



MILLSMONT SECONDARY ACADEMY

CHARTER PETITION

OCTOBER 2007

Legislative File

File ID No. 07-1372

Introduction Date 10-31-07

Enactment No. _____

Enactment Date _____

By _____

TABLE OF CONTENTS

I.	INTRODUCTION	3
II.	EDUCATIONAL PHILOSOPHY AND PROGRAM.....	4
III.	MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA	16
IV.	GOVERNANCE STRUCTURE.....	18
V.	HUMAN RESOURCES	20
VI.	STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES	26
VII.	REPORTING AND ACCOUNTABILITY	27
VIII.	IMPACT ON CHARTER AUTHORIZER.....	31
IX.	MISCELLANEOUS CHARTER-RELATED ISSUES.....	32
X.	APPENDICES.....	33

I. INTRODUCTION

FOUNDING GROUP

Aspire Public Schools ("APS") desires to establish a public charter school, Millsmont Secondary Academy ("School" or "Charter School"). The purpose of this Early College Secondary School is to prepare each of its students for admission to four year colleges and universities. The School will increase students' opportunities for college admission and success by creating college awareness, rigorous academic preparation in a small, caring environment. The resulting educational model will maximize the opportunity for post-secondary education, particularly those students now underserved.

Aspire Public Schools

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

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

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

Millsmont Secondary Academy

In accordance with California Charter School Law, APS petitions the Oakland Unified School District ("OUSD") Board of Education to grant a 6-12 charter for Millsmont Secondary Academy from July 1, 2008 until June 30, 2013.

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 offering students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, and personalized learning opportunities. The School will strive to ensure that students are prepared for college and for the 21st Century world and workplace by enabling them to learn to learn.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

The School plans to open as a campus serving approximately 224 students in grades 6-10 and will expand to serve approximately 500 students in grades 6-12.

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 48,135 students in 2005-2006. Of these students, African Americans constitute 39.9% of the students, American Indians 0.4% Asians 14.8%, Filipinos 0.8%, Hispanics 35.0%, Pacific Islanders 1.2% and Whites 6.0%. During the 2005-2006 school year, students who spoke English as a second language made up 28.4% of the student body. The School seeks to enroll a diverse population of students that reflects these demographics.

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

- students who are underachieving in core academic subjects and whose performance does not match their potential;
- students who face barriers accessing a college education such as: coming from low-income families, where English is not the primary home language, living in communities with low-performing schools and low college-going rates, and being first in their families to attend college
- students whose academic needs necessitate a small school environment with personalized attention;

- students whose academic needs are not being met in a traditional school environment;
- students whose diversity represents the community; and
- students from communities and schools with low college-going rates.

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

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 and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. Therefore, students must have the knowledge and skills to test new ideas and ask good questions. These challenges mean that schools must demonstrate new ways of integrating learning experience to better serve the intellectual and developmental needs of young people.

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

Ultimately, the School intends to equip students with the skills they need to excel in the 21st Century and ensure access to and success in college. Thus, the School will seek to enable its pupils to become self-motivated, competent and life-long learners. In addition, the School aims to foster important academic and personal habits and traits in its students, including intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action, while promoting community service and leadership development.

HOW LEARNING BEST OCCURS

The description of the School that follows summarizes the APS view of how learning best occurs.

The School's Program Design Elements

The School is structured to support high student achievement by creating as many personalized learning opportunities as possible and attending to psycho-social issues such as motivation and persistence. The following features of a positive school culture are designed to create a sense of community, a challenging learning environment and more time for learning. These attributes illustrate essential program design elements of the School and reflect APS' beliefs about how learning best occurs

A Sense of Community

The small size of APS's schools and classes creates school communities where each student is known personally.

- *Small schools*
Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.¹ The School plans to have approximately 500 students in grades 6-12.

¹ 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

- *Small class sizes*

In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. The School's objective is to maintain a 29:1 ratio in grades nine through twelve. Also, each student at the secondary level will have the opportunity to participate in an advisory group with a student/teacher ratio of 17:1.

- *Advisory groups*

Beginning in the 9th grade, each student is assigned to an advisory group of no more than 17 students that meets regularly with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social services agencies). Advisors may participate in student-led conferences, home visits, and other parent and family communications. The Advisory Curriculum addresses three developmental strands over time: 1) Meeting College Admissions Requirements; 2) Academic Preparation and Organizational Skills; and 3) Social and Emotional Development.

