the effects of the Industrial	3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and		Fishbowl discussion: impact of perceived ambiguities, nuances, and complexities in Antigone		Minilesson: Understanding elements of plays (dialogue, scene designs, soliloquies,

<p>Antigone focus on theme</p>	<p>Revolution in England, France, Germany, Japan, and the United States.</p>	<p>incongruities in a text. 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p> <p>2.2 Write responses to literature: d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>2.4 Deliver oral responses to literature: d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (in groups)</p> <p>10.3.6, Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p>		<p>Short writing on analyzing theme in Antigone (which will become the short essay)</p> <p>Dialogue: responses to capitalism from various perspectives</p> <p>Activity on identifying the elements of plays</p> <p>Read aloud of Antigone – students assigned to various parts (those without speaking parts are assigned roles for oral analysis) and then switch</p>		<p>asides and character foils)</p> <p>Minilesson: Assessing impact of perceived nuances in a text</p> <p>Minilesson: Unlocking the meaning of –isms (how to determine the meanings of Utopianism, Communism, etc.</p>
<p>Week Eleven – Drafting Papers focus</p>	<p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Applications</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in</p>	<p>2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>1.1 Establish a controlling</p>		<p>Reading quizzes on Antigone</p> <p>Activity: Thesis statements for Antigone lit analysis essays</p> <p>Time/sequence activity for Antigone</p> <p>Activity on Antigone – making text to self, text to text, and text to world connections</p> <p>Rough draft on Antigone paper due</p>	<p>Antigone</p> <p>Poetry to teach literary analysis</p> <p>Sample literary analysis essays for analysis</p>	<p>Reciprocal Teaching</p> <p>Word Work: imperialism, colonialism, hegemony</p> <p>Minilesson: How to write a solid thesis statement for a literary analysis essay</p> <p>Minilesson: Tracing time and sequence in literature</p> <p>Minilesson: What's the difference between</p>

	<p>at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> <p>Historical Interpretation</p> <p>Historical Research</p>	<p>impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p> <p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>10.3.2, Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in FIRST COUNTRY</p> <p>1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>3. Explain imperialism from the</p>		<p>Finish work on technological and scientific change in Industrial Revolution</p> <p>Socratic dialogue: understanding colonization from the perspective of the colonized and the colonizers</p> <p>Reciprocal Teaching roles activity on history content</p> <p>Quiz on elements of plays (3.1, 3.10)</p>		<p>imperialism and colonialism?</p> <p>Minilesson: Representing perspective and understanding bias.</p> <p>Minilesson: How to establish a controlling impression in your writing</p>
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		<p>perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> <p>HI 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>HI 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p> <p>HR 2. Students identify bias and prejudice in historical interpretations.</p> <p>HR 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>				
<p>Week 12 -- Revising Papers focus</p> <p>How can you analyze literature meaningfully</p>	<p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Applications</p> <p>Listening and Speaking Strategies</p>	<p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances,</p>		<p>Oral Presentation based on lit analysis</p> <p>Reading quizzes on Antigone</p> <p>Quiz on History 10.4</p> <p>Reciprocal Teaching roles activity on history content</p> <p>Socratic dialogue: understanding colonization from the</p>	<p>Antigone</p> <p>Poetry to teach literary analysis</p> <p>Sample literary analysis essays for analysis</p> <p>Sample literary critique</p>	<p>Reciprocal Teaching</p> <p>Word Work: aesthetic</p> <p>Minilesson: Understanding aesthetic qualities of style</p> <p>Minilesson: What's the difference between summary and analysis?</p> <p>Minilesson: Using effective speaking</p>

	<p>Listening and Speaking Applications</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> <p>Historical Research</p>	<p>and complexities within the text.</p> <p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)</p> <p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p>2.4 Deliver oral responses to literature:</p> <p>a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>		<p>perspective of the colonizers and the colonized</p> <p>Written activity: understanding the moral issues behind imperialism and colonialism</p> <p>Revision planning form for Antigone essay</p> <p>Written feedback on Antigone speeches (glows and grows on speaking techniques and strength of core argument)</p> <p>Short writing – Antigone – historical influence and usefulness in modern-day setting.</p> <p>Activity distinguishing between tone and mood in literature</p> <p>Graphic organizer identifying summary and analysis in written literary critique</p> <p>Graphic organizer understanding moral issues in Colonialism</p>		<p>techniques in speeches</p> <p>Minilesson: Speaking from note cards</p> <p>Minilesson: What's the difference between tone and mood?</p>
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		<p>10.4 Students analyze patterns of global change in the era of New Imperialism in SECOND COUNTRY</p> <p>1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</p> <p>3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> <p>HR 2. Students identify bias and prejudice in historical interpretations.</p> <p>HR 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p>				
<p>Week 13</p> <p>Editing Literary Analysis Papers</p> <p>Understanding</p>	<p>Reading Comprehension</p> <p>Literary Response and Analysis</p>	<p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p> <p>2.3 Generate relevant questions about readings on issues that can</p>		<p>Antigone literary analysis essay due</p> <p>Reciprocal teaching roles activity on history content</p> <p>History exam on 10.4</p>	<p>Antigone</p> <p>Excerpt from All Quiet on the Western Front</p> <p>Sample expository essays for analysis</p>	<p>Reciprocal Teaching</p> <p>Word work: trench warfare</p> <p>Minilesson: What are clauses and how can they be used to</p>

<p>ng Structures of Expository Writing</p> <p>Antigone focus on theme</p>	<p>Written and Oral Language Conventions</p> <p>10.5, Students analyze the causes and course of the First World War.</p> <p>Historical Interpretation</p>	<p>be researched.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. (Antigone)</p> <p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) (All Quiet on the Western Front)</p> <p>1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>10.5.1, Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic</p>	<p>Peer editing activity</p> <p>Editing with a focus on phrases, clauses and modifiers</p> <p>Jigsaw reading on arguments for entering into WWI</p> <p>Timeline activity on WWI (including principal battles, major turning points, etc.)</p> <p>Written activity: extending ideas from All Quiet on the Western Front to understand WWI</p> <p>Reciprocal teaching discussion on role of political and economic rivalries, etc. in mobilizing civilian population in support of total war</p> <p>Activity analyzing features of documents (propaganda, forms, etc) prior to WWI</p> <p>Analysis of features, structures of expository essays</p> <p>Historical analysis of All Quiet on the Western Front</p> <p>Writing activity analyzing theme in Antigone</p>	<p>strengthen my writing?</p> <p>Minilesson: What are phrases and how can they be used to strengthen my writing?</p> <p>Minilesson: Understanding the structure and format of workplace documents</p> <p>Minilesson: Using read-aloud to edit for mistakes</p> <p>Minilesson: What are modifiers and how do you use them correctly?</p> <p>Minilesson: How to read nonfiction with an eye towards generating deep questions</p> <p>Minilesson: How to extend ideas from a secondary source</p> <p>Minilesson: Understanding features and structures of expository writing</p>
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		<p>discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."</p> <p>10.5.2, Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p> <p>HI 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>		<p>Read aloud of Antigone parts</p>		
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ADDITIONAL LEARNING OPPORTUNITIES (e.g., Experiential Learning, Intervention Options, Spiraling...)

WEEKS: 14-18**California State Standards:**

- **Reading Comprehension**

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes..
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

- **Literary Response and Analysis**

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

- **Writing Strategies**

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

- **Writing Applications**

- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.

- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

- **Written and Oral English Language Conventions**

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

- **Listening and Speaking Strategies**

- Organization and Delivery of Oral Communication*

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

- **Listening and Speaking Applications**

- 2.2 Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

- **History**

- 10.5.1 Students analyze the causes and course of the First World War.

- 1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
- 2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
- 3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
- 4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
- 5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

• Historical and Social Sciences Analysis Skills

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Unit Name/Organizing Theme/Essential Question:

High interest literature circles, causes of WWI, effects of WWI,
Expository writing

WEEK	STRAND	STANDARD(S)	LEARNING OBJECTIVE Key concepts, skills, ideas that can be measured	EVIDENCE OF LEARNING Assessments linked to L.O. e.g., Labs ,Projects Essays, Reports, Exams, Edusoft Benchmarks, SLS, Journals, POW/POM	MATERIALS Texts, Visual Aids (posters), Manipulatives, Artifacts (the materials and activities used in classroom with students)	INSTRUCTION & MODELING See Instructional Guidelines (e.g. Guided Math or SLS or Guided Reading or Writers' Workshop)
Week 14 – Reading Focus How can we talk about novels in deep ways? Sorting, evaluating data, outlining and	Reading Comprehension Literary Analysis Writing Applications 10.5, Students analyze the causes and course	2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. 2.3 Generate relevant questions about readings on issues that can be researched. 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration (nonfiction) 3.3 Analyze interactions between main and subordinate characters in a		Character activity on lit. circle book – individual analysis based on group discussion Generate Questions activity using history content Evaluating print sources activity Expository essay assigned Activity on reading charts and graphs to understand	Literature Circle books Sample expository essays for analysis	Word Work Literature Circles Minilesson: Running effective literature circle groups on your own Minilesson: Effective discussion techniques and sentence starters Minilesson: Having thoughtful discussions about characters that

<p>summarizing information for expository essays</p> <p>Literature Circle focus on characterization</p>	<p>of the First World War.</p> <p>Historical Interpretation</p>	<p>literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. (lit.circles)</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</p> <p>10.5.4, Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p> <p>HI 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p>		<p>the nature of WWI</p> <p>Literature circle project on understanding character assigned</p> <p>Short written summary on Russian Revolution and own analysis on how it affected the course and outcome of the war</p> <p>2 different proposed outlines on expository essay due (these will change based on thesis, but that's ok)</p> <p>Quiz on causes of WWI (10.5)</p> <p>Character charts on literature circle books</p>		<p>move beyond the obvious</p> <p>Minilesson: How to summarize content from nonfiction readings</p> <p>Minilesson: Understanding plagiarism and how to document your sources accurately</p> <p>Minilesson: Different ways of organizing and outlining information in expository essays</p> <p>Minilesson: How to read charts and graphs to make sense of history</p> <p>Minilesson: Finding and understanding character motivation in literature</p> <p>Minilesson: How to evaluate print sources</p>
<p>Week 15 – Drafting Papers focus</p> <p>How can I take a stand in my writing using the</p>	<p>Reading Comprehension</p> <p>Literary Response and Analysis</p> <p>Writing Strategies</p>	<p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration (nonfiction)</p> <p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot,</p>		<p>Evaluating internet sources activity</p> <p>Activity on voice, persona and narrator using literature circle book</p> <p>Individual writing, based on group activity</p> <p>Expository essay thesis and</p>	<p>Literature Circle books</p> <p>Sample expository essays for analysis</p>	<p>Literature Circles</p> <p>Reciprocal Teaching</p> <p>Minilesson: How to evaluate internet sources</p> <p>Minilesson: Digging into characters' inner selves by understanding voice and persona</p>

<p>evidence?</p> <p>Crafting thesis and argument, drafting</p> <p>Literature circles focus on the connection between character and tone and plot</p>	<p>Writing Applications</p> <p>10.5, Students analyze the causes and course of the First World War.</p> <p>10.6 Students analyze the effects of the First World War.</p>	<p>and credibility of a text. (lit. circles)</p> <p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>10.5.5. Discuss human rights</p>		<p>précis due</p> <p>Activity on converting passive voice to active voice</p> <p>Activity on finding and understanding bias</p> <p>Short activity on Armenian genocide – generating questions based on reading</p> <p>Analysis of Treaty of Versailles – extending ideas based on it as a primary source</p> <p>Reciprocal Teaching small group activity: analyzing terms and influence of Wilson's 14 Points and Treaty of Versailles and present to class</p>		<p>Minilesson: What is a précis?</p> <p>Minilesson: What's the difference between active and passive voice and how can you use more active voice to strengthen your writing?</p> <p>Minilesson: How to synthesize information from many sources and build an argument from it</p> <p>Minilesson: Spotting bias in nonfiction readings</p> <p>Minilesson: Crafting a solid thesis statement for an expository essay</p> <p>Minilesson: What's the difference between voice, persona, and narrator? What does each have on character?</p>
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		<p>violations and genocide, including the Ottoman government's actions against Armenian citizens.</p> <p>10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.</p>			
<p>Week 16 – Revising Papers focus</p> <p>How can I revise my writing for consistency and strength?</p> <p>Revising, technical terms and notations, documentation, raising and countering objections for expository essay</p> <p>Literature circles focus on characterization</p>	<p>Literary Response</p> <p>Writing Strategies</p> <p>10.6 Students analyze the effects of the First World War.</p>	<p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p>1.9 Revise writing to improve the logic and coherence of the organization and controlling</p>		<p>Literature Circle activity on analyzing dialogue to draw conclusions about character traits</p> <p>Peer revision activity</p> <p>Revision plan for essay</p> <p>Short written analysis of influence of Wilson's Fourteen Points</p> <p>Fishbowl activity on causes and effects of US rejection of the League of Nations on world politics</p> <p>Documentation quiz</p> <p>Activity practicing raising and countering objections</p> <p>Group activity identifying discrepancies when reading different perspectives</p> <p>Graphic organizer on quotes and supporting evidence</p> <p>6 Traits activity on revising</p>	<p>Literature Circle books</p> <p>Literature Circles</p> <p>Minilesson: Understanding the function of character conflict in the plot</p> <p>Minilesson: Understanding characters through their dialogue</p> <p>Minilesson: Revising to integrate quotes and supporting evidence</p> <p>Minilesson: Advanced documentation techniques (MLA, APA)</p> <p>Minilesson: Identifying discrepancies when reading different perspectives</p> <p>Minilesson: How to raise and counter objections in your writing</p> <p>Minilesson: Revising for</p>

		<p>perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.</p>		for consistency of ideas		consistency
<p>Week 17 – Editing focus</p> <p>How do we determine the credibility of a character's actions and interactions?</p> <p>How can I edit my expository essay for accuracy?</p> <p>Literature Circles focus on character credibility</p>	<p>Reading Comprehension</p> <p>Literary Response and Analysis</p> <p>Written and Oral Language Conventions</p> <p>10.6 Students analyze the effects of the First World War.</p>	<p>2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). (nonfiction)</p> <p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>f. Use technical terms and notations accurately.</p>		<p>Literature Circle Final Project due</p> <p>Evaluating credibility activity using different writings on WWI</p> <p>Peer editing activity</p> <p>Analysis of effects of war: jigsaw reading/writing activity and presentations (groups: population movement, international economy, shifts in geographic and political borders)</p> <p>Activity identifying and evaluating generalizations and evidence in nonfiction writing</p>	<p>Literature Circle Book</p> <p>Sample expository essays for analysis</p>	<p>Word Work</p> <p>Literature Circles</p> <p>Minilesson: Editing documentation techniques for accuracy</p> <p>Minilesson: Creating visual aids for expository essays</p> <p>Minilesson: Assessing a character's credibility</p> <p>Minilesson: How to study for the final exam</p> <p>Minilesson: How to critique an author's defense</p> <p>Minilesson: What's the difference between generalizations and evidence?</p> <p>Minilesson: What is appropriate formatting</p>

		<p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p>10.6.2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p>				for an expository essay?
<p>Week 18</p> <p>Final Exam</p>	<p>10.6</p> <p>Students analyze the effects of the First World War.</p>	<p>10.6.3, Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p>		<p>Expository Essays due</p> <p>Cumulative Final Exam</p> <p>Self-assessment of expository essay</p> <p>Group assessment of literature circle group's effectiveness</p> <p>Short writing assignment: understanding the post-WWI void</p>	<p>Literature Circle books</p>	<p>Literature Circles</p> <p>Word Work: disillusion</p>

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

WEEKS: 19-23

California State Standards:

- **Reading Comprehension**

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

- **Literary Response and Analysis**

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

- **Writing Applications**

2.4 Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.

b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

d. Address readers' concerns, counterclaims, biases, and expectations.

- **Written and Oral English Language Conventions**

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

- **Listening and Speaking**

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

- **Speaking Applications**

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

- **History**

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

- **Historical and Social Sciences Analysis Skills**

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Unit Name/Organizing Theme/Essential Question:

Catcher in the Rye, effects of WWI, rise of totalitarians,
Persuasive Writing, start Research Paper

WEEK	STRAND	STANDARD(S)	LEARNING OBJECTIVE Key concepts, skills, ideas that can be measured	EVIDENCE OF LEARNING Assessments linked to L.O. e.g., Labs, Projects, Essays, Reports, Exams, Edusoft Benchmarks, SLS, Journals, POW/POM	MATERIALS Texts, Visual Aids (posters), Manipulatives, Artifacts (the materials and activities used in classroom with students)	INSTRUCTION & MODELING See Instructional Guidelines (e.g. Guided Math or SLS or Guided Reading or Writers' Workshop)
<p>Week 19 – What is persuasive writing? Speaking? Pre-writing activities for persuasive essay Catcher focus on Holden as narrator</p>	<p>Literary Response and Analysis Writing Applications Writing Strategies Speaking and Listening Strategies 10.6 Students analyze the effects of the First World War.</p>	<p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.</p> <p>1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p> <p>1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p> <p>2.4 Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or</p>		<p>Reading quizzes on Catcher</p> <p>Persuasive essay topics assigned</p> <p>Activity: Finding and analyzing rhetorical devices in speeches using "I Have a Dream" and "Gettysburg Address"</p> <p>Outlining activity – structuring ideas for different purposes</p> <p>Practice using rhetorical devices by writing ones to support a variety of propositions</p> <p>Short writing practicing two different types of arguments</p> <p>Analysis of post WWI art, literature and</p>	<p>Catcher in the Rye</p> <p>Sample Persuasive essays and speeches for analysis</p> <p>Examples of post-WWI literature, art and intellectual life</p> <p>Samples of print advertising to illustrate the different rhetorical devices</p>	<p>Word Work</p> <p>Reciprocal Teaching</p> <p>Minilesson: Understanding rhetorical devices (appeal to logic through reasoning, appeal to emotion, appeal to ethical belief)</p> <p>Minilesson: Understanding rhetorical devices II: relating personal anecdotes, case studies, and analogies</p> <p>Minilesson: How does language and delivery affect tone and mood?</p> <p>Minilesson: Understanding the structure and components of persuasion (including the types of arguments)</p>

		<p>analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>10.6.4, Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).</p>		<p>intellectual life – small group work and whole class fishbowl discussion</p> <p>Activity identifying the types of arguments used by the speaker</p> <p>Reciprocal Teaching activity using "I Have..." and "Gettysburg" – evaluating how language and delivery affect mode and tone of the speech and impact audience.</p> <p>Characterization charts on Catcher</p> <p>Creative writing activity: Holden's diary</p>		<p>Minilesson: How to structure ideas in a persuasive essay</p> <p>Minilesson: Understanding a character looking back on his life to tell his story – how might this change what he says?</p> <p>Minilesson: What's the function of evidence in different types of persuasive writing?</p> <p>Minilesson: Understanding the persuasive writing rubric</p>
<p>Week 20 –</p> <p>Drafting persuasive essays</p> <p>Revision based on peer feedback</p> <p>Catcher focus on interactions between characters</p>	<p>Literary Response and Analysis</p> <p>Speaking and Listening Strategies</p> <p>Speaking and listening Applications</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p>	<p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.</p> <p>2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <p>a. Structure ideas and arguments in a coherent, logical fashion.</p>		<p>Reading Quizzes on Catcher</p> <p>Oral presentations in small groups of persuasive essay drafts</p> <p>Activity: evaluating the effectiveness of speeches</p> <p>Reciprocal teaching small group activity: evaluating the causes and consequences of the Russian Revolution</p> <p>Graphic organizer: raising problems and solutions in persuasive</p>	<p>Catcher in the Rye</p> <p>Sample persuasive speeches and essays for analysis</p>	<p>Word Work</p> <p>Reciprocal Teaching</p> <p>Minilesson: How to evaluate speeches' effectiveness</p> <p>Minilesson: How to further clarify and defend your position</p> <p>Minilesson: anticipating and addressing concerns and counterarguments</p> <p>Minilesson: understanding causes and consequences</p>

		<p>b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p> <p>d. Anticipate and address the listener's concerns and counterarguments.</p> <p>10.7.1, Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).</p>		<p>writing</p> <p>Peer revision activity based on clarifying ideas</p> <p>Practice using rhetorical devices (and expectations of use in persuasive essay)</p> <p>Written character relationship analysis in <i>Catcher</i></p> <p>Quiz on rhetorical devices</p> <p>Identifying counterarguments in sample persuasive essays</p>		<p>Minilesson: How to do a character analysis based on his/her relationship with other characters</p> <p>Minilesson: How do you critique speech elements?</p>
<p>Week 21 – Revising and Editing Persuasive Essays</p>	<p>Literary Response and Analysis</p> <p>Writing Applications</p> <p>Written and Oral Language Conventions</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p>	<p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>2.4 Write persuasive compositions:</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p> <p>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions,</p>		<p>Persuasive Essay Due</p> <p>Reading Quizzes on <i>Catcher</i></p> <p>Self-assessment of persuasive essay</p> <p>Peer editing activity</p> <p>Activity close-reading <i>Catcher</i> for ironies and incongruities</p> <p>Written thematic analysis of <i>Catcher</i></p> <p>Timeline activity and analysis on Stalin's rise to power</p>	<p><i>Catcher in the Rye</i></p> <p>Six Traits box</p>	<p>Word Work</p> <p>Reciprocal Teaching</p> <p>Minilesson: Editing with phrases and clauses in mind</p> <p>Minilesson: Revising for diction and syntax in persuasive essays</p> <p>Minilesson: Understanding ironies and incongruities in a text</p> <p>Minilesson: Understanding parallel structure</p>

	<p>quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p>10.7.2, Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights</p>		<p>Graphic organizer on the connection between economic policies, political policies, absence of free press, and systematic human rights violations</p> <p>Reciprocal Teaching roles activity on history content</p> <p>Self-editing activity of phrases, clauses, diction and syntax</p>		<p>Minilesson: Understanding how one policy can influence another</p> <p>Minilesson: Finding evidence to support theme</p> <p>Minilesson: Advanced editing techniques for essays</p> <p>Minilesson: How to revise your essay for clarity of argument</p>
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		(e.g., the Terror Famine in Ukraine).				
<p>Week 22 – Research focus</p> <p>Focus on drafting, selecting topic, listing possible parts of Research essay</p> <p>Focus on narrator’s credibility in TKAM</p>	<p>Word Analysis</p> <p>Reading Comprehension</p> <p>Literary Response and Analysis</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p>	<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>10.7.3, Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</p>		<p>Written analysis of myth to understand vocab</p> <p>Identifying primary and secondary sources activity</p> <p>Generating questions using a variety of topics on the same research topic.</p> <p>Research essay assigned (with timeline, various due dates, etc.)</p> <p>Quiz on 10.7</p> <p>Timeline activity on the rise of totalitarian regimes</p> <p>Graphic organizer on traits of totalitarian regimes in Germany, Italy and Soviet Union</p> <p>Activity on narrowing research topic</p> <p>Pre-writing activities on research topic</p> <p>Reciprocal teaching activity -- individual and group analysis and evaluation of Holden as a credible character</p>	<p>Catcher in the Rye</p> <p>Myth samples to teach word origins</p> <p>Sample research papers for analysis</p>	<p>Word Work: vocab from Catcher, totalitarian, fascist, communist</p> <p>Reciprocal Teaching</p> <p>Minilesson: Word origins from mythology</p> <p>Minilesson: Understanding the characteristics and components of a research essay</p> <p>Minilesson: Pre-writing activities for the research essay</p> <p>Minilesson: How to narrow the scope of your research topic</p> <p>Minilesson: Generating questions on research topic</p> <p>Minilesson: How to analyze credibility of a character</p>
<p>Week 23 – Focus on</p>	<p>Literary Response and</p>	<p>3.11 Evaluate the aesthetic qualities of style, including the impact of</p>		<p>Catcher Essay Exam</p>	<p>Catcher in the Rye</p>	<p>Word Work: empire</p>

<p>thesis statement, finding materials</p>	<p>Analysis Writing Strategies Writing Applications 10.8 Students analyze the causes and consequences of World War II.</p>	<p>diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)</p> <p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>10.8.1, Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.</p>		<p>Written review of Catcher based on aesthetic qualities using textual evidence</p> <p>Draft of thesis and extended outline of research essay due</p> <p>Activity on appropriate and inappropriate supporting materials</p> <p>Determining significance of data, facts, ideas activity</p> <p>Jigsaw groups on the drives for empire (Germany, Italy, Japan)</p> <p>Comparison/contrast writing on the drives for empire by Germany, Italy and Japan</p> <p>Practice writing notecards – summarizing without plagiarizing</p>		<p>Reciprocal Teaching</p> <p>Minilesson: How to effectively evaluate literary style</p> <p>Minilesson: Strategies for strengthening voice</p> <p>Minilesson: How to evaluate data for significance</p> <p>Minilesson: Taking notes on your sources without plagiarizing</p> <p>Minilesson: How to use notecards effectively</p> <p>Minilesson: How do you distinguish between reliable and unreliable print sources?</p> <p>Minilesson: How do you distinguish between reliable and unreliable internet sources?</p>
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WEEKS: 24-30

California State Standards:

- **Reading Comprehension**

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

- **Literary Response and Analysis**

- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

- **Writing Applications**

- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.

- **Writing Strategies**

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association*)

Handbook, *The Chicago Manual of Style*).

1.8 Design and publish documents by using advanced publishing software and graphic programs.

- **Written and Oral English Language Conventions**

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

- **Listening and Speaking Strategies**

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

- **History**

10.8 **Students analyze the causes and consequences of World War II.**

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.

6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9, **Students analyze the international developments in the post-World War II world.**

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

• **Historical and Social Sciences Analysis Skills**

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Unit Name/Organizing Theme/Essential Question:

WWII, post WWII, The Research Paper, Night, Hiroshima, Chronicle

WEEK	STRAND	STANDARD(S)	LEARNING OBJECTIVE Key concepts, skills, ideas that can be measured	EVIDENCE OF LEARNING Assessments linked to L.O. e.g., Labs, Projects, Essays, Reports, Exams, Edusoft Benchmarks, SLS, Journals, POW/POM	MATERIALS Texts, Visual Aids (posters), Manipulatives, Artifacts (the materials and activities used in classroom with students)	INSTRUCTION & MODELING See Instructional Guidelines (e.g. Guided Math or SLS or Guided Reading or Writers' Workshop)
Week 24 – Focus on outlining, bibliography, note-taking for research essay Aesthetic qualities in Night	Word Analysis Literary Response and Analysis Writing Strategies Writing Applications History 10.8 Students	1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). 3.7 Recognize and understand the		Reading Quizzes on Night Plagiarism quiz Annotated bibliography due Analysis of vocabulary use in Night Finding and analyzing literary devices in Night	Night Sample research papers for analysis	Word work: Holocaust, memoir, appease, intervention, ally Minilesson: Understanding valid and fallacious arguments in historical interpretations Minilesson: What is a memoir and what

	<p>analyze the causes and consequences of World War II.</p> <p>Historical Research, Evidence and Point of View 1,2,4</p>	<p>significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently</p> <p>10.8.2, Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> <p>10.8.3, Identify and locate the Allied and Axis powers on a map and discuss the major turning points of</p>		<p>Analysis of US and Europe prior to the outbreak of WWII</p> <p>Activity of reading Allies/Axis map and identifying important geographic factors</p> <p>Timeline activity of major turning points of war</p> <p>Jigsaw readings on the important leaders during the war and short dialogue activity choosing 2.</p> <p>Graphic organizer: WWII at a glance</p>		<p>are its strengths and limitations in conveying history?</p> <p>Minilesson: Evaluating the narrator in a memoir</p> <p>Minilesson: Reading a geo-political map</p> <p>Minilesson: Do you have a good argument in your thesis?</p> <p>Minilesson: Good hooks</p>
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		<p>the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.</p> <p>10.8.4, Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p> <p>HR 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>HR3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p> <p>HR 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>				
<p>Week 25 – Focus on research, summary, documentation</p> <p>Aesthetic and</p>	<p>Reading Comprehension</p> <p>Literary Response and Analysis</p> <p>Writing Strategies</p>	<p>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>2.5 Extend ideas presented in primary or secondary sources</p>		<p>Reading quiz on Night</p> <p>Short analysis on connection between themes in Night and themes during the Holocaust</p> <p>Close-reading focus</p>	<p>Night</p> <p>Clips (not whole films) of Schindler's List and The Pianist</p> <p>Sample research essays for analysis</p>	<p>Word Work: Aryan, "purity"</p> <p>Reciprocal Teaching</p> <p>Minilesson: What's the difference between summary and analysis?</p>

<p>historical qualities of Night</p>	<p>Writing Applications</p> <p>10.8 Students analyze the causes and consequences of World War II.</p> <p>Historical Research, Evidence, and Point of View 1,2,4</p>	<p>through original analysis, evaluation, and elaboration.</p> <p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p>2.3 Write expository compositions,</p>		<p>on imagery and figurative language in Night</p> <p>Identifying summary vs. analysis activity</p> <p>Draft of body paragraph with correct documentation and analysis highlighted due</p> <p>Reciprocal Teaching activity on ambiguities, subtleties, contradictions, and incongruities in Night. Written assignment due after group discussion.</p> <p>Timeline activity on the small steps to mass murder with analysis of Nuremberg Laws, St. Louis, Kristallnacht, and other key turning points</p>	<p>Minilesson: Themes during the Holocaust</p> <p>Minilesson: Advanced documentation techniques</p> <p>Minilesson: Integrating quotes while keeping the flow of your writing – tricks</p> <p>Minilesson: How to read several sources and synthesize your ideas</p>
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		<p>including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>f. Use technical terms and notations accurately.</p> <p>10.8.5, Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p>				
<p>Week 26 – Focus on drafting, final outline</p> <p>universal themes in Hiroshima</p>	<p>Word Analysis</p> <p>Reading Comprehension</p> <p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Applications</p> <p>10.8 Students analyze the causes and consequences of World War II.</p>	<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.</p>		<p>WWII exam with Night literary analysis essay exam</p> <p>Analysis of Nuremberg trials</p> <p>Assessing thematic qualities of Hiroshima</p> <p>Vocabulary activity on the use of language devices in descriptions of the Holocaust and the A-Bomb in historical writings</p> <p>Revised draft of research outline due (including introduction and conclusion paragraphs)</p>	<p>Hiroshima and nonfiction writings on Hiroshima</p> <p>Excerpts from The Sunflower</p> <p>Excerpts from transcripts of the Nuremberg Trials</p>	<p>Word Work: justice, atomic, Final Solution</p> <p>Minilesson: Understanding journalistic style in Hiroshima and contrasting it with other writings about the A-Bomb</p> <p>Minilesson: Converting your draft to an outline OR using your outline to focus your draft</p> <p>Minilesson: Understanding the use and purposes of</p>

		<p>(Aesthetic approach) – Hiroshima</p> <p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>2.3 Write expository compositions, including analytical essays and research reports: b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>10.8.5, Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p> <p>10.8.6, Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p>		<p>Finding text to text and text to world connections in Hiroshima using textual evidence</p> <p>Small group discussion on assigned country about human costs of war. Group presentation of findings.</p> <p>Individual written synthesis of human costs of war.</p> <p>Drafting activity for introduction to research paper</p> <p>Drafting activity for conclusion to research paper</p> <p>Activity identifying strong and weak introductions in sample research essays</p> <p>Activity identifying strong and weak conclusions in sample research essays</p>		<p>figurative language in times of war</p> <p>Minilesson: How to create an effective introduction to your essay</p> <p>Minilesson: How to create an effective conclusion to your essay</p> <p>Minilesson: Crafting effective transitions</p> <p>Minilesson: Understanding what a universal theme is and finding evidence for it.</p>
<p>Week 27 – Focus on drafting, raising & countering objections</p>	<p>Literary Response and Analysis</p> <p>Writing Strategies</p>	<p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p>1.2 Use precise language, action</p>		<p>Reading quiz on Hiroshima</p> <p>Analysis of Hiroshima vs. other historical representations – how</p>	<p>Hiroshima</p> <p>Sample research essays for analysis</p>	<p>Word Work: Cold War</p> <p>Reciprocal Teaching</p> <p>Minilesson: Raising</p>

	<p>Writing Applications</p> <p>History 10.9, Students analyze the international developments in the post-World War II world.</p>	<p>verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>2.3 Write expository compositions, including analytical essays and research reports: c. Make distinctions between the relative value and significance of specific data, facts, and ideas. e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>10.9.1, Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. 10.9.2, Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p>		<p>does it convey the themes of the period?</p> <p>Written analysis of causes of Cold War</p> <p>Reciprocal teaching activity looking at documents on the Cold War</p> <p>Partner activity – economic and military power shifts – compare and contrast</p> <p>Class debate: US vs. Soviet Union on the Cold War</p> <p>Draft of whole research essay due</p> <p>Summary vs. analysis quiz</p> <p>Student evaluation of appropriate amount of evidence in sample arguments</p>		<p>and countering objections effectively</p> <p>Minilesson: Does your paragraph give the right amount of evidence to support your argument?</p> <p>Minilesson: Close reading history content to determine points of comparison</p> <p>Minilesson: When comparing histories goes too far – how to understand similar historical situations, themes responsibly</p> <p>Minilesson: Integrating longer quotes while keeping the flow</p>
<p>Week 28 – Focus on revision, prep for speeches</p> <p>How can I orally present a synopsis of my research</p>	<p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Applications</p> <p>History 10.9,</p>	<p>3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p> <p>1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite</p>		<p>Hiroshima exam</p> <p>Written analysis of purposes of time and sequencing in Hiroshima</p> <p>Newspaper article activity on chosen turning point in China's history</p>	<p>Hiroshima</p> <p>Sample research essays for analysis</p> <p>Sample research synopses for analysis</p> <p>Six Traits box</p>	<p>Word Work: cultural revolution, great leap forward</p> <p>Reciprocal Teaching</p> <p>Minilesson: Tracking time and sequence in "fiction"</p>

<p>in an engaging and effective way?</p>	<p>Students analyze the international developments in the post-World War II world.</p>	<p>audiences behind a common belief or cause. 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>2.3 Write expository compositions, including analytical essays and research reports: d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>10.9.2, Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile. 10.9.4, Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p>		<p>(between Civil War and Tiananmen Square)</p> <p>Class presentations of turning point articles</p> <p>Timeline activity of key moments in Cold War and analysis of importance of those moments</p> <p>Paired speech practice focused on fluency and body language</p> <p>Activity deconstructing and analyzing language use in Cultural Revolution</p> <p>Graphic organizer on causes and effects of Cold War</p> <p>6 Traits activity on revising for clarity of ideas</p> <p>6 Traits activity on revising for word choice</p> <p>Peer revision activity – focus on clarity of ideas</p>		<p>Minilesson: Revising for clarity of ideas</p> <p>Minilesson: Revising for word choice</p> <p>Minilesson: Revising for coherence</p> <p>Minilesson: Writing a synopsis of your research findings to deliver as a speech</p> <p>Minilesson: Speaking fluently and clearly for an audience</p> <p>Minilesson: Practicing reading with just notes</p> <p>Minilesson: Speaking with your audience in mind</p>
<p>Week 29 – Focus on final revision, editing,</p>	<p>Writing Strategies Writing Applications</p>	<p>3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p>		<p>Chronicle of a Death Foretold reading quiz Speech synopsis due</p>	<p>Chronicle of a Death Foretold Samples of professional</p>	<p>Word Work: chronicle, doctrine, uprising Minilesson: How to</p>

<p>visual aids for research essay</p> <p>How does genre shape theme?</p> <p>Chronicle focus on time and sequence</p>	<p>Written and Oral Language Conventions</p> <p>Listening and Speaking Strategies</p> <p>10.9, Students analyze the international developments in the post-World War II world.</p>	<p>1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>2.3 Write expository compositions, including analytical essays and research reports: d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>1.8 Produce concise notes for extemporaneous delivery.</p> <p>1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>10.9.3, Understand the importance of the Truman Doctrine and the</p>		<p>Oral presentations on research synopsis</p> <p>Peers generate questions as feedback for revisions</p> <p>Creation of revision plan based on feedback</p> <p>Peer editing of research essays</p> <p>Trace Marquez's use of time and the language of time (Chronicle, foretold, etc.) and draw conclusions about his purposes</p> <p>Close reading on the components of the Truman Doctrine</p> <p>Evaluating the importance of the Marshall Plan activity</p> <p>Summary of uprising (either Poland, Czechoslovakia, or Hungary) and analysis of effects</p> <p>Character charts on Chronicle of a Death Foretold</p>	<p>looking visual aids</p>	<p>create professional looking visual aids for your research essay</p> <p>Minilesson: How props can help your speech</p> <p>Mnilesson: Editing common mistakes</p> <p>Minilesson: Effective computer use</p>
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		<p>Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> <p>10.9.5, Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p>				
<p>Week 30 – Research Paper due, self-evaluation</p>	<p>Reading Comprehension</p> <p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Applications</p> <p>Speaking Applications</p> <p>10.9, Students analyze the international developments in the post-World War II world.</p>	<p>2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p> <p>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>1.8 Design and publish documents by using advanced publishing software and graphic programs.</p>		<p>Research paper due (topics : WWII political, military & diplomatic leaders though primary and secondary sources)</p> <p>Chronicle of a Death Foretold reading quiz</p> <p>Thematic analysis of Chronicle activity</p> <p>Self-assessment of Research Essay</p> <p>Creative dialogue between modern day and character in Chronicle on the price of family honor</p> <p>Reciprocal Teaching activity/debate on establishment of State</p>	<p>Chronicle of a Death Foretold</p> <p>New Yorker article on modern-day example of Chronicle of a Death Foretold</p>	<p>Word Work: nationalism</p> <p>Reciprocal Teaching</p> <p>Minilesson: Understanding theme in Chronicle</p> <p>Minilesson: How to use the historical record to debate a point of view</p> <p>Minilesson: Using historical starting points to make a case (e.g. when you talk about the Palestinian/Israeli conflict, the year you start the history makes a difference)</p> <p>Minilesson: How to</p>

		<p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>10.9.6, Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>10.9.8, Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p>		<p>of Israel using various readings</p> <p>Dialogue in pairs over the establishment and work of the UN</p> <p>Graphic organizer on the purposes and functions of the Warsaw Pact, SEATO, NATO and OAS</p> <p>Activity on evaluating credibility of an argument</p>		<p>evaluate the credibility of an argument</p> <p>Minilesson: Understanding the author's intent</p>
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ADDITIONAL LEARNING OPPORTUNITIES (e.g., Experiential Learning, Intervention Options, Spiraling...)