A Challenging Learning Environment

APS provides students with a demanding educational program and effective teachers.

- *Rigorous and challenging education program*

The School is committed to establishing high standards and expectations for all students including meeting UC/CSU "a-g" requirements. Multiple strategies for active learning of academic skills and mastery of a demanding curriculum with real world connections will support all students.

- *Early College experiences*

Early College secondary schools develop learning environments that represent community interests and student needs. The high school will prepare students to master college level work. Students are given the opportunity to earn an Associate's degree or two years of college credit toward the baccalaureate while in high school. The challenge is not only to establish a small-scale, nurturing environment and rigorous academic standards for high school but also to maintain this environment for the first two years of college-level work. Early college high school students, parents, staff, higher education, and community partners all share a common vision for student success: they value learning for its own sake and for the career choices it puts before young people.

- *Highly qualified and supported teachers*

The faculty will consist of well-prepared, fully-certified, and highly-qualified teachers. Teachers will be encouraged to pursue National Board Certification within their first five years at the School. Professional learning and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, the School will ensure collaborative planning time for teachers to design student-focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

behave better. This is all particularly true for disadvantaged students (Raywid, Mary Anne. 1999. "Current Literature on Small Schools," West Virginia: ERIC/CRESS.) . In addition, compared with students in large schools, students in small schools experience a greater sense of belonging, and their academic and personal self-concepts are more positive (Cotton, Kathleen. 1996. "Affective and Social Benefits of Small-Scale Schooling," West Virginia: ERIC.).

More Time for Learning

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

- *Longer school day*
Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. APS schools are designed to serve students in grades 6-12 through seven-and-a-half hour school days. As a result, students at the School will receive about one more hour of instruction each day than students in traditional public schools.
- *Longer school year*
The School will be open for 190 days of instruction, at least ten days more than traditional public schools. Some of these additional days are on Saturdays.
- *Block scheduling*
The daily schedule at APS' secondary schools 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, and teachers work together to integrate the curriculum more seamlessly.
- *Intersessions*
Intersessions are 1-2 week periods of deep exploration in a single topic. APS secondary students may have 2-3 intersessions during the year, including at least one on a topic chosen by individual students according to their own interests. This may also provide opportunities for intense college level experiences.

DESCRIPTION OF THE APS CURRICULUM AND INSTRUCTIONAL DESIGN

The curriculum at the School will both develop a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students. The School's educational program emphasizes interdisciplinary thinking among subject areas.

APS offers a rigorous academic program aimed at preparing students for college. Upon completion of the School's graduation requirements in grade 12, students will have had the opportunity to meet the University of California/California State University "a-g" subject requirements.

- *Core Academic Coursework:* Students will be expected to demonstrate mastery in the four core subject areas: language arts, social sciences, mathematics and sciences. The School's core course requirements in grades nine through twelve exceed those of the University of California subject requirements.
- *English Language Development and Second Language Development:* The School intends to offer Spanish as its initial foreign language offering for students. Supports will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning.
- *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.
- *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.

- *Physical Education:* Students will be expected to develop their physical abilities and fitness. Opportunities for sports will be sought and provided at the school, through connections within the community, and in collaboration with other schools.
- *Arts:* The arts will be embedded in the core curriculum. Additional opportunities to develop individual interests and performance opportunities will be provided through connections within the community and in collaboration with other schools.

Pedagogical Strategies

APS recognizes that there is no single pedagogical strategy that is best for all students. Therefore, the School will employ a range of pedagogies based on “best practices” based on the most current educational research. Instruction will integrate methods such as:

- *Project-based instruction:* Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students’ real world experiences, making learning relevant and valuable to their lives outside of school. Research on authentic instruction indicates the importance of connections between classroom curriculum and the world beyond the classroom to rate and depth of learning and student motivation.² Many of the School’s projects will be community-oriented (for example, academic projects that draw upon and contribute to the community as well as service learning).
- *Integrated curriculum:* To facilitate deep learning and connections across subjects (e.g., history and literature) teachers will collaborate to integrate themes and concepts in designing classes.
- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others’ heritages and to develop an understanding of multiple perspectives.
- *Flexible supports:* Many supports will be provided within the classroom, the school and community. For example, academic support might include literacy support, tutoring across subject areas, and second language learning supports.
- *Diagnostic assessment:* The School will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- *Integrated arts:* Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. The School will bring the community’s cultural resources into the classroom.
- *Integrated technology:* Technology will be used as a tool throughout students’ courses to provide them access to information and multiple methods of expressing their understanding.
- *Authentic experiences:* Students are asked to apply a deep knowledge of a subject several times a year in authentic experiences. These projects are relevant to the students’ lives and require an application of knowledge. They often include outside audiences. For example, students may apply their biological learning to a health issue in their neighborhood.

² (Avery, P.G. (1999). Authentic instruction and assessment. *Social Education*, 65(6), 368-373).

- *Direct instruction and inquiry-based instruction:* Teachers will teach through both direct instruction and inquiry-based instruction. Direct instruction strategies include lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group or one-on-one format. Inquiry-based instruction strategies involve asking students to structure problems, pursue information, pose and test hypotheses and draw inferences for themselves.
- *Community service/internships:* Community service/internships will afford students the opportunity to apply their learning in real world settings and to build relationships with adults and to make contributions to their communities. Community service/internships will mirror student interest and may range from work in local childcare agencies to work in local biotechnology firms.

Personalized Learning Plans

In order to ensure that every student is benefiting from the pedagogical practices 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 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.

SUPPORTING ALL STUDENTS

By working closely with each student and family to develop an appropriate PLP, the School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. Indeed, the PLP will allow the School to help meet the 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 be able to participate in the School's tutoring program. In addition, the key elements of our education program (small schools, small class sizes, longer school day and year, Advisory groups, etc.) are designed to meet the needs of under-performing students.

SUPPORT FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Students in grades 6-12 achieving above grade level will have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities. All students will receive differentiated support through leveled, small group guided reading and guided math instruction.

SUPPORT FOR ENGLISH LEARNERS

Overview

The School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, 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).

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 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, APS has added a number of bilingual teaching strategies to its core program, including: building on students' culture, language and experience; using dual-language strategies; teaching the second language through content; practicing English cooperative problem-solving groups; allowing community language norms in informal learning situations; and using computers and peer tutors to enhance language.

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 APS local education agency ("LEA") in conformity with Education Code Section 47641(a). The APS LEA is a member of the El Dorado County Office of Education Special Education Region ("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.

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 (El Dorado County Office of Education) 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.
- 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 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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.

APS 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, through approved on-line coursework or approved coursework at a local community college. Students in grades 9-12 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:

A. Social Science	3 years
B. Language Arts	4 years
C. Mathematics	4 years
D. Lab Science	3 years
E. Non-English Language	2 years
F. College Preparatory Electives	1 year
G. Visual and Performing Arts	1 year

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, a class offered by the School 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.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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 7605(b)(5)(B)

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

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

Student Outcome and Methods of Measurement

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.

An APS 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: Students will master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.

Thinking Skills: Students will apply classroom learning to real world experiences or problems in a relevant and valuable way, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem-solving, reasoning, and knowing how to learn).

Life Skills: Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.³

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

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

APS's academic program is standards-based and data-driven. The California state content and performance standards and multiple sources of data form the basis of the School's teachings. Performance assessments will be evaluated with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive the School's educational program.

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

Basic Skills: In order to demonstrate basic skills, students will be assessed in each of the core subjects by classroom assessments and the tests utilized in California's Standardized Testing and Reporting (STAR) Program. Pupil progress in developing basic skills will be measured by:

- the percentage of students passing core academic classes; and
- the percentage of students meeting state standards based on STAR.

Thinking Skills: Students will demonstrate thinking skills in the four core subject areas and in selected elective courses through interdisciplinary projects. Pupil progress in applying thinking skills will be measured by:

- the percentage of students passing Exhibitions

Life Skills: Students will demonstrate life skills through regular attendance at School, participating in co-/extra-curricular activities, and continuing/graduating from the School. Pupil progress in developing life skills will be measured by:

- the School's attendance rate.
- the percentage of students participating in co-/extra-curricular activities.
- the School's continuation/graduation rate.