WEEKS: 31-32

California State Standards:

- **Reading Comprehension**

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

- **Literary Response and Analysis**

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

- **Writing Strategies**

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

- **Writing Applications**

2.5 Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

- a. Report information and convey ideas logically and correctly.
- b. Offer detailed and accurate specifications.
- c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
- d. Anticipate readers' problems, mistakes, and misunderstandings.

- **History**

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

• **Historical and Social Sciences Skills**

Chronological and Spatial Thinking

2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
 3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Unit Name/Organizing Theme/Essential Question:

Post-WWII, Nation Building, World Economy,
 Chronicle of a Death Foretold, Career Writing

WEEK	STRAND	STANDARD(S)	LEARNING OBJECTIVE Key concepts, skills, ideas that can be measured	EVIDENCE OF LEARNING Assessments linked to L.O. e.g., Labs, Projects, Essays, Reports, Exams, Edusoft Benchmarks, SLS, Journals, POW/POM	MATERIALS Texts, Visual Aids (posters), Manipulatives, Artifacts (the materials and activities used in classroom with students)	INSTRUCTION & MODELING See Instructional Guidelines (e.g. Guided Math or SLS or Guided Reading or Writers' Workshop)
Week 31 Business letter STAR test prep	Reading Comprehension Writing Strategies Writing Applications 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following	2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 2.5 Write business letters:		Business Letter Due Reading quizzes on Chronicle Character analysis on Chronicle through diary entries of chosen character Small group activity and presentation on nation building in chosen region. Graphic organizers on regions (political divisions and systems, key leaders, religious issues, natural features, resources	Chronicle of a Death Foretold Sample business letters for analysis	Word Work: nation-building, geographical Minilesson: Structure and purposes of a business letter Minilesson: Analyzing tone and style of business letters Minilesson: Creating a central image in a business letter Minilesson: Test-taking strategies for

	regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	<p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p> <p>10.10.1, Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p> <p>10.10.2, Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> <p>10.10.3, Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>		and population patterns)		the STAR
<p>Week 32 –</p> <p>Writing technical documents</p> <p>STAR test prep</p>	<p>Reading Comprehension</p> <p>Writing Applications</p> <p>10.11</p> <p>Students analyze the integration of countries into the world</p>	<p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p> <p>2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <p>a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p>		<p>Technical Document Due</p> <p>Chronicle Of A Death Foretold essay exam</p> <p>Practice writing: steps in building a PB&J sandwich</p> <p>Activity on creating an order of ideas</p>	<p>Chronicle of a Death Foretold</p> <p>Sample technical documents for analysis</p>	<p>Minilesson: More test-taking strategies for the STAR</p> <p>Minilesson: Understanding the purposes and features of technical documents</p> <p>Minilesson: Choosing and ordering steps in a</p>

	<p>economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>	<p>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>		<p>Analysis of world economy; information, technological, and communications revolutions</p>		<p>technical document</p> <p>Minilesson: Adding comprehension aids</p> <p>Minilesson: Anticipating problems, mistakes and misunderstanding</p>
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Appendix IIc: Sample Essential Vocabulary Geometry*

The most essential words or concepts in this class include the following:

#	WORD or CONCEPT	CONCISE DEFINITION
1	Pythagorean Theorem	The statement relating the lengths of the legs of a right triangle to the length of the hypotenuse: $(\text{leg})^2 + (\text{leg})^2 = (\text{hypotenuse})^2$
2	Perimeter	The distance around a figure on a flat surface. For a polygon, the perimeter is the sum of the lengths of the edges (sides).
3	Area	For this course, the number of square units needed to fill up a region on a flat surface. The idea can be extended to cones, spheres, and more complex surfaces.
4	Conjecture	An educated guess. Many theorems begin as conjectures. Once they are proven, they become theorems.
5	Scalene triangle Isosceles triangle Equilateral triangle	<ul style="list-style-type: none"> • A triangle w/no sides of equal length • A triangle w/2 sides of equal length • A triangle w/ all sides of equal length
6	Exterior Angle	An exterior angle of a polygon is formed by extending a side of the polygon to form an angle outside of the polygon w/the adjacent side. Note that an exterior angle is always adjacent and supplementary to an interior angle of the polygon.
7	Vertical Angles	Vertical angles are the two opposite (that is, non-adjacent) angles formed by two intersecting lines. Vertical is a relationship between pairs of angles, so you cannot call one angle a vertical angle.
8	Complementary Angles	Complementary angles are two angles whose measures sum to 90 degrees.
9	Supplementary Angles	A pair of angles whose sum is 180 degrees.
10	Corresponding Angles	Angles on the <u>same</u> side of two lines <u>and</u> on the <u>same</u> side of a third line (transversal) that intersect the two lines. Note that corresponding
11	Alternate Interior Angles	Angles between a pair of lines that switch sides

* Corresponds to CPM Math 2

		of a third intersection line (transversal). Note that alternate interior angles are equal only when the two lines are parallel.
12	Adjacent Angles	For two angles to be adjacent they must satisfy these 3 conditions: 1) The two angles must have a common side (they share a side); 2) They must have a common vertex; and 3) They can have NO interior points in common. This means the common side must be between the two angles; no overlap is permitted.
13	Quadratic	A polynomial is quadratic if the highest exponent in the polynomial is two (that is, the polynomial is degree 2).
14	Parabola	The graph of a quadratic equation is a parabola. There are several other ways to find a parabola, including the intersection of a right circular cone with a flat surface parallel to an edge of the cone.
15	Face Edge Vertex	<ul style="list-style-type: none"> • A face of a 3-dimensional polyhedron is a "side" of the figure; it is always a polygon. • An edge of a 3-dimensional polyhedron is a line segment formed by the intersection of two faces. • The point where the sides of an angle or the edges of a polygon or a polyhedron meet (plural: vertices).
16	Zero Product Property	If $(a)(b)=0$ then either $a=0$ or $b=0$. Use this property to solve quadratic equations in factored form.
17	Line of Symmetry	Any line which divides a figure so that each side folds over the line to fit the other side exactly is called a line of symmetry. The figure is said to have a line of symmetry.
18	Transformations	Movements of figures which preserve their shape and size are called transformations or rigid motions.
19	Reflection	A transformation across a line producing a mirror image of the original shape. Also called a flip.
20	Translation	A translation (or slide) is a transformation which preserves size, shape and orientation of a figure while sliding it to a new location.
21	Rotation	A rotation (or turn) is a transformation which turns all the points in the original figure the same number of degrees around a fixed center point (like the origin).
22	Congruent	Two shapes (for example, triangles) are congruent if they have exactly the same size and

		shape.
23	Triangle Congruence Properties (SSS, SAS, ASA, (AAS), HL	The Triangle Congruence Properties are theorems which let us prove two triangles are congruent with the minimum number of corresponding parts congruent.
24	Indirect Proof (Proof of Contradiction)	This is a particular style of proof where, in general, the proof begins by assuming that something is true and then showing that such an assumption eventually leads to a contradiction of a known fact. It is also known as a proof by contradiction.
25	Converse	You get the converse of a conditional statement, hypothesis implies conclusion ($H \rightarrow C$) by writing a new conditional statement, conclusion implies hypothesis ($C \rightarrow H$). Knowing the original statement is true does not tell you <u>anything</u> about whether the converse is true.
26	Isosceles Triangle Theorem	If Triangle ABC is isosceles with line segment BA congruent to line segment BC, then the angles opposite these sides are congruent, that is Angle A is congruent to Angle C.
27	Sine Ratio Cosine Ratio Tangent Ratio	<ul style="list-style-type: none"> • In a right triangle, the sine ratio of an acute angle A is $\sin A = \frac{\text{length of opposite leg}}{\text{length of hypotenuse}}$. • In a right triangle, the cosine ratio of an acute angle A is $\cos A = \frac{\text{length of adjacent leg}}{\text{length of hypotenuse}}$. • In a right triangle, the tangent ratio of an acute angle A is $\tan A = \frac{\text{length of opposite leg}}{\text{length of adjacent leg}}$.
28	Law of Sines	For any Triangle ABC with sides a, b and c opposite angles A, B, and C respectively, it is always true that $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$.
29	Similar	Two shapes are similar if they have exactly the same shape but are not necessarily the same size. The symbol for similar is \sim .
30	Angle of Incidence Angle of Reflection	<ul style="list-style-type: none"> • The angle of approach of a moving object or a beam of light. The best example is to think of a pool ball bouncing off the side of a pool table. The smaller angle made by the path of the ball with the side of the table as it approaches the side of the table is the angle of incidence. • The angle of rebound.
31	$r:r^2:r^3$ Theorem	Once you know two figures are similar with a ratio of similarity a/b , the following proportions for the SMALL (sm) and LARGE (lg) figures (which are enlargements or reductions of each

		<p>other) are true: $\text{side(sm)}/\text{side(lg)} = a/b$ $P(\text{sm})/P(\text{lg}) = a/b$ $A(\text{sm})/A(\text{lg}) = a^2/b^2$ $V(\text{sm})/V(\text{lg}) = a^3/b^3$</p> <p>For 2 dimensional figures, the theorem refers to the ratios of the sides, perimeters (P), and areas (A). For three dimensional figures, the theorem refers to the ratios of edges, areas of faces, or total surface area of the solids, and volume (V).</p>
32	<p>Triangle Similarity Theorems:</p> <ul style="list-style-type: none"> • SAS~ Theorem • SSS~ Theorem 	<ul style="list-style-type: none"> • Triangles that have 2 pairs of corresponding sides proportional and the included angle congruent are similar. • Triangles that have all 3 sides proportional are similar, where one triangle is a magnification of the other.
33	Polygon Angle Formulas	<ul style="list-style-type: none"> • $(n-2)180$ [sum of interior angles] • Angle measure of regular n-gon = $\{(n-2)180\}/n$ • Sum of exterior angles of an n-gon = 360
34	Definitions of Quadrilaterals and Their Properties	<ul style="list-style-type: none"> • Quadrilateral: polygon w/exactly 4 sides. • Kite: Quadrilateral w/2 pairs of consecutive, equal sides. • Trapezoid: Quadrilateral w/1 pair of parallel sides • Isosceles Trapezoid: Trapezoid w/ a pair of equal base angles (from the same base) • Parallelogram: Quadrilateral w/ 2 pairs of parallel sides. • Rectangle: Quadrilateral w/4 right angles • Rhombus: Quadrilateral w/4 congruent sides. • Square: Quadrilateral w/4 right angles and 4 congruent sides.
35	Convex Polygon	In a convex polygon each pair of interior points can be connected by a segment without leaving the interior of the polygon.
36	Regular Polygon	A polygon is regular if it is a convex polygon w/ all angles congruent and all sides congruent.
37	Volume: Cone and Pyramid Cylinder & Prism	$V = 1/3Bh$ $V = Bh$
38	Chord	A line segment with its endpoints on the circle
39	Inscribed Angle Theorem	The measure of any inscribed angle is half the measure of the intercepted arc.
40	Circle Facts:	

	Radius (r) Diameter (d) Circumference (C) Pi (π) Area	<ul style="list-style-type: none"> • Distance from the center to the points on the circle • A line segment drawn through the center w/ both endpoints on the circle • $C = \pi d$ • C/d • πr^2
41	Probability	The PROBABILITY of some event, call it A, happening is expressed as a ratio and written as: $P(A) = (\text{\# of successful outcomes}) / (\text{total number of outcomes})$
42	Equation of a circle	$x^2 + y^2 = r^2$
43	Angle-Chord-Secant Theorems	(cannot represent here – look up in text)



**Appendix IId: Sample Book List
7th Grade Humanities**

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

- The Giver (Lowry) *suggested summer reading text
- The Canterbury Tales (Chaucer and McCaughrean, or Hastings)

History Text and Materials:

TCI History Alive: The Medieval World

High Interest Literature Circle Books:

- Esperanza Rising (Ryan)
- Al Capone Does My Shirts (Choldenko)
- Stargirl (Spinelli)
- Loser (Spinelli)
- Surviving the Applewhites (Tolan)
- Whirligig (Fleishman)
- Year of Impossible Goodbyes (Choi)
- Dragonwings (Yep)
- The Westing Game (Raskin)
- Julie of the Wolves (George)

History Unit	Literature Circle Titles	Teacher Resources, Primary Source Documents, Anthologies
Rome		See 6 th grade Rome resources
Islam	The Boy From Makkah (Halman) The Breadwinner (Ellis) Shabanu: Daughter of the Wind (Staples) The Storytellers (Lewin) Seven Daughters and Seven Sons (Cohen) Shadow Spinner (Fletcher)	Science in Early Islamic Culture (Beshore) The Rise of Islam (Child) Essential Koran: The Heart of Islam (Cleary) Sinbad the Sailor and Other Tales from the Arabian Nights (Puffin) 1001 Arabian Nights (McCaughrean) Islamic World: Cambridge Illustrated History (Robinson) The Man Who Counted: A Collection of Mathematical Adventures (Tahan) Science in Medieval Islam: An Illustrated Introduction (Turner)
China		See 6 th grade China resources Maples in the Mist: Children's Poems from the Tang Dynasty (Ho)
Ghana and Mali (Medieval Africa)	Nzingha, Warrior Queen of Matamba: Angola, Africa 1595 (McKissack)	Asante (Boateng) Exploration Into Africa (Ibazebo) Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa (McKissack) Orphan Girl and Other Stories: West African Folk Tales (Offodile)

Medieval Japan	The Ghost in the Tokaido Inn (Hoobler) The Master Puppeteer (Paterson) Of Nightingales That Weep (Paterson) A Samurai's Tale (Haugaard) The Sign of the Chrysanthemum (Paterson)	See 6 th grade China resources on religion Shinto (Hartz) Ancient Japan: What Life Was Like For the Ancient Japanese (MacDonald) Tales From Japan (McAlpine)
Medieval Europe	Catherine Called Birdy (Cushman) Matilda Bone (Cushman) The Midwife's Apprentice (Cushman) The Ramsay Scallop (Temple)	The Late Middle Ages (Corrick) Middle Ages: An Illustrated History (Hanawalt) Medieval Europe: A Short Source Book (Hollister) The New Penguin Atlas of Medieval History (McEvedy)
Inca, Aztec, Maya		Eyewitness: Aztec, Inca and Maya (Baquedano) Emerald Lizard: Fifteen Latin American Tales To Tell in English and Spanish (DeSpain) Mayans (Kallen) The Aztecs (Defrates) Ancient Incas: The Chronicles from National Geographic (Israel)
Renaissance, Reformation, Scientific Revolution		Renaissance and the New World (Caselli) Eyewitness: Shakespeare (Chrisp) Eyewitness: Renaissance (Cole) Shakespeare Set Free The Reformation: The History Through Sources (Mullett) Isaac Newton and the Scientific Revolution (Christianson) Galileo (Fisher) Young Person's Guide to Philosophy (Weate)

Appendix IIe: AVID™ (Advancement Via Individual Determination)

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

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

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

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

Appendix IIe: AVID™ (Advancement Via Individual Determination)

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

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

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

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



Appendix II: 07-08 SECONDARY ASSESSMENT CALENDAR

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

OPTIONAL ASSESSMENTS:

3 Day Process Assessment – November & End of the Year

Developmental Reading Assessment – **STRONGLY ENCOURAGED** (6-8)

¹ All data e-mailed to: John Ericson, Regional VP, Principal & Coaches

² * 5th through 12th grade should give grade level benchmark and Basic Skills Assessment. (Basic Skills are given until a student passes with 85% or higher.)

Appendix IIg: Sample Benchmark Assessment

7th Grade Reading Benchmark - Winter - Longer Version

Section 1 - Multiple Choice

Passage for questions 1 to 10:

Read this passage and answer the question(s) below.

Super Brew Coffee Maker Model 21b

Congratulations on your purchase of a Super Brew Coffee Maker, the world's very best coffee maker! Super Brew is the best coffee maker on the market. Using Super Brew means your coffee will always be delicious. Your family and friends will love Super Brew-and they'll love you for using it!

Operating Instructions

1. Pour the amount of cold water you need into the opening at the top of the coffee maker (1 cup of water per cup of coffee).
2. Measure out the necessary amount of ground coffee and put it in the brown plastic filter. The Super Brew Coffee Maker does not require a separate paper filter. We recommend using 1 level tablespoon of coffee per cup.
3. Plug in the coffee maker.
4. Press the "brew" button. The red light will go on to indicate that the coffee is brewing.

Cleaning Instructions

To clean, simply rinse the coffee maker with cold water. Soap is not recommended. Never submerge the coffee maker in water, for doing so may result in a fire hazard. Never put the coffee maker in a dishwasher, as this will cause damage to its parts.

Warranty and Repair

Super Brew Coffee Maker Model 21b is covered under warranty against defects for a period of six months from the date of purchase. Please send all defective parts, along with your original receipt, to the following address: Coffee Mania Incorporated, 61b Montana Ave., Forest Glen, CA 94171. Please allow five to seven weeks for a response. No phone calls, emails, or faxes.

1) According to the passage, when will the red light go on?

- a. when water is poured into the coffee maker
- b. when the ground coffee is measured
- c. when the coffee maker is cleaning itself
- d. when the "brew" button is pressed

2)

Which coffee maker model number is being discussed in this passage?

- a. 6
- b. 21b
- c. 61b
- d. 94171

3)

According to the passage, what will happen if the coffee maker is put in the dishwasher?

- a. the coffee maker will get cleaned
- b. the dishwasher will cause a fire hazard
- c. the parts will be damaged
- d. the coffee won't taste as good

4)

Which of the following is true about the coffee filter?

- a. It is plastic.
- b. It is white.
- c. It is paper.
- d. It is ground.

5) According to the passage, when should you measure out the ground coffee?

- a. after pressing the "brew" button
- b. after pouring in the water
- c. after the coffee filter is removed
- d. after unplugging the coffee maker

6)

This passage is best described as-

- a. an essay, because it discusses a topic in detail.
- b. a set of directions, because it explains how to use something.
- c. a textbook, because it is factual and educational.
- d. an editorial, because it is trying to convince the reader.

7) Which of the following sentences from the passage is an opinion?

- a. Super Brew is the best coffee maker on the market.
- b. The Super Brew Coffee Maker does not require a separate paper filter.
- c. Plug in the coffee maker.
- d. To clean, simply rinse the coffee maker with cold water.

8)

Which of the following sentences from the passage is an opinion?

- a. Never submerge the coffee maker in water, for doing so may result in a fire hazard.
- b. Your family and friends will love Super Brew-and they'll love you for using it!
- c. The red light will go on.
- d. No phone calls, emails, or faxes.

9)

This passage is most likely to appear-

- a. in a book about the history of coffee.
- b. in an instruction manual.
- c. in a coffee shop newsletter.
- d. in a national newspaper.

10)

According to the passage, when should you plug in the coffee maker?

- a. before putting the ground coffee in the filter
- b. after putting the ground coffee in the filter
- c. before pouring the water into the top of the machine
- d. after pressing the "brew" button

Passage for questions 11 to 14:
Read this passage and then answer the question(s) below.

A Kwanzaa Story

For Nina, this was the most exciting day of the year-December 31. It was the special day of celebration called Karamu, the climax of the seven-day African-American holiday of Kwanzaa. The celebration that night was sure to be full of singing, storytelling, and plenty of delicious food! Nina's mother had put her in charge of cooking one of the holiday's best-loved treats, benne cakes. This was Nina's first time performing this important task on her own, and she wanted to surprise everyone at the evening's festivities with the tastiest cakes they'd ever eaten.

In previous years, Nina watched carefully as her mother stirred together the ingredients, dropped dollops of the dough onto a cookie sheet, and put it in the oven. "You bake them for about fifteen minutes, but you know they're done when the edges are brown," her mother always told her. Nina felt nervous because it seemed there was so much to remember, but her mother was there to help just in case.

Nina mixed the ingredients, put dough on a cookie sheet, and put it into the oven, just like her mother always did.

"How are those cakes coming along, baby?" her mother asked.

"Just fine, mama," Nina said.

"Let me know if you need anything," her mother said as she walked to the front door to greet some guests who had just arrived.

Nina got to thinking about the meaning of Kwanzaa. She knew that each day was associated with a special principle, such as unity, cooperation, and purpose. Every year, family and friends would talk about what these principles meant in their everyday lives. Lost in thought, Nina forgot all about the cakes-until she noticed smoke coming from the oven! When she opened the oven door, she saw that the cakes were not only brown around the edges, they were completely burnt! Putting on an oven mitt, she pulled out the cookie sheet and put it on the counter. At that moment, her mother and some guests came into the kitchen.

"Having a little problem with those cakes, honey?" her mother asked.

Nina flashed hot with embarrassment, and looked as if she were about to cry. But then her mother smiled broadly and said, "The principle for today is 'creativity,' and I'd say that's a very creative batch of benne cakes!" Everybody laughed, and Nina couldn't help but smile, too.

11) This story could **best** be described as-

- a. unrealistic, because the plot has elements of fantasy.
- b. unrealistic, because the characters are mythical.
- c. realistic, because the characters and situation are believable.
- d. realistic, because the dialogue seems natural.

12)

Which possible last line for the story would **best** express the theme of this story?

- a. Her mother hugged her and said, "Don't worry. Practice makes perfect!"
- b. Her mother shook her head and said, "Too many cooks spoil the broth!"
- c. Her mother smiled kindly and said, "I guess you're still too young for this."
- d. Her mother picked up an apron and said, "If I want it done right, I'll have to do it myself."

13)

Why does Nina burn the benne cakes?

- a. because she wants to be creative with them
- b. because she doesn't know how to make them
- c. because she stops paying attention to them
- d. because her mother comes back in the room with guests

14)

What is the primary message in this passage?

- a. You should never try anything until you are sure you can complete it successfully.
- b. Kwanzaa is an important holiday for many African-American families.
- c. People can learn from the innocent mistakes they make.
- d. An important event like a holiday causes people to be nervous.

Passage for questions 15 to 20:
Read this poem and answer the question(s) below.

Unplugged

What would you do if you came unplugged,
and the music surging through your blood
became suddenly soft and round and rhythmic
in time with each heartbeat's second-hand tick?

And what if your pager could no longer beep
to rouse you from your dream-filled sleep,
and your telephone lost its pulse and tone
so no one could bother you when you're home?

Could you survive without cords and connectors,
cut off from e-mail and surge protectors,
deprived of your game box and video gear...
or would you simply disappear?

Without your CD player's boom and blare,
would anyone even know you're there?
Could you make any sense of reality
if it weren't shown first on cable TV?

I'm only asking because, you see,
once there was no electricity,
and I wonder how those people existed
off-line, unwired, unplugged and unlisted?

15)

Read the following lines from the poem.

**Could you make sense of reality
if it weren't shown first on cable TV?**

This question shows the author's bias-

- a. in favor of regular network TV channels.
- b. against learning about life through television.
- c. against fiction being shown on television.
- d. against TV shows that do not make sense.

16)

Based on the author's words, critics might say that the author-

- a. admires modern technology.
- b. has mixed feelings about modern technology.
- c. is a technology historian.
- d. dislikes technology experts.

17)

Read the following lines from the passage:

**I'm only asking because, you see,
once there was no electricity,
and I wonder how those people existed
offline, unwired, unplugged and unlisted?**

This stanza is written using-

- a. the first-person point-of-view.
- b. a limited-omniscient point-of-view.
- c. an omniscient point-of-view.
- d. the third-person point-of-view.

18)

The author's purpose is **most likely** to-

- a. make readers think about their dependence on technology.
- b. encourage readers to become more dependent on technology.
- c. get readers to "stop and smell the roses," and stop using technology altogether.
- d. inform readers of the purpose of high technology entertainment.

19)

Read the first stanza from the passage.

What method is the author using to convey his message in this stanza?

- a. He is using metaphor to compare the body's functioning to music.
- b. He is using rhythm to assert that the heart beats exactly once per second.
- c. He is using hyperbole to show that the body is naturally much slower than all electronic music.
- d. He is using analogies to show that humans are like clocks.

20)

The title of this poem, "Unplugged," is a metaphor that means-

- a. not plugging in too many things at one time.
- b. getting back to a simpler way of life without electronics.
- c. undoing all the mistakes of the past.
- d. understanding the proper use of the Internet.

Passage for questions 21 to 24:
Read this passage and answer the question(s) below.

Stage Fright

I peeked out from behind the curtain. There they were, waiting like vultures to devour me. To hurl insults at me. To trample me underfoot. Yes, there they were. My audience.

Objectively speaking, they appeared harmless enough. It was a crowd of young families, many of whom I already knew from school. The expressions on their faces were expectant and eager. It was steaming hot in the auditorium, and I saw that some of the older people were using their programs as makeshift fans.

I saw some of my classmates squirming in their seats, impatiently waiting for the performance to begin. My friends Michael and Paul had assured me that I would do just fine, that I had nothing to worry about. *That's easy for them to say*, I thought bitterly. They might feel bored waiting for the show to start, but I was the one who had to stand backstage, anticipating the disaster to come. My role was a pretty small one, and I didn't even have to be onstage for very long, but I still wasn't looking forward to it.

I saw Daniel, one of my fellow performers. He looked absolutely green. "Are you all right?" I asked.

He smiled at me wryly. "Hey, Peter. I feel like I'm going to be sick." To tell the truth, he did seem pretty bad.

I started to get even more worried. Daniel was the lead in the play. If he couldn't go on stage, the whole evening would be ruined. And, I thought to myself, we'd have to do this all over again.

"It won't be so bad," I said, trying to reassure him.

"You don't think so?" Daniel didn't look very convinced. I could hear the music starting. The lights in the auditorium went dim; the performance would start any moment.

"Look, Daniel." I grabbed him by the shoulders. "It's time for you to go out there."

"I guess you're right," he said reluctantly. "The show must go on."

"That's the spirit!" I watched as Daniel tentatively made his way to the stage entrance. If he could do it, so could I.

21) At what point do we see a change in the narrator's attitude?

- a. when he peers out from behind the curtain
- b. when he anticipates the disaster to come
- c. when he tells Daniel not to worry
- d. when he hears the music starting

22)

Which of the following **best** describes the narrator's attitude toward Daniel's nervousness?

- a. condescending
- b. amused
- c. sympathetic
- d. annoyed

23)

The narrator is **most likely**-

- a. a high school student.
- b. a high school drama coach.
- c. a touring musician.
- d. a professional actor.

24)

This passage is written in-

- a. the first person.
- b. the second person.
- c. the third person.
- d. the fourth person.

Passage for questions 25 to 27:
Read this passage and answer the question(s) below.

BEAMERS ATHLETIC SHOES - A New You

BEAMERS improve athletic performance and give you increased energy. Our new precision PEAK technology, developed by a team of design experts and professional athletes, will dramatically improve your skills on the court or field. And you'll look great, too. After all, BEAMERS are worn by all the hottest celebrities. You'll be the coolest kid in school with BEAMERS!

Available in the following new styles for 2003:

BEAMERS Hot Hot Hot (style no. 224)
BEAMERS Slick (style no. 225)
BEAMERS Athlete of the Year (style no. 366)

Available in the following LIMITED EDITION super-hot colors:

Cherry Red
Black Cat
Canary Yellow

Hurry, before they sell out! BEAMERS can be found in all the best stores at the best prices.

Be Your Best in BEAMERS.

25) Read the following sentence from the passage.

Available in the following LIMITED EDITION super-hot colors:

In this sentence, Limited Edition implies that-

- a. the colors are brand new and were invented by BEAMERS.
- b. BEAMERS only manufactured a certain number of each color.
- c. the colors are very popular amongst athletes and celebrities.
- d. BEAMERS made the colors look like cherries, cats, and canaries.

26)

Read this sentence from the passage.

Our new precision PEAK technology, developed by a team of design experts and professional athletes, will dramatically improve your skills on the court or field.

Which word below defines the word precision as it is used in the sentence?

- a. estimated
- b. exact
- c. measured
- d. manufactured

27)

The passage ends with the sentence "Be Your Best in BEAMERS." Which of the sentences from the rest of the passage **does not** reinforce this sentence?

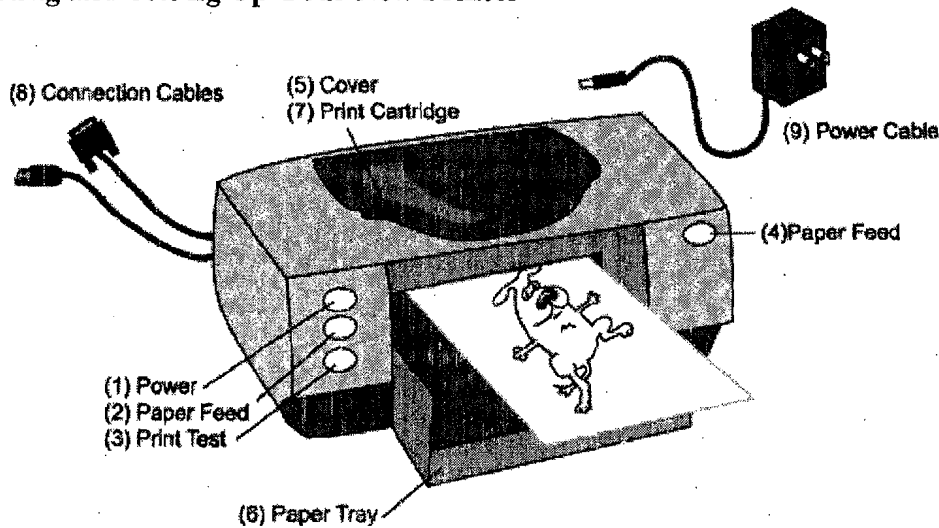
- a. BEAMERS improve athletic performance and give you increased energy.
- b. ...will dramatically improve your skills...
- c. After all, BEAMERS are worn by all the hottest celebrities.
- d. You'll be the coolest kid in school...

Passage for questions 28 to 32:

Read this passage and answer the question(s) below.

Congratulations on your purchase of a new EZPrint 2000 color printer! You have selected one of the best printers available today. Follow the directions in this booklet to discover how easy it is to print almost anything in brilliant, lifelike color. Photographs, reports, and even t-shirts can be created right from your desktop! If you have any questions about your recent purchase, please contact our customer service department at 1-800-EZ-PRINT or on our website at <http://www.ezprint.net>.

Connecting and Setting Up Your New Printer



1. First, install the printer drivers and printer software from the EZPrint CD-ROM that came with your printer.

Drivers and software work on all Windows and Mac systems. If you need drivers and/or software for another type of computer system, please contact us.

2. Turn your computer off, as well as any other devices (such as external CD-ROM drives) connected to your computer.

3. Select a location for your printer. The printer should be within 5 feet of your computer, and needs to have ample space in front of and behind it in order to open the paper feeder and print tray. It should also be

elevated off the ground to keep dust and dirt from clogging the print heads.

4. Carefully unpack your printer and cables. Your printer comes with one power cable and two connection cables (one serial and one USB). Check your computer to see which connection cable you need.

5. When your printer is in place, connect the correct connection cable from the printer to the computer. Each end of the connection cable is clearly marked.

6. Connect the power cable from the back of the printer to the power bar or surge protector.
7. Finally, turn on your printer and restart your computer. Print a test page to be sure that the printer is working properly. If you have any further problems, see the "Troubleshooting" appendix on page 57.

28)

In which of the following would you be **most likely** to find this passage?

- a. a user manual for the EZPrint 2000
- b. a newspaper review of the EZPrint 2000
- c. a promotional brochure for the EZPrint 2000
- d. a magazine advertisement for the EZPrint 2000

29)

Step 3 states that the printer "**needs to have ample space in front of and behind it in order to open the paper feeder and print tray.**"

Which of the following **best** gives the meaning of the word ample?

- a. little
- b. some
- c. empty
- d. plenty of

30)

On the diagram, which of these labeled features connects the printer to the computer?

- a. (6)
- b. (7)
- c. (8)
- d. (9)

31)

What do you need to do in order to follow the directions in Step 7?

- a. First press button (1), then button (3).
- b. First press button (2), then button (1).
- c. First press button (2), then button (3).
- d. First press button (3), then button (2).

32) Which of these statements from the passage best illustrates the company's bias about its product?

- a. Each end of the connection cable is clearly marked.
- b. Drivers and software work on all Windows and Mac systems.
- c. Congratulations on your purchase of a new EZPrint 2000 color printer!
- d. Follow the directions in this booklet to discover how easy it is to print almost anything in brilliant, lifelike color.

Passage for questions 33 to 36:

Read this poem and then answer the question(s) below.

I am

Wong, O'Brien, Ketheesian

I am Mirabella, Johanssen, Lipkovich

I am the turban-wearing foreigner selling fruit at the shop around the corner

I am

I am Schnabel

I am Takeda and Feinberg

I am

I am the boy whose accent glides like skis across the snow

I am the little old lady who smiles on the bus

I am a professor of International Studies

I am a cab driver

I am La Plume, Rodriguez, DeCordova

I am the hero, or villain

I am just a person, working hard, and trying to do better

I am the woman whose clothing blooms like flowers on the city streets

I am a baby, whose skin and giggles are both like caramel

I am Petrovka, Yapo

I am Sharif

I am the man who raises the flag on July 4th and weeps with pride

I am the girl who celebrates a holiday you have never heard of

I am

I am

I am American, just like

you

33)

Read the following lines from the poem.

I am the boy whose accent glides like skis across the snow...

I am the woman whose clothing blooms like flowers on the city streets

I am a baby, whose skin and giggles are both like caramel

Which literary device appears in all of these lines?

- a. metaphor
- b. simile
- c. personification
- d. idiom

34) The author **probably** starts nearly every line with the words "I am" because-

- a. she wants the reader to think the narrator is very self-centered.
- b. it makes the meter of the poem very regular.
- c. if she did not, it would be difficult to tell who was speaking.
- d. she wants to emphasize that she is talking about many different individuals.

35)

Read these lines from the poem.

I am the turban-wearing foreigner selling fruit at the shop around the corner

A turban is most similar to-

- a. a flag.
- b. an apple.
- c. a hat.
- d. a tuxedo.

36)

Read this line from the poem.

I am the man who raises the flag on July 4th and weeps with pride

This man weeps because he is proud-

- a. to be strong enough to raise a flag.
- b. to be an American.
- c. that he has enough money to buy a flag.
- d. to be featured in the poem.

37)

What does the word archeology mean?

- a. study of buildings
- b. study of dinosaurs
- c. study of old things
- d. study of insects

38)

What does the word semi-independent mean?

- a. not independent at all
- b. completely independent
- c. used to be independent
- d. partly independent

39)

What does the word hypersensitive mean?

- a. more sensitive than normal
- b. less sensitive than normal
- c. not sensitive at all
- d. sensitive about certain things

Answer Key

Section 1 - Multiple Choice

- 1) d
- 2) b
- 3) c
- 4) a
- 5) b
- 6) b
- 7) a
- 8) b
- 9) b
- 10) b
- 11) c
- 12) a
- 13) c
- 14) c
- 15) b
- 16) b
- 17) a
- 18) a
- 19) a
- 20) b
- 21) c
- 22) c
- 23) a
- 24) a
- 25) b
- 26) b
- 27) c
- 28) a
- 29) d
- 30) c
- 31) a
- 32) d
- 33) b
- 34) d
- 35) c
- 36) b
- 37) c
- 38) d
- 39) a

Appendix IIh: 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 get to the bathroom?)</p>	<p>Guided Reading</p> <p>Shared Reading</p>
Listening & Speaking Substrand	Standard – Advanced ELD Level	Strategies
Comprehension	<p>Demonstrate understanding of most idiomatic expressions (e.g. Give me a hand) by responding to such expressions and using them appropriately.</p>	<p>Discussion</p> <p>Guided Reading</p> <p>Shared inquiry</p>
Organization and Delivery of Oral Communication	<p>Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.</p>	<p>Discussion</p> <p>Guided Reading</p> <p>Literature Circles</p> <p>Read aloud / DRTA</p> <p>Shared inquiry</p>
Reading	Standard – Beginning ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	<p>Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.</p> <p>Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.</p>	<p>Mini-lesson</p> <p>Word work</p>
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<p>Produce most English phonemes while beginning to read aloud</p>	<p>Read aloud</p> <p>Shared Reading</p>
Vocabulary and Concept Development	<p>Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., location, greetings, classroom objects).</p> <p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>Retell stories by using simple words, phrases and sentences.</p> <p>Recognize simple affixes (e.g., educate, education), prefixes (e.g. dislike, preheat), synonyms (e.g., big, large), and antonyms (e.g., hot, cold).</p> <p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.</p> <p>Recognize the difference between the use of the first-and-third person points of view in phrases or simple sentences.</p>	<p>Mini-lessons</p> <p>Word work</p> <p>Literacy centers</p> <p>Shared reading</p> <p>Guided reading</p> <p>Word Work</p> <p>Literacy centers</p> <p>Read aloud</p> <p>Guided Reading</p>
Reading	Standard – Intermediate ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	<p>Produce English phonemes while reading aloud.</p> <p>Recognize sound/symbol relationships and basic word formation rules in written text (e.g., basic syllabication rules and phonics).</p> <p>Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	<p>Mini-lesson</p> <p>Word Work</p> <p>Read aloud</p> <p>Guided reading</p> <p>Independent reading</p>

Vocabulary and Concept Development	<p>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.</p> <p>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.</p> <p>Use expanded vocabulary and descriptive words in oral and written responses to written texts.</p> <p>Recognize and understand simple idioms, analogies, and figures of speech in written text.</p> <p>Recognize that some words have multiple meanings and apply this knowledge to written text.</p> <p>Recognize the function of connectors in written text (e.g., first, then, after that, finally).</p>	<p>Mini-lesson</p> <p>Read aloud</p> <p>Independent reading</p> <p>Word work</p> <p>Guided reading</p> <p>D.O.L.</p> <p>Literature circles</p>
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).	<p>Word work</p> <p>Guided reading</p> <p>Mini-lesson centers</p> <p>Independent reading</p>
Vocabulary and Concept Development	<p>Apply knowledge of academic and social vocabulary while reading independently.</p> <p>Be able to use a standard dictionary to find the meanings of unfamiliar words.</p> <p>Interpret the meaning of unknown words by using knowledge gained from previously read text.</p> <p>Understand idioms, analogies, and metaphors in conversation and written text.</p>	<p>Word work</p> <p>Mini-lesson</p> <p>Independent reading</p>
Reading Comprehension	Standard – Beginning ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	<p>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).</p> <p>Responds orally to stories read aloud, giving one-to-two word responses to factual comprehension questions (who, what, when, where and how).</p> <p>Understand and follow simple one-step directions for classroom-related activities.</p>	<p>Read aloud/DRTA</p> <p>Discussion</p> <p>Shared reading</p> <p>Guided reading</p>
Structural Features of Informational Materials	<p>Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames.</p> <p>Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>	<p>Guided Reading</p> <p>Read aloud</p> <p>Minilessons</p> <p>Shared reading</p>
Reading Comprehension	Standard – Intermediate ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	<p>Understand and follow simple written directions for classroom-related activities.</p> <p>Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences.</p> <p>Read and identify basic text features, such as the title, table of contents, and chapter headings.</p> <p>Respond to comprehension questions about text by using detailed sentences (e.g., the brown bear lives with his family in the forest).</p>	<p>Shared reading</p> <p>Guided reading</p> <p>Mini-lesson</p>
Structural Features of Information Features	Identify, using key words or phrases, the basic sequence of events in stories read.	<p>Shared reading</p> <p>Guided reading</p> <p>Mini-lesson centers</p>
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 Focus	Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.	Spelling paragraph Independent writing Mini-lessons
Capitalization	Use capitalization when writing one's own name. Use capitalization at the beginning of a sentence and for proper nouns.	DOL Spelling paragraph Independent writing
Punctuation	Use period at the end of a sentence and a question mark at the end of a question.	DOL Spelling paragraph Independent writing
Capitalization, Punctuation and Spelling	Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling. Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.	Word work DOL Spelling paragraph Independent writing