Schoolwide Outcomes and Methods of Measurement

The School will also pursue the following schoolwide performance goals:

- The School will measure performance by using the assessments required by Federal and State Law and Regulations and meet or exceed the standards specified by Federal and State Law and Regulations.
- Meet or exceed the Academic Performance Index growth target both school-wide and within reportable subgroups.
- Meet adequate yearly progress as defined by NCLB.

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

Use and Reporting of Data

The School will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the District in the following manner:

- Staff will receive data on student achievement during staff meetings and will use this data to help monitor and improve the School's education program.
- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's Personalized Learning Plan.
- The District will receive data on student achievement including individual student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations will occur at least twice during the School's initial five year charter period and will include formative and summative data to demonstrate that the School is meeting state performance standards.

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)

Nonprofit Public Benefit Corporation

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

The Charter 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.

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

APS 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.

Board of Directors

The School will be governed by the APS Board of Directors ("Board or Board of Directors"). Members of APS's Board of Directors are listed in Appendix A and APS's Articles of Incorporation are attached as Appendix B. As provided by Education Code Section 47604(b), the District Board of Education shall be entitled to one representative on the APS Board of Directors.

APS is governed by the 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.

The APS Board of Directors consists of a maximum of 11 regular members plus one seat for every sponsoring district.

Board Duties

The Board of Directors is responsible for establishing broad policies that affect all APS 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 APS'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.

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.

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.

Parent and Community Involvement

APS 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 give local input to an Advisory School Council ("ASC"), consisting of parent and school representatives. Each school's ASC will participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and parents. The principal is responsible for communicating all ASC policy recommendations to the APS Board of Directors.

Additional Opportunities for Parent Involvement

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

Addressing Parent Concerns and Complaints

APS is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School and APS throughout the school year. In addition, an Ombudsman will serve as an objective, third-party resource for parents or community members who wish to express a grievance to APS about the School. The Ombudsman, a respected community leader from the School's local community, will use his/her discretion to ameliorate specific parental concerns and may choose to discuss the problem with APS's Board of Directors in serious cases. Also, APS has established a formal complaint process to address any parent complaints about the employees or employment practices of the organization. APS's Uniform Complaint Procedures and Community Complaint Form are attached as Appendix C. Finally, APS is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, APS has established a formal Discrimination/Anti-Harassment Policy and Complaint Procedure, which are attached as Appendix D.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

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

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

APS will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. APS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will require finger-printing, conduct background checks and TB testing on employee candidates as a condition of employment to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Employees will meet specific qualifications for employment as outlined in their job descriptions.

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

Principal Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- Masters in education is highly desirable

Required experience:

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

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

Teacher Qualifications

Teachers 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, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition.

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

- i. Committed to students and learning
- ii. Knowledgeable about their subject matter
- iii. Skilled in management of learning
- iv. Reflective in their practice
- v. Community-oriented

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

Teacher Hiring

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

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

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

Professional Development

Once teachers are hired, APS invests in their continued professional development. Teachers new to APS participate in 2 weeks of summer training to become fluent in the APS education program. In addition, APS conducts several school-year workshops in specific areas. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. APS also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their School Principal at least twice a year according to criteria that are based on National Board Certification. The "Aspire Public Schools Educator Evaluation" is attached Appendix E.

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 APS 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. The Payroll/Benefits Manager of APS 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.

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

EMPLOYEE REPRESENTATION

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

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

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

DISTRICT EMPLOYEE RETURN RIGHTS

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

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

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, APS has adopted implements full health and safety procedures and risk management policies at its Schools in consultation with its 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 APS Human Resources department shall monitor the fingerprinting and background clearance. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the 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 monthly.

Comprehensive Sexual Harassment Policies and Procedures

The Charter 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 Charter 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 Charter School sexual 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.

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)

APS is committed to working with the District in a spirit of cooperation. Matters unable to be resolved by the District Superintendent or designee and APS'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 PROCEDURES

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 identifies the following admission requirements:

- Students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification. The school is open to *all* students.
- 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 preference shall first be given to students with siblings admitted to the school.
- Admission preference shall be given to students residing in the District. If the number of students in the District interested in attending the School exceeds the School's remaining capacity, a public random lottery will be held.
- Admission to the School for all remaining openings, if any, shall be open to any resident of the State of California. If the number of students who are interested in attending the School exceeds the School's remaining capacity, a public random lottery of those pupils will be held.