Appendix 11h: 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 get to the bathroom?)</p>	<p>Guided Reading</p> <p>Shared Reading</p>
Listening & Speaking Substrand	Standard – Advanced ELD Level	Strategies
Comprehension	<p>Demonstrate understanding of most idiomatic expressions (e.g. Give me a hand) by responding to such expressions and using them appropriately.</p>	<p>Discussion</p> <p>Guided Reading</p> <p>Shared inquiry</p>
Organization and Delivery of Oral Communication	<p>Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.</p>	<p>Discussion</p> <p>Guided Reading</p> <p>Literature Circles</p> <p>Read aloud / DRTA</p> <p>Shared inquiry</p>
Reading	Standard – Beginning ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	<p>Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.</p> <p>Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.</p>	<p>Mini-lesson</p> <p>Word work</p>
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<p>Produce most English phonemes while beginning to read aloud</p>	<p>Read aloud</p> <p>Shared Reading</p>
Vocabulary and Concept Development	<p>Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., location, greetings, classroom objects).</p> <p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>Retell stories by using simple words, phrases and sentences.</p> <p>Recognize simple affixes (e.g., educate, education), prefixes (e.g. dislike, preheat), synonyms (e.g., big, large), and antonyms (e.g., hot, cold).</p> <p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.</p> <p>Recognize the difference between the use of the first-and-third person points of view in phrases or simple sentences.</p>	<p>Mini-lessons</p> <p>Word work</p> <p>Literacy centers</p> <p>Shared reading</p> <p>Guided Reading</p> <p>Word Work</p> <p>Literacy centers</p> <p>Read aloud</p> <p>Guided Reading</p>
Reading	Standard – Intermediate ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	<p>Produce English phonemes while reading aloud.</p> <p>Recognize sound/symbol relationships and basic word formation rules in written text (e.g., basic syllabication rules and phonics).</p> <p>Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.</p>	<p>Mini-lesson</p> <p>Word Work</p> <p>Read aloud</p> <p>Guided reading</p> <p>Independent reading</p>

Vocabulary and Concept Development	<p>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.</p> <p>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.</p> <p>Use expanded vocabulary and descriptive words in oral and written responses to written texts.</p> <p>Recognize and understand simple idioms, analogies, and figures of speech in written text.</p> <p>Recognize that some words have multiple meanings and apply this knowledge to written text.</p> <p>Recognize the function of connectors in written text (e.g., first, then, after that, finally).</p>	<p>Mini-lesson</p> <p>Read aloud</p> <p>Independent reading</p> <p>Word work</p> <p>Guided reading</p> <p>D.O.L.</p> <p>Literature circles</p>
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).	<p>Word work</p> <p>Guided reading</p> <p>Mini-lesson centers</p> <p>Independent reading</p>
Vocabulary and Concept Development	<p>Apply knowledge of academic and social vocabulary while reading independently.</p> <p>Be able to use a standard dictionary to find the meanings of unfamiliar words.</p> <p>Interpret the meaning of unknown words by using knowledge gained from previously read text.</p> <p>Understand idioms, analogies, and metaphors in conversation and written text.</p>	<p>Word work</p> <p>Mini-lesson</p> <p>Independent reading</p>
Reading Comprehension	Standard – Beginning ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	<p>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).</p> <p>Responds orally to stories read aloud, giving one-to-two word responses to factual comprehension questions (who, what, when, where and how).</p> <p>Understand and follow simple one-step directions for classroom-related activities.</p>	<p>Read aloud/DRTA</p> <p>Discussion</p> <p>Shared reading</p> <p>Guided reading</p>
Structural Features of Informational Materials	<p>Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames.</p> <p>Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>	<p>Guided Reading</p> <p>Read aloud</p> <p>Minilessons</p> <p>Shared reading</p>
Reading Comprehension	Standard – Intermediate ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	<p>Understand and follow simple written directions for classroom-related activities.</p> <p>Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences.</p> <p>Read and identify basic text features, such as the title, table of contents, and chapter headings.</p> <p>Respond to comprehension questions about text by using detailed sentences (e.g., the brown bear lives with his family in the forest).</p>	<p>Shared reading</p> <p>Guided reading</p> <p>Mini-lesson</p>
Structural Features of Information Features	Identify, using key words or phrases, the basic sequence of events in stories read.	<p>Shared reading</p> <p>Guided reading</p> <p>Mini-lesson centers</p>
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 Focus	Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.	Spelling paragraph Independent writing Mini-lessons
Capitalization	Use capitalization when writing one's own name. Use capitalization at the beginning of a sentence and for proper nouns.	DOL Spelling paragraph Independent writing
Punctuation	Use period at the end of a sentence and a question mark at the end of a question.	DOL Spelling paragraph Independent writing
Capitalization, Punctuation and Spelling	Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling. Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.	Word work DOL Spelling paragraph Independent writing

Appendix IVa: Aspire Articles Of Incorporation

2158316

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

MAR 19 1999

GILL 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 Shelvey
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

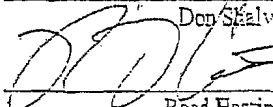
SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof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

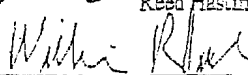
Date: 12/21/98



Don Shalvey, Director




Reed Hastings, Director



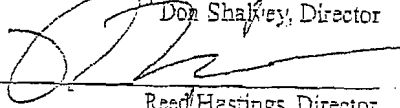
Bill Jackson, Director

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.

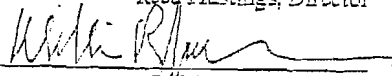
Date: 12/21/98



Don Shaikley, Director



Reed Hastings, Director



Bill Jackson, Director



Appendix IVb: Aspire's Board of Directors

Dean A. Cortopassi, President & CEO, San Tomo Group

From an early age Dino Cortopassi knew what he wanted to do in life. He started Cortopassi Farms in 1960 at the age of 23, and grew that fledgling enterprise from the initial 60 acres into a 10,000-acre diversified farming operation. In 1978 he founded San Tomo Group, an owner/operator of California food processing and marketing companies, which he presently heads. Dino is no longer directly involved in farming, however he and his family own 3500 acres in San Joaquin County, leased to tenants farming cherries; apples; walnuts; wine grapes; olive oil; tomatoes; rice; wheat; corn. He graduated from UC-Davis in 1958; was one of the founders of the California Agribusiness Seminar; served as an Entrepreneur in Residence at University of Pacific; and a member of Young Presidents Organization/World President's Organization. Over the past three decades, Cortopassi has served on the Boards of a variety of industry, corporate, and community organizations. He currently serves on the Boards of Il Fornaio, Inc. (Restaurants/Bakeries) and Katalysis, Inc. (charitable organization providing micro-credit in Central America). In 2005, Dino received the Horatio Alger award, an award that honors the achievements and community service of 10 outstanding Americans who have succeeded in spite of adversity.

Linda Darling-Hammond, Professor, Stanford University School of Education

Linda Darling-Hammond is the Charles E. Ducommun Professor of Teaching and Teacher Education at Stanford University, where she works closely with the Stanford Teacher Education Program (STEP) and teaches courses on teaching and teacher education as well as education policy. Previously, she was William F. Russell Professor in the Foundations of Education at Teachers College, Columbia University, co-director of the National Center for Restructuring Education, Schools and Teaching, and executive director of the National Commission on Teaching and America's Future. She began her career as a public school teacher and was co-founder of a preschool and day care center. She has also worked as senior social scientist and director of the RAND Corporation's Education and Human Resources Program. Linda earned her undergraduate degree from Yale in 1973 and her doctorate in urban education from Temple University in 1978. Linda's research focuses on issues of school restructuring, teacher education reform and the enhancement of educational equity. She is the author of seven books, including *The Right to Learn: A Blueprint for School Reform*; *Professional Development Schools: Schools for Developing a Profession*; *A License to Teach: Building a Profession for 21st Century Schools*; and *Authentic Assessment in Action*.

Walt L. Hanline, Ed.D., Superintendent, Ceres Unified School District

Dr. Walt Hanline attended Ventura Community College, received his B.A. from Pepperdine University, and his Masters from California Lutheran College. A doctorate was earned in 1991 from the University of Southern California, with an emphasis in Curriculum and Instruction and a specialization in Collective Bargaining. Dr. Hanline's educational experience began with teaching positions in the Ventura Unified School District. He has also had the unique experience of beginning a private school and, as Superintendent, watched it grow to over 400 students. A term as Assistant Principal of the Middle School in Soledad School District was followed by twelve years as Superintendent of the Kings River-Hardwick

Union School District. From 1998 - 2001, Dr. Hanline was Superintendent of Del Norte County Unified School District and held the elected post of Superintendent for the Del Norte County Office of Education. Dr. Hanline, in July 1, 2001, was appointed Superintendent of Ceres Unified School District. Dr. Hanline's accomplishments have included a term as President of the Association of California School Administrators of Region XI, a term of service as the Association of California School Administrators State Legislative Action Committee's Vice Chair, President Elect of the Hanford Chamber of Commerce, President of the Ceres Chamber of Commerce, Director of Officials for the Hanford Youth Soccer League, and active involvement in many other community organizations.

Bill Hughson, Vice-President, DaVita

Bill graduated from Williams College in 1986 with a degree in English literature and from the Stanford Graduate School of Business in 1990. Bill's professional affiliations include CEO of Noah's Bagels, President of AG Ferrari Foods, President of ePlast.com and his current position as President of DaVita Rx. He is also a Director of two medical technology firms, Sensurtec and Fulfillium, and is Managing Member of Silicon Valley Investment Partners. Bill is married and is the proud father of a young daughter.

Beth Hunkapiller, President, San Carlos School District Board of Trustees

Beth Hunkapiller has been an educator all her life. Currently, she is president of the San Carlos Board of Education. She has worked as a middle school teacher and administrator in the Mountain View School District in El Monte, CA, and in a parent cooperative nursery school. She has also worked at the Los Angeles Times. Beth graduated from Oklahoma Baptist University where she majored in political science and English. She received her masters from USC in 1977.

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 Muhfeld Patterson, Independent Consultant

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.

Don Shalvey, Chief Executive Officer and Co-Founder, Aspire Public Schools

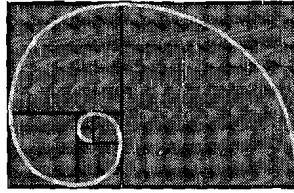
Don Shalvey has over 35 years of experience in public education, having served as superintendent, assistant superintendent, principal, classroom teacher, and counselor in all levels-primary, elementary, middle, and high schools, college and adult education. Prior to joining Aspire, Dr. Shalvey was Superintendent of the San Carlos School District in Northern California, a district of approximately 2,600 students and six elementary schools. Don has also worked in the Merced School District, a rural district of approximately 11,000 students and in the Lodi Unified School District, a district of approximately 28,000 students that includes a portion of urban Stockton. Under Don's leadership, the San Carlos District sponsored the first charter school in California and began participation in the Bay Area School Reform Collaborative, the Hewlett-Annenberg Project and a federal Technology Challenge Grant. Don also co-founded Californians for Public School Excellence, the organization that sponsored the California Charter School Initiative that raised the cap on the number of charter schools. Don has been a member of State Superintendent Delaine Eastin's Charter School Committee as well as an advisor to the California Network of Educational Charters. Don earned a Doctorate of Education in Educational Leadership/Administration from the University of Southern California, a Masters of Education in Counseling and Guidance from Gonzaga University and a B.A. from LaSalle College.

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.

Joanne Weiss, Partner and COO at NewSchools Venture Fund

At NewSchools, Joanne focuses on investment strategy and management assistance to a variety of the firm's portfolio ventures, and oversees the organization's operations. As part of this work, she serves on the boards of Aspire Public Schools, Education for Change, Green Dot Public Schools, Leadership Public Schools, New Leaders for New Schools, Revolution Foods, Rocketship Education and Teachscape. Prior to joining NewSchools Venture Fund, Joanne was CEO of Claria Corporation, an e-services recruiting firm that helped emerging-growth companies build their teams quickly and well. Before her tenure at Claria, Joanne spent twenty years in the design, development, and marketing of technology-based products and services for education. She was Senior Vice President of Product Development at Pensare, an e-learning company that created business innovation programs for the Fortune 500 market. Prior to Pensare, Joanne was co-founder, interim CEO, and Vice President of Products and Technologies at Academic Systems, a company that helps hundreds of thousands of college students prepare for college-level work in mathematics and English. In the early 1990s, Joanne was Executive Vice President of Business Operations at Wasatch Education Systems, where she led the product development, customer service, and operations organizations for this K-12 educational technology company. She began her career as Vice President of Education R&D at Wicat Systems, where she was responsible for the development of nearly 100 multimedia curriculum products for K-12 schools.



Aspire Public Schools

Appendix IVc: Uniform Complaint Procedure Policy

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

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

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

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

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

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

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

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

PROCEDURES

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

- **Complaint:** A complaint shall be presented in writing by way of an Aspire Community Complaint Form to General Counsel, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time under 5 CCR 4630(b).
- **Mediation:** Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

INVESTIGATION OF COMPLAINT

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

RESPONSE/RESOLUTION

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

appeal within fifteen (15) days of receiving the written report to the California Department of Education.

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.



Community Complaint Form

Name: _____ Address: _____

Telephone #: (day) _____ (evening) _____

1. Who is your complaint against?

School/Department: _____ Position: _____

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: _____

FORMA DE QUEJAS DE COMUNIDAD

Community Complaint Form

Nombre: _____ Dirección: _____

Teléfono #: (día) _____ noche) _____

1. Contra quien es su queja?

Escuela/Departamento: _____ Posición: _____

1. ¿Se ha conversado con él/ella? Si ___ No ___ Fecha: _____

2. ¿Se ha conversado con el director o el supervisor? Si ___ No ___ Fecha: _____

Descripción de la Queja: Incluya por favor toda información importante tal como ubicación, los nombres, las fechas, quien estaba presente, y a quien se informó. Use por favor papel adicional si más espacio es necesario.

¿Qué remedio o la acción sugiere usted?

Firma: _____ Fecha: _____

Fecha recibida por oficina matriz de Aspire: _____



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

Dear Parents:

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

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

Unacceptable Behaviors

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

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

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

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

Consequences of Unacceptable Behaviors

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

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

Sincerely,

Don Shalvey
Chief Executive Officer

Board Policy

DISCRIMINATION/HARASSMENT POLICY

Aspire Public Schools' ("Aspire") programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

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

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

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

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

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

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

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

Administrative Regulation

DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

How to file a complaint

Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

Procedures

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused
 - c. Anyone who saw the incident or conduct take place
 - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The Chief Executive Officer or designee
 - b. The parent/guardian of the student who complained
 - c. The parent/guardian of the person accused of the discrimination or harassing conduct
 - d. The school resource officer(s)
 - e. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth

- f. Child protective agencies responsible for investigating child abuse reports
 - g. Legal counsel for Aspire
4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
 5. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of past instances of discrimination or harassment by the accused person
 - e. Evidence of past complaints
 6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
 - a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The number of persons involved
 - d. The age and sex of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of discrimination/harassment
 7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.
 8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.
 9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Aspire Public Schools' Discrimination/Harassment Complaint Procedure

How to File a Complaint

Aspire Public Schools ("Aspire") is committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential and respectful manner. In so doing, he/she shall talk individually with:
 - the student who is complaining;
 - the person accused;
 - anyone who saw the incident or conduct;
 - anyone mentioned as having related information.
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - the Chief Executive Officer or designee;
 - the parent/guardian of the student who complained;
 - the parent/guardian of the person accused of the discriminatory or harassing conduct;
 - the school resource officer(s);
 - teacher or staff member whose knowledge of students involved may help in determining who is telling the truth;
 - child protective agencies responsible investigating child abuse reports;
 - Aspire's legal counsel
4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
5. In reaching a decision about the complaint, the principal or designee may take into account:
 - statements made by the persons identified above;
 - the details and consistency of each person's account;
 - evidence of how the complaining student reacted to the incident;
 - evidence of past instances of discrimination or harassment by the accused person;
 - evidence of past complaints.
6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal or designee may take into consideration
 - how the misconduct affected one or more students education;
 - the type, frequency, and duration of the misconduct;
 - the age and sex of the person accused of harassment;
 - the number of persons involved;
 - the subject(s) of harassment;
 - the place and situation where the incident occurred;
 - other incidents at the school, including incidents of discrimination/harassment
7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.
8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination or harassment occurred, this report shall describe the actions he/she took to end the harassment, address the efforts of the discrimination or harassment on the persons who was subject to it, prevent retaliation or further discrimination or harassment.
9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Appendix Va: Founding Team

Diana Adams, Founding Principal, Millsmont Academy Secondary

Diana Adams is the Founding Principal of Aspire's Millmont Academy Secondary in East Oakland. Diana has over 35 years of experience in education, primarily in administration for Catholic parochial schools. In 2005, she founded Aspire's K-8 Millsmont Academy. Prior to joining Aspire, she was Principal for St. Cyril School, a K-8 parochial school for 7 years. Before that, she was principal of both St. Cyril and St. Louis Bertrand schools, which she was responsible for merging into one school. She was one of the first school administrators in Oakland to become trained in the Second Step conflict resolution program, which teaches students how to deal with conflicts effectively; the program is now used widely across the country. Diana has also been a speaker and trainer at the National Catholic Education Association conference, and has served on the Oakland Diocesan curriculum committee responsible for developing curriculum guidelines based on California State standards. She also served as Interim Superintendent and educational consultant for one of Mayor Jerry Brown's charter schools, the Oakland Military Institute, during its start-up years. Diana started her career teaching 5th, 7th, 8th grade. Diana received her BA in History and Elementary Education from San Francisco State and her Master in Educational Administration from New Mexico State.

Aspire Management Team

Don Shalvey, Ed.D., Chief Executive Officer and Co-Founder

Dr. Shalvey has 40 years of experience in public education and is widely recognized as a leader in public school reform and the charter school movement. Prior to founding Aspire Public Schools, Dr. Shalvey was the Superintendent of San Carlos School District, where he sponsored the first charter school in California in 1992. The San Carlos Charter Learning Center became a California Distinguished School and has since served as a model for many other charter schools. In 1998, Dr. Shalvey and entrepreneur Reed Hastings co-founded Californians for Public School Excellence, a grass-roots organization that led to the passage of the Charter Schools Act of 1998, which lifted the cap on the number of charter schools in the state. Dr. Shalvey is a frequent advisor to policy makers, practitioners and authorizers of charter schools across the nation. He currently serves as the Chair of the California Commission for Special Education; he is also a Board member on a number of not-for-profit organizations including: Jobs for the Future (JFF), Ed Source, and the Stanford University School of Education. His work has been recognized in a variety of national publications and television/radio shows including: The Wall Street Journal, Fast Company, Newsweek and the Charlie Rose Show and NPR. The prestigious Ashoka Foundation recently recognized Don as a Fellow for his outstanding work as a social entrepreneur. Dr. Shalvey earned a Doctorate of Education in Educational Leadership/Administration from the University of Southern California, a Masters of Education in Counseling and Guidance from Gonzaga University and a B.A. from LaSalle College.

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.

Mike Barr, Chief Financial Officer

Mike Barr manages all of Aspire's finance, accounting, and treasury functions. Mr. Barr has over 20 years experience of progressively senior positions in finance. Most recently, he was Vice President of Finance and Administration for Nightfire Software, a venture-backed telecommunications software company. Prior to that, he was Controller for Scient Corporation, where he established all finance and accounting policies and procedures as the company grew from \$0 to \$400 million in revenues and from 40 to over 1,900 employees, and led the company's IPO and secondary offering in 1999. He has also served as Business Unit Controller at Electronic Data Systems. Mr. Barr is a Certified Management Accountant and received his B.S. in Financial Planning and Analysis from Oregon State University.

James Willcox, Chief Operating Officer

James Willcox oversees human resources, operations, facilities, fund-raising and communications at Aspire. Prior to joining the management team of Aspire, Mr. Willcox was the founding Chief Operating Officer for Education for Change (EFC), a nonprofit charter management organization founded to restructure underperforming district schools as independent charter schools within the Oakland Unified School District. While at EFC, Mr. Willcox led all non-instructional operations and financial management of this nonprofit while it grew rapidly to over 120 employees and \$13M in revenue, and successfully opened three schools serving 1300 students in its first 18 months of operations. Mr. Willcox has also served as a Principal at NewSchools Venture Fund, where his work focused on the evaluation of investment opportunities, the on-going support of management teams within the investment portfolio, and the design and implementation of NewSchools' charter school facility investment strategy. Prior to NewSchools Mr. Willcox was a nonprofit consultant with the Bridgespan Group, and served as a U.S. Army officer 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.

Gloria Lee, Bay Area Vice President

Gloria brings extensive experience in business strategy, entrepreneurial ventures, and educational organizations to her role of overseeing all academic, operational and financial aspects of Aspire's eight Bay Area schools. Prior to before transitioning into this line management role, Gloria was the Founding Chief Operating Officer of Aspire. During her 8 years in that role, she established the systems and processes which supported the

organization's growth from 1 school to 21 schools. Gloria has also been a consultant for McKinsey and Company, helping Fortune 500 companies address major strategic challenges. Gloria also founded the UCLA School Management Program's Bay Area office; this university-based school reform support organization provided training and coaching to school principals and teachers in leadership and change management, to advance individual schools' improvement efforts. Gloria has also developed business partnerships for Knight-Ridder New Media, and assisted in the start-up phases for an Edison Project school in San Francisco. She received her BS in Applied Economics at Cornell University, and both a Masters of Business Administration and Masters in Education at Stanford University.

Linda Frost - Vice President of Secondary Education

Linda has over 30 years experience in education in California. Most recently, she was Executive Director of San Carlos High School, a new charter school in San Mateo County. Prior to that, she was superintendent at Summerville Union High School District in Tuolumne County. During her tenure there, she was honored as a Fellow in the Annenberg Superintendents Program for innovative educational leaders. She was principal of East Side Union High School in Manteca for 7 years, and in 1996, she received the California Secondary Principal of the Year award. Linda has been an instructor in the University of LaVerne's Administrative Credentialing program, a Commissioner for California's Advisory Board on Charter Schools, and a panel member for the California Commission for Teacher Credentialing. She started her career as a teacher at Saratoga High School in the Los Gatos High School District. Linda received her BA in Speech Communication at San Jose State University, and her Masters in Education Administration at Chapman University.

Appendix Vb: 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
<p>Holds employees accountable for results</p>	<p>Resists discussing results and metrics with staff members; reviews employee performance haphazardly or subjectively; rarely uses observations to improve instruction</p>	<p>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)</p>	<p>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</p>	<p>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.</p>
<p>Recognizes and rewards individual and group behavior</p>	<p>Overlooks opportunities for reward and celebration; focuses on the negative</p>	<p>Recognizes good work with occasional celebrations</p>	<p>Uses a variety of approaches to recognize and reward desired actions at the individual and group level</p>	<p>Systematically reinforces Aspire and school values by thoughtfully using a variety of approaches to reward individual and group behaviors</p>

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.

Appendix Vc: Office Manager Performance Rubric

1. FRONT OFFICE OPERATIONS

	Unsatisfactory	Basic	Proficient	Distinguished
<i>In-bound communication</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 	<ul style="list-style-type: none"> • Answers phone promptly; provides appropriate assistance to the caller; and deals appropriately with all calls including urgent ones. • Reliably takes accurate messages • Responds professionally and in a timely manner to e-mails • Mail is sorted and distributed regularly 	<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. Reliably takes accurate messages • Responds professionally and in a timely manner to e-mails • Mail is sorted and distributed regularly 	<ul style="list-style-type: none"> • Consistently displays outstanding phone manner, dealing with all callers in an appropriate way; 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
<i>Visitors</i>	<ul style="list-style-type: none"> • 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 notices and greets visitors promptly; provides appropriate assistance to visitors. • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate 	<ul style="list-style-type: none"> • 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"> • 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>Outbound communications</i>	<ul style="list-style-type: none"> • Regularly makes factual and grammatical errors in writing 	<ul style="list-style-type: none"> • Edits written communication from the school or principal to staff, parents, and students is accurate and grammatically correct when requested 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<i>Information Technology</i>	<ul style="list-style-type: none"> • Uses only the most basic functions of some MS Office and Aspire-supported software 	<ul style="list-style-type: none"> • Effectively uses most MS Office software and Aspire-supported software, and is actively seeking additional training to improve productivity on the remaining software 	<ul style="list-style-type: none"> • Effectively uses Microsoft Office software (Word, Excel, PowerPoint, Outlook) and Aspire-supported software (PowerSchool, i recruiter, Intranet, HelpDesk, SchoolDude) for all school needs • Assists other site teammates in using software and getting support from Aspire IT when needed 	<ul style="list-style-type: none"> • Is considered an expert with Microsoft Office software and Aspire-supported software; is able to train others to become proficient users • Can resolve simple IT user support questions or make basic fixes with guidance from Aspire IT

Appendix Vc: Office Manager Performance Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Schedule and calendar management</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 •Is reactive; needs prompting to communicate school events or is inaccurate 	<ul style="list-style-type: none"> •Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines with assistance •Manages communication to school community about upcoming events with assistance; avoids inaccuracies and omissions 	<ul style="list-style-type: none"> •Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines within one week of the end of the school year •Manages communication to school community about upcoming events without guidance; avoids inaccuracies and omissions 	<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 about upcoming events proactively and without guidance; avoids inaccuracies and omissions
<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"> •Office space is organized •Files are in order and documents are usually in logical places 	<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>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"> •Provides clear direction, regular support and frequent feedback to guide other teammates and volunteers 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

Appendix Vc: 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 report cards and honor rolls 	<ul style="list-style-type: none"> • Student academic records, both in PowerSchool and on paper, are complete and accurate • Cumulative files are requested from students' prior schools • Student confidentiality is maintained with appropriate controls • Report cards are produced and distributed in a timely manner • Honor roll is calculated in a timely manner 	<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 distributed in a timely manner • Honor roll is calculated 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 • Honor roll is calculated 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 • Has been CPR/First Aid certified • Makes appropriate 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 	<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

Appendix Vc: Office Manager Performance Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Personnel information</i>	<ul style="list-style-type: none"> • New hire paperwork is incomplete, inaccurate and/or submitted after the individual has already started • Time sheets for site teammates are incomplete and/or submitted to payroll late or only after reminders • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events 	<ul style="list-style-type: none"> • New hire paperwork submitted to HO is complete, accurate and usually submitted in a timely manner • Time sheets for site teammates are complete and always submitted to payroll by deadline • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO 	<ul style="list-style-type: none"> • New hire paperwork submitted to HO is complete, accurate and submitted quickly after hire (and prior to the new hire's start date) • Time sheets for site teammates are complete and always submitted to payroll by deadline without prompting • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events 	<ul style="list-style-type: none"> • New hire paperwork submitted to HO is complete, accurate and submitted quickly after hire (and prior to the new hire's start date) • Time sheets for site teammates are complete and always submitted to payroll by deadline without prompting • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events • Proactively creates systems and innovations to ensure timely and accurate submittal of HR forms
<i>Financial information</i>	<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 infrequently, documentation is spotty • 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 	<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 monthly deadlines • Deposits are made regularly and quickly, and appropriate documentation is provided to HO • 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 	<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 monthly deadlines without prompting • 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 	<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 monthly deadlines without prompting • 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

Appendix Vc: Office Manager Performance Rubric

3. ASPIRE VALUES

	Unsatisfactory	Basic	Proficient	Distinguished
<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"> Collaborates well in some situations but not in others; agreeably does his/her part when asked to by 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"> Assumes responsibility for tasks as assigned; holds 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"> Usually provides high quality service on assigned tasks 	<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
<i>Customer service</i>	<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"> Sporadically uses a customer-friendly manner when interacting with customers Provides correct answers 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
<i>Purposefulness</i>	<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"> Is able to articulate Aspire's vision and mission Behavior supports 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

Appendix Vd: Aspire Educator Performance Criteria: Learning Environment

	Unsatisfactory	Basic	Proficient	Distinguished
Creates a culture of respect and equity	Interactions in teacher's classroom, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, insults, or conflict	Interactions in teacher's classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity to students	Interactions in teacher's classroom reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students	Interactions in teacher's classroom are highly respectful, reflecting genuine warmth and caring toward individuals; Students themselves ensure maintenance of high levels of civility among members of the class
Creates a culture of high expectations for learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in their work	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the content, and inconsistent student persistence and satisfaction in work; Both teacher and student are performing at the minimal level to "get by"	The classroom environment represents a positive culture for learning, with commitment to the content evident by teacher and students, high expectations for student achievement, and student persistence and pride in work	Classroom environment reflects a genuine culture for learning; Students assume much of the responsibility for the culture by persisting and taking pride in their work, holding their work to the highest standard; Teacher demonstrates a high degree of commitment to individual students' achievement
Manages student behavior effectively	Student behavior in the classroom is consistently poor; teacher has established no clear expectations; no monitoring of student behavior is evident, and responses to student misbehavior are inappropriate, inconsistent, or not respectful of the students' dignity.	Student behavior in the classroom is inconsistent; Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond appropriately to student misbehavior.	Student behavior in the classroom is consistently correct; Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate, successful, and respectful of the student	Student behavior is appropriate, and students participate in ensuring appropriate behavior; Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is highly effective and sensitive to individual student needs

Aspire Educator Performance Criteria: Classroom Management

	Unsatisfactory	Basic	Proficient	Distinguished
Engagement: Keeps students paying attention and staying on task	Primarily use desisting techniques for management. 75% of the students are consistently engaged.	Uses 2-3 different attention strategies, but relies heavily on one or two. 75%-90% of the students are consistently engaged.	Uses all 5 techniques on the whole class. 90% of the students are engaged.	Able to use a repertoire of attention moves differentiated by student and situation: desisting, alerting, enlisting, humoring, acknowledging and winning. Over 90% of the students are consistently engaged.
Momentum: Keeps the flow of events moving in smooth, rapid transitions	Able to keep momentum going in few cases.	Able to keep momentum in some cases.	Able to consistently keep momentum going with only a few interruptions.	Able to select from a repertoire of momentum strategies that match the students and situations: provisioning, overlapping, fillers, intrusions, lesson flexibility, "with-it-ness" and subdividing. Momentum is continuous.
Space: Arranges classroom in a way that is aligned with student achievement goals.	Space does not reflect planning around instruction.	Space arranged by teacher according to a conventional design with no variation	Space arrangement rearranged periodically but without clear purpose. The arrangement is effective in meeting curricular goals.	Space used flexibly for different instructional purposes at different times, matched to curricular goals
Routines: Creates and teaches routines	75% of the students know the routines. More routines needed.	Sufficient routines exist, but only 75%- 90% of the students follow them.	90% of the students follow the routines.	Consistent, clear and efficient routines are followed by over 90% of the students.
Personalized Student Management: Effectively handles students with special management needs	Responds inappropriately: yells, uses name calling, is sarcastic, or ignores behavior	Responds appropriately but is usually ineffective. Infrequently personalizes discipline to students' needs.	Regularly uses systems such as behavior contracts, going to advisor, parent conferences, etc.	Effectively fosters relationships between teachers, students and families that build a cohesive personalized solution

Aspire Educator Performance Criteria: Curriculum & Instruction

	Unsatisfactory	Basic	Proficient	Distinguished
Knows how subject is organized and linked	Teacher demonstrates little understanding of the subject or structure of the discipline. Material is inaccurate or out-of-date.	Teacher displays a limited understanding of content; Knowledge does not extend to its concepts, prerequisite relationships, connections with other disciplines, or to possible student misconceptions	Teacher demonstrates solid understanding of the content concepts, prerequisite relationships and connection to other disciplines, but does not extend to possible student misconceptions	Teacher demonstrates an extensive knowledge of content; Teacher actively builds on concepts, knowledge of prerequisites and misconceptions when seeking causes for student misunderstanding
Knows and uses California and Aspire content standards	Teacher displays little understanding of California and Aspire content standards; teacher makes no effort to learn or use content standards	Teacher displays a simple understanding of California and Aspire content standards, uses them occasionally in designing and delivering lessons, and makes some effort to deepen knowledge of standards	Teacher displays an in-depth knowledge of California and Aspire content standards; standards are woven into lessons and teacher-designed assessments regularly; teacher makes an explicit link between daily instruction and standards	Teacher show evidence of a continued search for improved practice; Teacher actively builds on concepts, knowledge of prerequisites and misconceptions when planning instruction
Engages and challenges students in learning	Students are not at all intellectually engaged or challenged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure or pacing	Students are intellectually engaged and challenged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing	Students are intellectually engaged and challenged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson	Students are highly engaged and challenged throughout the lesson and make meaningful contributions to the representation of content, the activities, and the materials; The structure and pacing of the lesson allow for student reflection and closure.
Provides differentiated instruction	The teacher uses strategies that hamper learning for specific student populations and/or fails to differentiate instruction adequately.	The teacher's instructional practices frequently fail to meet diverse student needs.	The teacher differentiates instruction to meet diverse student needs.	The teacher consistently and effectively provides instruction that is differentiated and engaging for students with varied ability levels and interests.

Aspire Educator Performance Criteria: Curriculum & Instruction, continued

	Unsatisfactory	Basic	Proficient	Distinguished
Uses a breadth of instructional techniques effectively, as per Aspire instructional guidelines	Teacher uses only one or two instructional strategies regardless of subject, situation or student need; teacher resists incorporating different approaches or Aspire instructional guidelines into the classroom	Teacher attempts to use a variety of instructional techniques in accordance with Aspire instructional guidelines; comfort and proficiency with different techniques varies	Teacher effectively and proficiently uses a variety of instructional techniques according to Aspire instructional guidelines and as appropriate for the subject, situation and student need	Teacher effectively and proficiently uses a variety of instructional techniques according to Aspire instructional guidelines and as appropriate for the subject, situation and student need, and is considered a role model for demonstration of some instructional techniques
Designs coherent instruction (including activities, instructional groups, materials, and resources,	Learning activities, materials, resources, and instructional groupings do not support the stated instructional goals or engage students in meaningful learning; Teacher's instructional plan has no defined structure.	Some of the learning activities, materials, and resources support the stated instructional goals and engage some students in meaningful learning; Instructional groups are inconsistent in suitability to the goals, Teacher's instructional plan has a recognizable structure.	Most of the learning activities, materials, and resources support the stated instructional goals and engage students in meaningful learning; Instructional groups are varied, as appropriate to the different instructional goals; Teacher's instructional plan has a clearly defined structure and sequence.	All of the learning activities, materials, and resources support the stated instructional goals and engage students in meaningful learning; Instructional groups are varied, as appropriate to the different instructional goals; Teacher's instructional plan is highly coherent, has a clear structure and sequence, and allows for different pathways according to student needs.
Demonstrates flexibility and responsiveness through monitoring and modifying instruction	Teacher fails to notice students' level of understanding or interest, or adheres to the instructional plan in spite of poor student understanding or of students' lack of interest; teacher assumes no responsibility for students' failure to understand	Teacher occasionally monitors students' understanding and interest level, and consistently attempts to respond to students' needs and interests during a lesson; teacher assumes responsibility for student success	Teacher consistently monitors students' level understanding and interest, and demonstrates perception regarding how to increase understanding or interest level; teacher makes rapid and appropriate adjustments to instructional plans	Teacher actively and consistently monitors individual students' level of understanding and interest, is highly perceptive in adjusting lessons to respond to students' interests and questions; and is very persistent in ensuring the success of each individual student

Aspire Educator Performance Criteria: Assessment

	Unsatisfactory	Basic	Proficient	Distinguished
Assess student growth consistently and in accordance with California and Aspire standards	Teacher's approach to assessing student learning lacks congruence with the instructional goals, contains no clear criteria or standards, or uses standards that are significantly misaligned with California and Aspire standards; Teacher does not use assessment results in designing future instruction	Teacher's plan for student assessment is partially aligned with the instructional goals; criteria and standards for assessment are not entirely understood by students or differ somewhat from California or Aspire standards; Teacher uses the assessment to plan for future instruction for the class as a whole	Teacher's plan for student assessment is aligned with the instructional goals; assessment criteria and California and Aspire standards are consistently used and have been communicated to students; Teacher uses the assessment to plan for groups of students or individuals	Teacher's plan for student assessment is fully aligned with the instructional goals; assessment criteria and California and Aspire standards are always used and are understood by students; Students monitor their own progress in achieving the goals; Assessment results are used to design future work for individuals
Uses data effectively to inform instruction	The teacher does not use performance data in making instructional decisions.	The teacher makes limited use of assessment results in instructional decisions.	The teacher uses student performance data in instructional planning and decision making.	The teacher consistently demonstrates the use of assessment results as a central foundation for instructional decisions and communicates these decisions appropriately to student and others.
Provides constructive, timely and substantive feedback	Teacher's feedback to students is of poor quality and is not given in a timely manner; Feedback does not foster student persistence	Teacher provides feedback to students but it is either uneven in quality, not timely, or too infrequent; Feedback that fosters student persistence is inconsistent	Teacher's feedback to students is frequent and timely, and is consistently high quality; Feedback is meaningful and fosters student learning	Teacher's feedback to students is frequent, timely and of consistently high quality; feedback fosters student learning; Students are encouraged to seek feedback from their peers and other adults

Aspire Educator Performance Criteria: Aspire Values

	Unsatisfactory	Basic	Proficient	Distinguished
Is collaborative	Teacher's relationships with colleagues are negative or self-serving; teacher avoids being involved in school and/or Aspire projects or attempts to undermine others' efforts to improve the school	Teacher's relationship with colleagues are cordial; teacher participates in school and/or Aspire events and projects when specifically asked	Teacher's relationships with colleagues are collaborative; teacher actively initiates participation in school and/or Aspire projects that contribute to a positive culture for learning	Teacher demonstrates leadership that makes a substantial contribution to the school and/or Aspire; Teacher uses influence with others to promote collegiality and a positive culture for learning
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 principal.	Consistently holds self and others accountable for school results. Creates and follows-up with timely action plans in response to results measured by principal.	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 principal and own interim measure.
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	Provides little or no information to families and makes no attempt to engage them; does not respond to parent and student requests in a timely or appropriate manner	Consistently responds to parents and student requests in a timely and appropriate manner. Makes an effort to engage families in the instructional program; responses to parent concerns about students are generally appropriate	Consistently responds to parents, student and staff requests in a timely, professional manner and in a way that reflects an understanding of the needs of customers. Successfully engages families in the instructional program.	Communicates frequently with families about students' individual needs and fully engages them in the instructional program. Deeply understands needs of customers. Finds ways to increase customer satisfaction.
Is purposeful	Does not understand Aspire or school vision and mission; works at cross-purposes or lacks direction. Does not make an effort to grow and develop professionally.	Understands and embraces Aspire vision and mission; focuses on operating school well. Makes some effort to grow professionally when participation is convenient or required.	Understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission, not just school needs. Actively seeks opportunities to enhance professional knowledge and skills.	Deeply understands, embraces, and consistently acts in ways aligned with Aspire vision and mission. Finds ways to further Aspire's mission and vision. Actively seeks opportunities to enhance professional knowledge and skills.