Based on the lottery (or lotteries), a wait list will be kept at the School. As openings become available, preference will be given to those in order of the wait list.

Based on research that shows the impact of parental involvement on student achievement, the School will strongly encourage and support parental involvement in their child's education.

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.

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)

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

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

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 district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the charter school shall 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.

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

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

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).

Attached as Appendix G, please find the following documents:

- A 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 OUSD, including its estimate for enrollment and its Average Daily Attendance assumptions.

INSURANCE

APS 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).

APS has an experienced administrative staff that handles a variety of "back office" services like payroll, accounting, and purchasing. APS 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 APS 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.

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 APS 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 Executive Committee of the APS Board of Directors will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with

recommendations on how to resolve them. The Executive Committee of the APS Board of Directors 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, APS recognizes that all audit exceptions and deficiencies must be resolved to the satisfaction of the District.

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

APS 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 APS in a timely fashion. During the term of this charter petition, APS 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.

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.

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

To the extent required by law, APS 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).

APS 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. APS 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, including an annual report of the philanthropic funds received by APS to be specifically used by the Oakland Unified School District's approved School, as outlined in the Memorandum of Understanding.

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 charter 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:

- 1) School name, charter number, and CDS code;
- 2) Date of closure action.
- 3) The effective date of the closure (if different);
- 4) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- 5) The pupils' school districts of residence; and
- 6) 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

APS 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 APS. 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, APS 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. APS 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. APS shall utilize the Schools' reserve funds and any assets after liabilities to pay for any close out costs.

If APS 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. APS 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.

The Charter School Board 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

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 APS and the OUSD in accordance with Education Code Section 47607. APS may present a petition to renew or materially revise the Charter at any time, and OUSD 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 APS and the OUSD. The OUSD and APS 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. APS 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.

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(c)(1)-(4) and 47607(d)

APS and OUSD 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, APS and OUSD shall follow the laws and procedures in the California Education Code. APS reserves all appeal rights provided under Education Code Section 47607(c) - (k). All relevant timeframes include the parameters set forth by AB 2030.

X. APPENDICES

- A. APS Board of Directors, Staff, Partners, Investors, and Supporters
- B. Aspire's Articles of Incorporation
- C. Aspire's Uniform Complaint Procedures and Community Complaint Form
- D. Aspire's Discrimination/Anti-Harassment Complaint Procedure
- E. Aspire Public Schools Educator Evaluation
- F. The School's Suspension and Expulsion Procedures
- G. The School's Financial Plan

APPENDIX A: APS BOARD OF DIRECTORS, STAFF, PARTNERS, INVESTORS, AND SUPPORTERS

APS Board of Directors

Don Shalvey	Co-founder and C.E.O., Aspire Public Schools
Beth Hunkapiller	President, San Carlos School District Board
Melvin J. Kaplan	CEO, Wellington Financial Group
Bill Hughson	Independent Consultant
Steven Merrill	Partner, Benchmark Capital
Richard Spalding	Thomas Weisel Healthcare Venture Partners
Bill Huyett	Superintendent of Lodi Unified School District
Dino Cortopassi	CEO, San Tomo Group

APS Staff

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

Alex Hernandez, MBA and Masters in Education, Central Valley Regional VP with experience as a teacher, administrator and non-profit executive.

Gloria Lee, MBA and Masters in Education, Bay Area Regional VP with experience in business strategy, entrepreneurial ventures and educational organizations

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

Linda Frost, Masters in Education, VP of Secondary Education with experience as a superintendent, principal, charter school principal and teacher.

Partners, Investors and Supporters

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

Some of our other partners include:

Stanford University School of Education
University of California, Berkeley
National Board for Professional Teaching Standards
Stockton Community Organizations
California Charter School Association

Some of our lead investors include:

Bill & Melinda Gates Foundation
New Schools Venture Fund
Reed Hastings & Patty Quillin
John & Ann Doerr
The Draper Foundation
Millsmont Secondary Academy

Bruce & Elizabeth Dunlevie
Beth & Mike Hunkapiller
Walter S. Johnson Foundation
Steven Merrill
Steve & Carol Poizner
Bernard Lee Schwartz Foundation
Stuart Foundation
TOSA Foundation
Walton Family Foundation
California Department of Education
Anonymous (2)
K & F Baxter Family Foundation
Families for Academic Excellence
Hedco Foundation
Bob & Joanne Kagle
Sam & Margarita Kingsland
James & Rebecca Morgan Family Foundation
Peninsula Community Foundation
UPS Community Council

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

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

Millsmont Secondary Academy

APPENDIX B: ASPIRE'S ARTICLES OF INCORPORATION

See attached pages.



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

Millsmont Secondary Academy

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: _____



Discrimination/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.

Millsmont Secondary Academy

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.

Deleted: School Year 2002-2003¶
¶
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. Our District 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 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 the Santa Barbara School Districts:¶
¶
▲ 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. Ne[...]1

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.

Deleted: ¶
Students . BP 5145.3¶
¶
NON

Deleted: District

Deleted: The

Deleted: Governing

Deleted: ,

Deleted: The

Deleted: .

Deleted: the district

Deleted: -

Deleted: the District

Deleted: (AR 5145.3(a)).

Deleted: Superintendent

Deleted: AR 5145.3(a).

Deleted: -----Page Break-----

¶
When any form of harassment is reported at a school site, the procedures outlined in Administrative Regulation 5145.7, "Procedures For Data Collection and Reporting Hate Crime and Bias-Motivated Incidents," must be followed, whether or not a discrimination/harassment grievance is filed.¶

Deleted: Each elementary and secondary school's student handbook will include a section regarding the District's

Deleted: nond

Deleted: h

Deleted: p

Deleted: .

Deleted: " Student handbooks

Deleted: ¶
¶
¶
¶
¶

Deleted: Legal Reference¶
CIVIL CODE¶
200-262.5 . Prohibition of discrimination¶
1714.1 . Liability of parents/guardians for willful misconduct of minor¶
EDUCATION CODE¶
40 . Prohibited sex discrimination¶
41 . School-sponsored athletic programs; prohibited sex discrimination¶
200-262 . Prohibition of discrimination on the basis of sex¶
48900.3 . Suspension or expulsion for act of hate violence¶
48900.4 . Suspension or expulsion for threats or harassment¶
48904 . Liability of parent/guardian for willful student misconduct¶
48907 . Student exercise of free expression¶
48950 . Freedom of speech¶
49020-49023 . Athletic programs¶
51006-51007 . Equitable access to technological education programs¶
51500 . Prohibited instruction or activity¶
51501 . Prohibited means of instru ... [2]

Administrative Regulation

Deleted: Santa Barbara School Districts

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.

Deleted: ¶
Students . AR 5145.3(a)¶

Deleted: District

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

Deleted: The District

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.

Deleted: The District

Deleted: s

Deleted: '

Deleted: '

Deleted: Superintendent

Deleted: Superintendent

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:

Deleted: Our

Deleted: District

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

Deleted: -----Page Break-----

Deleted: n-n

Deleted: Superintendent

- 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 Deleted: the district
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. Deleted: ,
5. In reaching a decision about the complaint, the principal or designee may take into account:
- a. Statements made by the persons identified above Deleted: a.
 - b. The details and consistency of each person's account Formatted: Bullets and Numbering
 - c. Evidence of how the complaining student reacted to the incident Deleted: -----Page Break-----
 - 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 Deleted: ,
 - b. The type, frequency, and duration of the misconduct Deleted: ,
 - 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. Deleted: ,
Deleted: ¶
Deleted: ¶
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. Deleted: 8.
Deleted: ,
Deleted: -----Page Break-----
Deleted: Superintendent
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

Deleted: D

Deleted: 1

Legal Reference

EDUCATION CODE

200-262.5 Prohibition of discrimination

GOVERNMENT CODE

Title VI Civil Rights Act of 1964

Title VII Civil Rights Act of 1964

Title IX Education Amendments of 1972

Section 504 Rehabilitation Act of 1973

Americans with Disabilities Act of 1990 (Title 11)


Age Discrimination Act of 1975

34 Code of Federal Regulations

Regulation: . SANTA BARBARA ELEMENTARY/HIGH SCHOOL DISTRICTS

Adopted: March 10, 1999 Santa Barbara, California

Revised: December 12, 2001



720 Santa Barbara Street Santa Barbara, CA 93108 (805) 963-4331 www.sbsd12.org

Deleted: Our schools are

Deleted: i

Deleted: District

Deleted: Superintendent

Deleted: and/or

Deleted: ,

Deleted: ,

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.