**Appendix Ve: 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://reganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

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

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

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

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.

Earthquake

If indoors:

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

If outdoors:

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

Flood/ Severe Weather

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

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

See emergency procedures previously described for evacuation directions.

Electrical Failure

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

Gas Line Break

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

Water Main Break

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

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

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

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.

2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

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

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

Bomb Threat

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

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

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

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

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

In all cases:

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

Explosion

If indoors:

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

If outdoors:

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

Death/Suicide

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

Intruders/ Vicious Animals

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

SCHOOL UNIFORMS

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

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

STUDENT DISCIPLINE

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

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

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

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

Discipline in General

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

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

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

Suspension

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

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

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

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

Authority to Suspend:

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

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

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

Grounds for Suspension and Expulsion

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

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another,

except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.

- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as

defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.

- *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
- *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- **Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4)
- *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
- **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both (Ed.Code 48900.7)
 - *Definition of Terrorist Threat:* includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in:
 - death
 - great bodily injury to another person, or
 - property damage in excess of one thousand dollars (\$1,000.00),
 - with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:
 - his or her own safety,
 - his or her immediate family's safety,

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

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

Expulsion

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

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

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

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

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

Expellable Offenses:

Category I – Mandatory Expulsion

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

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

Category II – Mandatory Recommendation for Expulsion

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

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

Category III – Expulsion May Be Recommended

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

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

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

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

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

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

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

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

Students

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

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

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

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

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

Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure."

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

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

Employees – Sexual Harassment

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

A. Definitions

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

B. Sexual Harassment Prohibited

- (1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
 - (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
 - (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
 - (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.
- (2) Specific Prohibitions--Administrators and Supervisors.
 - (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to

submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

- (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
- (3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.
- (4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. Reporting, Investigation, and Sanctions

- (1) It is the express policy of Aspire to encourage victims of sexual harassment to report such claims. Aspire understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Aspire should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.
 - (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.
 - (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.
 - (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.
- (2) Every reported complaint of harassment will be investigated promptly and thoroughly by Aspire. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, Aspire will notify the complainant of the results of the investigation. Aspire will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Aspire will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.
- (3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.
- (4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

Employees -- All Other Kinds of Discrimination or Harassment

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

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

Complaint Procedure

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

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

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

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

employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Liability for Harassment

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

PREVENTION OF CHILD ABUSE POLICY

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

Reporting Suspected Abuse/Neglect

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

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

Reporting Problems at the School Site

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

All Aspire schools will monitor the school buildings and grounds:

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

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

- policy violations,

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

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

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

EMPLOYEE CONDUCT WITH STUDENTS

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

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

Alcohol, Tobacco, and Controlled Substances

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

Transportation of Students

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

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

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

Language

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

Gifts

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

Attire

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

Behavior

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

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

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

Physical contact with students

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

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

- Handshakes;
- "High Fives" or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

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

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

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

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



Appendix VIa: Suspension & Expulsion

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

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 35291.5, 48900.1, 48980) Notification shall include information about the availability of individual school rules and all Aspire policies and regulations pertaining to student discipline. (Education Code 35291)

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.

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.

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 CEO, designee, or principal or occurring within any other school Aspire. A pupil may be suspended or expelled for acts that are enumerated in this 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:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)) 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)).
- 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

- Caused or attempted to cause damage to school property or private property. (Education Code 48900(f)) Notification to police required for students in grades K-12.
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)
- Stole or attempted to steal school property or private property. (Education Code 48900(g))
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
- Knowingly received stolen school property or private property. (Education Code 48900(l))
- Possessed an imitation firearm, i.e., 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. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
 - Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289)
 - Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person being touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.3)
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
- Unlawfully offered, arranged to sell, or sold the prescription drug Soma. (Education Code 48900(p))

- Hazing - Any method of initiation or pre initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school. (Education Code 48900(q))
- Made terrorist threats against school officials and/or school property. (Education Code 48900.7) *Note:* Terrorist threat is any statement, whether oral or written, 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 \$1,000.
- 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)

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.5)
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading engaged in harassment, threats or intimidation against Aspire personnel or students 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 school personnel or students student rights by creating an intimidating or hostile educational environment (Education Code 48900.4)
- Caused or attempted to cause damage; or stealing or attempted to steal; or knowingly receiving stolen school property including electronic files and databases. aiding and Abetting: Defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who 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 bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision a of 48900 which authorizes (Education Code 48900(s))
- Harassed, threatened, or intimidated another student or school Aspire personnel. (Education Code 48900.4)

Procedures in Cases Requiring Suspension

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

Investigations: Keep in mind that:

1. School officials may investigate, interrogate, and search students based upon reasonable suspicion (a greatly reduced standard as opposed to the requirement of probable cause);
2. No school official ever needs a search warrant in doing a search in conjunction with a school-related investigation;
3. *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
4. 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.*

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

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

Step Four: School administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the 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.

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

Step Six: The school 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.

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.

Expulsion

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct. Except for single acts of a grave nature, expulsion 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 (the "Board") – 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 Aspire without approval of that Aspire's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or Aspire operated Community Day Schools (AB922) during the duration of the expulsion.

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 -- Upon finding that the student committed any of the following acts, the Board shall expel the student. (Education Code 48915)

- Possessing, as verified by a Aspire employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
- Brandishing a knife as defined in Education Code 48915(g) 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 as defined in 18 USC 921

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 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)

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).)

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

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

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardian 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.

Step Three: A letter from Aspire is sent to the student and parent or guardian regarding the expulsion hearing. This letter notifies the student and parent or guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing as provided under Ed. Code 48918. The expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardian request a postponement. The written notification of the hearing must be forwarded to the pupil and the parent at least ten (10) calendar days prior to the date set for the hearing. The notice must include:

- The date and place of the hearing
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the Aspire's disciplinary rules which relate to the alleged violation;
- Notice that the hearing is an opportunity for the pupil and the parent/guardian to appear in person or be represented by counsel or by a non-attorney adviser, inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all the evidence presented, and present oral and documentary evidence on the pupil's behalf. **Note: If the pupil is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire at least five (5) calendar days prior to the hearing.**
- Notice that the parent/guardian or the pupil is obligated to advise any new school district of the student's status with Aspire.

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

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

Step Six: Process of the Expulsion Hearing

- a) **Closed Session:** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five 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 Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (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 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 Board 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. (Education Code 48918(i))

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. (Education Code 48918(i))

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. (Education Code 48918(f) and (h))

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.

- d) Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
 - 1) Any complaining witness shall be given five days' notice before being called to testify.
 - 2) Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
 - 3) Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - 4) The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - 5) If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

- c) Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- f) In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the Aspire shall provide a non-threatening environment.
- 1) The Aspire shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - 2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - 3) The person conducting the hearing may:
 - Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - Permit one of the support persons to accompany the complaining witness to the witness stand

Step Seven: Within three school days after the hearing, the Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the Aspire Executive Committee. The decision of the Board to expel may be based solely on substantial evidence relevant to the charges adduced at the hearing. While hearsay is admissible and acceptable as a form of evidence, no decision to expel a student may be based solely upon hearsay.

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

Step Eight: If the Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Aspire Executive Committee. The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a)) *Note:* If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 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))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j)) If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the Aspire. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred.

Written Notice to Expel

The CEO or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(o), Education Code 48900.2-48900.4 and Education Code 48915(c) (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and their parent/guardian (Education Code 48916) upon their request for readmission at a later day.
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's expelled status with Aspire, pursuant to Education Code 48915.1 (Education Code 48918)

Steps to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the Aspire simultaneously with the filing of the notice of appeal with the County Board of Education. The Aspire shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Readmission

Readmission procedures shall be as follows:

1. Upon written request from the pupil and parent/guardian no earlier than a full year from the date of expulsion, the Aspire shall consider readmission of the student. (Education Code 48916)
2. 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.

3. The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the CEO or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. 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. (Education Code 48916) The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. (Education Code 48916)

Maintenance of 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)

and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the CEO or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. 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. (Education Code 48916) The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. (Education Code 48916)

Maintenance of Records

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The CEO or designee shall, within five working days, honor any district's request for information about an expulsion. (Education Code 48915.1)



Appendix VIa: Suspension & Expulsion

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 enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 35291.5, 48900.1, 48980) Notification shall include information about the availability of individual school rules and all Aspire policies and regulations pertaining to student discipline. (Education Code 35291)

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.

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.

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 CEO, designee, or principal or occurring within any other school Aspire. A pupil may be suspended or expelled for acts that are enumerated in this 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:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)) 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)).
- 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))
- Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

- Caused or attempted to cause damage to school property or private property. (Education Code 48900(f)) Notification to police required for students in grades K-12.
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)
- Stole or attempted to steal school property or private property. (Education Code 48900(g))
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
- Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
- Knowingly received stolen school property or private property. (Education Code 48900(l))
- Possessed an imitation firearm, i.e., 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. (Education Code 48900(m))
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
 - Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289)
 - Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person being touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.3)
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
- Unlawfully offered, arranged to sell, or sold the prescription drug Soma. (Education Code 48900(p))

- Hazing - Any method of initiation or pre initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school. (Education Code 48900(q))
- Made terrorist threats against school officials and/or school property. (Education Code 48900.7) *Note:* Terrorist threat is any statement, whether oral or written, 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 \$1,000.
- 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)

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading engaged in harassment, threats or intimidation against Aspire personnel or students 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 school personnel or students student rights by creating an intimidating or hostile educational environment (Education Code 48900.4)
- Caused or attempted to cause damage; or stealing or attempted to steal; or knowingly receiving stolen school property including electronic files and databases. aiding and Abetting: Defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who 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 bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision a of 48900 which authorizes (Education Code 48900(s))
- Harassed, threatened, or intimidated another student or school Aspire personnel. (Education Code 48900.4)

Procedures in Cases Requiring Suspension

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

Investigations: Keep in mind that:

1. School officials may investigate, interrogate, and search students based upon reasonable suspicion (a greatly reduced standard as opposed to the requirement of probable cause);
2. No school official ever needs a search warrant in doing a search in conjunction with a school-related investigation;
3. *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
4. 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.*

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

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

Step Four: School administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the 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.

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

Step Six: The school 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.

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.

Expulsion

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct. Except for single acts of a grave nature, expulsion 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 (the "Board") – 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 Aspire without approval of that Aspire's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or Aspire operated Community Day Schools (AB922) during the duration of the expulsion.

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 -- Upon finding that the student committed any of the following acts, the Board shall expel the student. (Education Code 48915)

- Possessing, as verified by a Aspire employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
- Brandishing a knife as defined in Education Code 48915(g) 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 as defined in 18 USC 921

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 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)

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).)

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

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

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardian 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.

Step Three: A letter from Aspire is sent to the student and parent or guardian regarding the expulsion hearing. This letter notifies the student and parent or guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing as provided under Ed. Code 48918. The expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardian request a postponement. The written notification of the hearing must be forwarded to the pupil and the parent at least ten (10) calendar days prior to the date set for the hearing. The notice must include:

- The date and place of the hearing
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the Aspire's disciplinary rules which relate to the alleged violation;
- Notice that the hearing is an opportunity for the pupil and the parent/guardian to appear in person or be represented by counsel or by a non-attorney adviser, inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all the evidence presented, and present oral and documentary evidence on the pupil's behalf. **Note: If the pupil is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire at least five (5) calendar days prior to the hearing.**
- Notice that the parent/guardian or the pupil is obligated to advise any new school district of the student's status with Aspire.

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

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

Step Six: Process of the Expulsion Hearing

- a) Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five 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 Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (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 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 Board 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. (Education Code 48918(i))

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. (Education Code 48918(i))

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. (Education Code 48918(f) and (h))

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.

- d) Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
 - 1) Any complaining witness shall be given five days' notice before being called to testify.
 - 2) Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
 - 3) Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - 4) The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - 5) If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

- e) Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- f) In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the Aspire shall provide a non-threatening environment.
- 1) The Aspire shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - 2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - 3) The person conducting the hearing may:
 - Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - Permit one of the support persons to accompany the complaining witness to the witness stand

Step Seven: Within three school days after the hearing, the Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the Aspire Executive Committee. The decision of the Board to expel may be based solely on substantial evidence relevant to the charges adduced at the hearing. While hearsay is admissible and acceptable as a form of evidence, no decision to expel a student may be based solely upon hearsay.

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

Step Eight: If the Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Aspire Executive Committee. The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a)) *Note:* If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 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))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j)) If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the Aspire. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred.

Written Notice to Expel

The CEO or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(o), Education Code 48900.2-48900.4 and Education Code 48915(c) (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and their parent/guardian (Education Code 48916) upon their request for readmission at a later day.
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's expelled status with Aspire, pursuant to Education Code 48915.1 (Education Code 48918)

Steps to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the Aspire simultaneously with the filing of the notice of appeal with the County Board of Education. The Aspire shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Readmission

Readmission procedures shall be as follows:

1. Upon written request from the pupil and parent/guardian no earlier than a full year from the date of expulsion, the Aspire shall consider readmission of the student. (Education Code 48916)
2. 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.

3. The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the CEO or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. 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. (Education Code 48916) The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. (Education Code 48916)

Maintenance of 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)

Appendix VIII: Millismont Academy Secondary
3 Year Pro Forma Financials

Assumptions

Teacher Staff	8	12	14
Enrollment	224	280	336
ADA (94%)	211	263	316

	FY08-09 Projected	FY09-10 Projected	FY10-11 Projected
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REVENUES

General Purpose Block Grant	1,024,424	1,315,576	1,606,728
Federal Income	337,427	384,429	295,120
Categorical Block Grant	98,130	119,712	141,894
Other State Revenue	103,847	186,058	193,270
Donations	-	-	-
In Lieu Tax Revenue	259,831	324,789	389,747
Other Local Revenue	16,000	20,000	24,000
TOTAL REVENUES	1,839,658	2,350,564	2,650,759

EXPENSES

Personnel

Certificated	581,573	858,893	973,143
Classified	276,014	394,894	418,894
Benefits	215,066	282,101	317,288
Total Personnel	1,072,653	1,535,888	1,709,325

Books & Supplies

Books	28,000	35,000	42,000
Materials/Supplies	46,572	56,886	67,686
Food Services	102,667	128,333	154,000
Tot Books/Supplies	177,238	220,219	263,686

Services & Other Operating Expenses

Travel & Conference	8,000	14,000	16,000
Dues & Subscriptions	500	500	500
Insurance	4,256	5,320	6,384
Utilities	15,000	18,564	24,690
Rent	129,600	129,600	129,600
Repairs & Maint	5,000	5,000	5,000
Educ Consultant	132,528	149,160	165,792
Facilities Contractor	28,920	38,464	51,157
Marketing/Advertisement	1,000	1,000	1,000
Field Trip	5,000	5,000	5,000
Printing/Reprod	9,200	11,576	17,736
Fingerprinting	1,000	500	500
Depreciation	45,000	45,000	45,000
Communication	15,000	15,000	15,000
Tot Services	400,004	438,684	483,359

Capital Outlay

Site Improvements	-	-	-
Equipment	30,800	30,000	30,000
Tot Capital Outlay	30,800	30,000	30,000

Other Expenses

Facilities Allocation	(78,834)	(78,834)	(78,834)
Corp Admin(7%)	97,441	124,315	151,230
Dist Admin (1%)	13,920	17,759	21,604
Reserve (3%)	10,784	11,517	11,535
Tot Other Activity	43,312	74,757	105,535

TOTAL EXPENSES	1,724,007	2,299,548	2,591,905
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NET PROFIT (LOSS)	115,652	51,017	58,854
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Note: Principle Payment on loan is reflected in the Cash Flow.

Appendix VIIb - Millsmont Academy Secondary - 1 Year Cash Flow

2008-2009	Jul-08	Aug-08	Sep-08	Oct-08	Nov-08	Dec-08	Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Total
REVENUES													
State Aid Per Pupil Revenue	61,465	122,931	81,954	81,954	81,954	81,954	81,954	81,954	81,954	81,954	81,954	102,442	1,024,424
Federal Income	28,119	28,119	28,119	28,119	28,119	28,119	28,119	28,119	28,119	28,119	28,119	28,119	337,427
Categorical Block Grant	5,888	11,776	7,850	7,850	7,850	7,850	7,850	7,850	7,850	7,850	7,850	9,813	98,130
Lottery	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	2,404	28,847
Other State Revenue	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Donation	-	-	-	-	-	-	-	-	-	-	-	-	-
In-lieu Tax Revenue	15,590	31,180	20,786	20,786	20,786	20,786	20,786	20,786	20,786	20,786	20,786	25,983	259,831
Other Local Revenue	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000
TOTAL REVENUES	121,049	203,992	148,697	148,697	148,697	148,697	148,697	148,697	148,697	148,697	148,697	176,345	1,839,658
EXPENSES													
Personnel													
Certificated	48,464	48,464	48,464	48,464	48,464	48,464	48,464	48,464	48,464	48,464	48,464	48,464	581,573
Classified	23,001	23,001	23,001	23,001	23,001	23,001	23,001	23,001	23,001	23,001	23,001	23,001	276,014
Benefits	17,922	17,922	17,922	17,922	17,922	17,922	17,922	17,922	17,922	17,922	17,922	17,922	215,066
Total Personnel	89,388	89,388	89,388	89,388	89,388	89,388	89,388	89,388	89,388	89,388	89,388	89,388	1,072,653
Books & Supplies													
Books	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	28,000
Materials/Supplies	3,881	3,881	3,881	3,881	3,881	3,881	3,881	3,881	3,881	3,881	3,881	3,881	46,572
Non Capitalized Equipment	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	2,567	30,800
Food Services	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	8,556	102,667
Tot Books/Supplies	17,337	17,337	17,337	17,337	17,337	17,337	17,337	17,337	17,337	17,337	17,337	17,337	208,038
Services & Other Operating Expenses													
Travel & Conferences	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Dues & Subscriptions	42	42	42	42	42	42	42	42	42	42	42	42	500
Insurance	355	355	355	355	355	355	355	355	355	355	355	355	4,256
Utilities	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Rent/Debt Service	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	129,600
Repairs & Maint	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Educ Consultant	11,044	11,044	11,044	11,044	11,044	11,044	11,044	11,044	11,044	11,044	11,044	11,044	132,528
Facilities Contractor	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	2,410	28,920
Marketing/Advertisement	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Field Trip	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Printing/Reprod	767	767	767	767	767	767	767	767	767	767	767	767	9,200
Fingerprinting	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Communication	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Tot Services	29,584	29,584	29,584	29,584	29,584	29,584	29,584	29,584	29,584	29,584	29,584	29,584	355,004
Facility Allocation	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(6,570)	(78,834)
Corp Admin (7%)	8,120	8,120	8,120	8,120	8,120	8,120	8,120	8,120	8,120	8,120	8,120	8,120	97,441
Dist Admin (1%)	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	1,160	13,920
Reserve (3%)	899	899	899	899	899	899	899	899	899	899	899	899	10,784
Tot Other Activity	3,609	3,609	3,609	3,609	3,609	3,609	3,609	3,609	3,609	3,609	3,609	3,609	43,312
TOTAL EXPENSES	139,917	139,917	139,917	139,917	139,917	139,917	139,917	139,917	139,917	139,917	139,917	139,917	1,679,007
Net Income	(18,868)	64,075	8,780	8,780	8,780	8,780	8,780	8,780	8,780	8,780	8,780	36,427	160,652
unds from Financing Activities													
Change in Long Term Debt	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(92,772)
Net Cash from Financing	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(7,731)	(92,772)
unds from Investing Activities													
Purchase of Property & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash from Investing	-	-	-	-	-	-	-	-	-	-	-	-	-
ome Office Cash Transfer	27,000	(27,000)											
Net Change in Cash Balances	401	29,344	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	28,696	67,880
Beginning Cash Balance	-	401	29,745	30,794	31,842	32,891	33,940	34,988	36,037	37,086	38,135	39,183	-
Ending Cash Balance	401	29,745	30,794	31,842	32,891	33,940	34,988	36,037	37,086	38,135	39,183	67,880	67,880

Charter School Petition/Petición de Escuela Tipo Charter

We, the undersigned parents, support the creation of a new charter school in the Oakland Unified School District (District) and believe the attached charter merits consideration. We hereby petition the District Board of Education to grant a charter pursuant to Education Code Section 47605 to Aspire Public Schools' Millsmont Academy Secondary Campus from July 1, 2008 until June 30, 2013 with the opportunity to request a continuation of the charter as described in the Charter Schools Act. **The petitioners listed below certify that they are parents or guardians of pupils who are meaningfully interested in having their students attend the charter school. The petitioners authorize the Lead Petitioner, Gloria Lee, to negotiate any amendments to the attached charter necessary to secure approval by the District governing board.**

Nosotros, los padres firmantes, apoyamos la creación de una escuela secundaria nueva en el Distrito Escolar Unificado Oakland (Distrito) y creemos la charter anexa merece consideración. Nosotros por la presente hacemos petición a el Consejo de Educación del Distrito para otorgarle según Sección de Código de Educación 47605 a la Escuela Millsmont Academy Secondary Campus de Escuelas Públicas Aspire de el 1 de julio de 2008 hasta el 30 de Junio de 2013 la oportunidad de solicitar una continuación del fletamento como descrito en el Acto de Escuelas de Fletamento (charter). **Los peticionarios listados certifican que ellos son padres o guardianes de alumnos que son interesados significativamente a tener a sus estudiantes asistir la escuela del fletamento (charter). Los peticionarios autorizan a Los Peticionario Principal, Don Shalvey, para negociar cualquier enmienda al fletamento anexo necesaria para asegurar la aprobación por el Distrito.**

Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (200_-0_) Grado (200_-0_)	Signature Firma	Date Fecha
TEVITA MOA	1600 74th AVE	94621	MARIA MOA	6	[Signature]	2/23/08
Talake Moa	1185 83rd Ave	94621	Talake + Tone Moa	6/6	[Signature]	2/23/08
Maria Mendoza	1732 81st Ave	94621	Jacqueline Mendoza	7	[Signature]	2/23/08
Maria Castañeda	2319 90th Ave Apt e	94603	Daisy Navarro	6	[Signature]	2/23/08
Elias Cevantes	2122 85th AVE	94601	Jorge Cevantes	6	[Signature]	2-23-08
Abaldo Valencia	9005 D St	94603	Adriann Valencia	6	[Signature]	2-23-08
Gustavo Gomez	2001 100th Ave	94603	Gustavo Gomez Pais	7th	[Signature]	2-23-08
George Rosendiz	208 83rd AVE	94621	KAREN U.	6	[Signature]	
Normen Mendoza	1654 79 ave	94621	Jackie Mendoza	7	[Signature]	
SHANNON MORGAN	1907 104th Ave	94603	Kristina Morgan	1st	[Signature]	2-23-08
STACI SUMTER	9945 Longfellow	94603	TORIL SUMTER	9	[Signature]	2-23-08
Raquel Castillo	1155 83 Ave	94621	OSCAR RODRIGUEZ	7	[Signature]	2-23-08
Julia Juarez	8131 PLYMOUTH ST APT 11	94621	Brandon Velasco	7	[Signature]	2/23/08
ARTHUR M. HANSEN	5324 Normandie	94619	Dominique Daniels	6	[Signature]	2/23/08
Elizabeth Andersson	9225 Bancroft Ave #D		Melanie Moore	6	[Signature]	2-23-08
ANA VENTURA	1020 87th Ave	94621	Martha Zarate	6	[Signature]	2-23-08
ANA VENTURA	1020 87th Ave	94621	Xoanna Ventura	8	[Signature]	2-23-08
Wynona Price	9711 Sunnyside St B	94603	Katrina Edwards	6	[Signature]	2-23-08
Marlouis Williams	9549 Castlewood St	94603	Amarie Lett	7	[Signature]	2-23-08
Marion Willis	6025 Fairhill Blvd #104	94605	Kaeshon Williams	9	[Signature]	2/23/08

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Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (200 -0) Grado (200 -0)	Signature Firma	Date Fecha
Margarita Morillo MARIA DISTANCIA	2644 64th AVE 1316 90th AVE	94605 94603	Jorge Fonseca Hector Hernandez	7th 6	Margarita Morillo MARIA DISTANCIA	2/23/08 2/23/08
GREGORIO CONTRERAS Abrima Huizar	2520 109 AVE OAKLAND 1968 83 AVE OAKLAND	94603 94621	Ezequiel Contreras Nereida Gonzalez	7th 6th	GREGORIO CONTRERAS Abrima Huizar	2/23/08 2-23-08
Ruben Contreras Roberto Alexander	1602 - 85th AVE OAKLAND 9803 Elmer AVE	94621 94603	Selena Contreras Rakeem Jones	7 6th	Ruben Contreras Roberto Alexander	2/23/08 2/23/08
Rochelle Crockett Corina Jauregui	94603 Plymouth St. 1969 82nd AVE	94603 94621	William Crockett Gustavo Jauregui	8th 7th	Rochelle Crockett Corina Jauregui	2/23/08 2/23/08
AIMA Gonzalez MARIA Gonzalez	1293 104th OAKLAND 2425 Lockwood ST	94603 94621	Irvin A Gonzalez JUAN JOSE TORRE	6 6	AIMA Gonzalez MARIA Gonzalez	2/23/08 2/23/08
Dora Lopez Luis Chacon	3573 Foothill Blvd. 1239 95th AVE	94601 94603	German Lopez Kimberly Chacon	6 8	Dora Lopez Luis Chacon	2/23/08 2-23-08
Luis Chacon Deborah D. Taylor	1239 95th AVE 3930 Lyon AVE	94603 94601	Ilse Chacon HUKIS Taylor-Jones	8 8	Luis Chacon Deborah D. Taylor	2-23-08 2-23-08
Leland Moore Tameka Scott	2141 104th AVE 415 Glameley PI	94601 94603	Leland Moore Aliyah Humphrey	8 7	Leland Moore Tameka Scott	2-23-08 2/23/08
Lilia Garcia Emir E. Galyan	9512 Peach St 1921 Sunny Side St.	94603 94603	Cassandra Garcia Jose E. Galyan	6 7	Lilia Garcia Emir E. Galyan	2/23/08 2/23/08
Cassandra Kelly Charles Tharp	2078 54th Ave 118 Euclid Ave E1 SAN LUIS OBISPO	94621 94577	Gregory Hill Kiara Tharp	6 6	Cassandra Kelly Charles Tharp	2/23/08 2/23/08

Charter School Petition/Petición de Escuela Tipo Charter

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Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (200 -0) Grado (200 -0)	Signature Firma	Date Fecha
Margarita Dowden	2557 62 nd AVE	94605	Teresa C. Gaines	9	Margarita Dowden	2/23
Ofelia Alvarez	1744 28 Ave	94605	Jose A. Cabrera	6	Ofelia Alvarez	2/23
Fidelia Espinoza	300 Stoneford	94603	Armando Sanchez	9	Fidelia E	2/23
Guadalupe Serna	1054 71st Ave	94621	Jacqueline Fagan	6	Guadalupe Serna	2/23
María C. Yañez	1945 86th Ave	94621	Guadalupe A. Cruz-Yañez	7	María C. Yañez	2/23
Laura Hill	1748th St #B	94607	Deonte Williams	8	Laura Hill	2/23/08
Socorro Arias	2270-106th Ave	94603	Beatriz Arias	7	Socorro Arias	2/23/08
Patricia Olvera	3235 63 Ave	94605	Luis G. Zepeda	6	Patricia Olvera	2-23-08
Marisela Gonzalez	3235 63 Ave	94605	Stephani Alkelberto	7	Marisela Gonzalez	2-23-08
Joy Turner	2052 55th Ave	94621	June Turner	8th	Joy Turner	2/23/08
Shirley Wise	2315-109th Ave	94603	Sharelle Wise	7	Shirley Wise	2/23/08
Nancy Humphrey	5127-62nd Ave	94605	Dominique Jackson	8	Nancy Humphrey	2/23/08
Diana Flores	1958 86th Ave	94621	Janifer Flores	6 ^o	Diana Flores	2/23/08
Melba Haneh	3320 64th Ave	94605	Christiana DaSilva	6	Melba Haneh	2/23/08
Roy Stenson	1274 58th Ave	94621	Jazmin Stenson	6	Roy Stenson	2/23/08
Nahidie Harper	1606 84th Ave	94621	Zinnermans	7, 9	Nahidie Harper	2/23/08
Antivera Wusinger	1599 52nd Ave	94601	Derick Deans	6	Antivera Wusinger	2/23/08
Daniel Thomas	4834 Brookdale Ave	94619	Carry Williams	7	Daniel Thomas	2/23/08
Elizabeth Forrest	1605 52nd Ave	94601	Kevin Hunter	7	Elizabeth Forrest	2/23/08
Lourence Sears	1470 83rd Ave	94621	Lakeshia Sears	7	Lourence Sears	2/23/08

Charter School Petition/Petición de Escuela Tipo Charter

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Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (200 -0_) Grado (200 -0)	Signature Firma	Date Fecha
Lisa Richardson	1035 101 st AVE	94603	Melika Richardson	8 th	Lisa Richardson	2/23/08
Tracee Floyd-Udenyi	3611 Majestic AVE	94605	Amadi Udenyi	8 th	Tracee Floyd Udenyi	2/23/08
Ezequiel Hernandez	1700 85 th Ave Oakland	94605	Stephanie Hernandez	6 th	Ezequiel Hernandez	2-23-08
Gloria Avalos Villeda	1735 85 th AVE	94621	Jose Avalos	6	Gloria Avalos Villeda	2/23/08
Gladis Reyes	1967 90 th AVE	94603	Edgar Gastelum	7	Gladis R.	2/23/08
Charles Motte	3217 63 rd ave	94605	Taylor & Chyna Motte	6 & 8 th	Charles Motte Jr.	2/23/08
Sharon Wnani	409 CLARA ST	94603	Adanni Jackson	6	Sharon Wnani	2/23/08
Jammye Bratcher	7082 Broadmoor View	94605	Brianne Bratcher	6	Jammye Bratcher	2/23/08
Sheila R. Douglas	9416 Peach St. #D	94603	Brandon Douglas	7 th	Sheila Douglas	2/23/08
Conwall, STRONG	5121 I.A.S.	94605	Jornell Strong	7	Conwall, STRONG	2/23/08
Shanita Bishop	2527 Highland Ave Oak	94606	Aaron Davis, Jr.	9 th	Shanita Bishop	2/23/08
Terris Douglas	1045 103 rd Stae Oak	94603	Kendal Douglas	6 th	Terris Douglas	2/23/08
Kim McKenzie Campbell	5490 El Camelo Oak	94619	Patrick Campbell	17 th	Kim McKenzie Campbell	2/23/08
J. Griffin	3118 Knepton Ave	94619	Euniqua Griffin	7 th	J. Griffin	2/23/08
STELLA FLYKER	8123 Dowling St.	94605	Temarie Jonasiaw	7 th	Stella M Flyker	2/23/08
ARTHUR M HARRIS	5324 VERMONT AVE	94614	Dominique Daniels	6 th	Arthur M Harris	2/23/08
Daniel Johnson	2915 76 th AVE	94621	Tyree Johnson	7 th	Daniel Johnson	2/23/08

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Janeke Hamilton	1816 So. 1st Street	94603	MARIANA Hernandez	3	[Signature]	2-28-08
Jarvis Jackson	4342 Virginia Ave	94619	Zakiya Mahoney	2	[Signature]	2-28-08
Janelle Kelly	2235 9th Ave	94603	Daeron White	4	Janelle Kelly	2-26-08
Joyce Rowen	1531 Haverwood Blvd	94621	Jamari Thomas	3	Joyce Rowen	2-26-08
Kenneth W. Jones	7216 Hamilton	94621	Jawari	5		2-26-08

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	Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (200_-0_) Grado (200_-0_)	Signature Firma	Date Fecha
1	Mwendlyn Webster	1001 103rd Ave	94603	Iyla Webster	2	Mwendlyn Webster	2/26/08
2	Saméera Sharif	815 Wesley	94606	Abdul Fatima	K. 1 G.	Saméera	
3	ARTISHIA MOORE	5450 DEMARCUS BLVD	#333 94608	KURUKO COUCH	1ST	Artishia	2/26/08
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1	Rosa A Jimenez	2026 80th Ave	94621	Elsa A Jimenez	4	Rosa Jimenez	2/26/08
2	Mary Bigler	6301 MAJESTIC AVE	94605	Stewart	4	Mary Bigler	2/26/08
3	Felina Melero	6705 Lucille St oak	94421	Alex melero	5th	Felina Melero	2/26/08
4	Min-Jae Casley	2447 34th Ave	94601	EMANI SCOTT	5th	Min-Jae Casley	2/26/08
5	Ana Jimenez	9933 E St Oak 94608	94603	Jesus & Alberto Jimenez	K & 2nd	Ana Jimenez	2/26/08
6	Gabriela Cervantes	1510 40th ave oak. 94601	94601	Daniel Cervantes & Alondra	3-5	Gabriela Cervantes	2-26-08
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Name of Parent Nombre de Padre/Madre	Street Address Domicilio	Zip Code Codigo Postal	Name(s) of Child(ren) Nombre(s) de los hijo(s)	Grade (2007-08) Grado (2008-09)	Signature Firma	Date Fecha
Tammy Hammami	91601 165th Ave San Leandro	94578	Jason & Jamie Flebiary	5th & 8th	Tammy Hammami	2/26/08
Ellis Foote	10802 Estepa Dr	94603	Kaliyah Foote	5th	Ellis Foote	2/26/08
Joann Smith	3844 Dale Pl	94619	LAMONT E Clark	K	Joann Smith	2/26/08
LAWRENCE SEARS	1470 83rd AVE	94621	LAWRENCE A. SEARS	2nd	Lawrence Sears	2/26/08
Denita Moore	599 Callan St San Leandro	94577	Kenneth Cameron	4	Denita Moore	2/26/08
Maribel Peralta	1648 87th Ave	94621	Saul Peralta	7	Maribel Peralta	2/26/08
SONIA MILADY	555 EL TALLEO DR	94603	Dinzell Doreen Jones	9 & 11	Sonia Milady	2/26/08
Quiana Haddice	2742 San Antonio Ct	94531	Amani Brown / Justice Haddice	2nd & 4th	Quiana Haddice	2/24/08
Niqasha Dickerson	2830 28th St #16	94606	Aquarius Brunson	5th	Niqasha Dickerson	2/26/08

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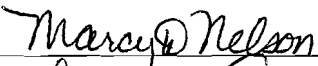
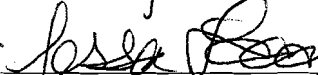

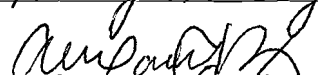
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Danielle Osorun	2410 Lamont Dr. Apt. 11	94606	Yetunde Osorun	2 nd		2/26/08
Nareisha	3422 Adell Ct	94602	Raymond & Rayven Dantz	1 st		2-26-08
Jamynetta Sa	6920 Foothill Blvd.	94605	Josha Blueford	2 nd grad		2-26-08
Jamynetta Sa	6976 Foothill Blvd 803	94605	Ashshala M. Blueford	Pre		2/26/08
Silvia Avalos	9005 D St	94603	Ubaldo Valencia	K		2/26/08
Zaronara Vega	9921 Sunny side st	94603	Amelia Ismael	K-1/3		2/26/08
Shirley ROYER	2636 62nd Ave	94605	Andre Morgan	2 nd - 3 rd		2/26/08
Maria Martinez	1254 76 th Ave	94621	Erica Martinez	5 th		2-26-08
Maria Martinez	1254 76 th Ave	94621	Brenda Martinez	1 st		2-26-08
Alma RODRIGUEZ	1828 104 th AVE	94603	Diana Banneng	4 th		2-26-08
Lurette King	2103 90 th ave	94603	Franzo King	7 th		2-26-08

Charter School Petition

The charter school estimates that 10 teachers will be employed by the charter school during its first year of operation.

We, the undersigned teachers, support the creation of a new elementary school in the Oakland Unified School District (the District) and believe the attached charter merits consideration. We hereby petition the District Board of Education to grant a charter pursuant to Education Code Section 47605 to Aspire Public Schools' Millsmont Academy Secondary Campus from July 1, 2008 until June 30, 2009 with the opportunity to request a continuation of the charter as described in the Charter Schools Act. **The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the School.** The petitioners authorize the Lead Petitioner, Gloria Lee, to make or negotiate any amendments to the attached charter necessary to secure approval by the District governing board.

Name of Teacher	Signature of Teacher	Mailing Address	Type of Credential	Expiration Date
Marcy Nelson		7539 Alameda Place Oakland CA San Francisco, CA	CA Clear Multiple subject	Sept, 2013
Jessica Loomis		4150 Cesar Chavez St 203 Coggins DR A115 Pleasant Hill, Ca 94523	MA/Social Studies CA/Social Studies Preliminary multiple subject	2009
Kirsty Huntley		506 Vallejo St. #24 SF, CA 94133	CA SINGLE SUBJECT SOCIAL STUDIES	preliminary
Alexandrea Ramirez		2055 86th Ave Oak CA 94605	Multi Subject	Preliminary
Dawn Walton-Cummings	