Deleted: ~
Deleted: superintendent
Deleted: ~
Deleted: ¶
----- Section Break (Next Page) -----
ADVISORY SCHOOL COUNCIL¶
CONSTITUTION¶
¶
¶
¶
¶
The Advisory School Council was initiated in December of 1999 to provide a structure for shared decision making within the school community. This document is designed to create a structure and operational plan for the Advisory School Council.¶
¶
I. OFFICIAL NAME¶
The official name of the site-based decision-making group at our school shall be the University Charter School Advisory School Council.¶
¶
II. OPERATING GUIDELINES¶
A. The Advisory School Council's Constitution is developed by the Council and is subject to the annual approval by the Council membership.¶
B. Copies of the Council's membership shall be distributed to the members of the Council, and a copy shall be kept in the office for review by the staff and the public.¶
C. It is understood and expected that members of the council will act as communication liaisons to their constituent groups.¶
¶
III. MEMBERSHIP AND ELECTION PROCEDURES¶
A. The Council will be composed of the following five members from the school community:¶
. . The School Principal¶
. . Two (2) teachers to be elected by their peers. ¶
. . Two teachers will be elected each year for two- year terms.¶
. . Two(2) parent members to be elected by the school parent population on a one . vote per family basis.¶
B. Members may serve for no more than two consecutive terms.¶
C. A staggering process of council membership will begin during the 2001-2002 school year in order to ensure continuity.¶
D. In the event of a resignation, a new member will be selected according to the above procedure.¶
¶
IV. RESPONSIBILITIES¶
A. The Principal will serve as chair of the Council.¶
B. The members will work with the Principal to set the agenda for each meeting, with input from the school community.¶
C. A recorder and a timer will be selected for each meeting.¶
¶

APPENDIX E: ASPIRE PUBLIC SCHOOLS EDUCATOR EVALUATION

Aspire Public Schools Educator evaluation

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

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

• Is open to coaching and critique				
5. Community-oriented				
• Collaborates with other teachers				
• Communicates with parents about individual students				
• Collaborates with parents in instructional program				
• Uses community resources when appropriate				

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

<u>Overall rating:</u>	<u>Strengths:</u>	<u>Development areas:</u>
1 2 3	1. 2. 3.	1. 2. 3.

We have reviewed this performance evaluation.

Evaluator

Date

Educator

Date

APPENDIX F: THE SCHOOL'S SUSPENSION AND EXPULSION PROCEDURES

Introduction

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

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

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

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

Suspension

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

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 APS activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

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

Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The Superintendent or his/her designee may extend a student's suspension pending final decision by the APS Board of Directors – Executive Committee ("APS Executive Committee") on a recommendation for expulsion.

4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the APS Executive Committee on a recommendation for expulsion.

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

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

Grounds for Suspension and Expulsion

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

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

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

Millsmont Secondary Academy

- *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 Terroristic 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).

Procedures in Cases Requiring Suspension

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

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

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

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

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

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

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)
- A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid. (Penal Code 11166)
- A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- An attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- Acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- Truancy of any student under court ordered mandatory attendance.

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

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

Appeals Process

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

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

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

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

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

Expulsion

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

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

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

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

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

Expellable Offenses include:

Category I – Mandatory Expulsion

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

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

Category II – Mandatory Recommendation for Expulsion

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

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

Millsmont Secondary Academy

- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

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

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

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

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

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

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent or guardian are invited to attend this meeting with the Chief Executive Officer ("CEO") of APS or the CEO's designee. School site administrators or teachers may also be present.

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

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

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

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

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

Millsmont Secondary Academy

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

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

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

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

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

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

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

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

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

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

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

Student Discipline and IDEIA

APS 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 has an Individual Education Plan that

Millsmont Secondary Academy

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

APPENDIX G: THE SCHOOL'S FINANCIAL PLAN

See attached pages.

School Year 2002-2003

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. Our District 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 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 the Santa Barbara School Districts:

- ▲□ **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,

Deborah A. Flores,- Ph.D.

Año Escolar 2001-2002

Estimados Padres:

La responsabilidad más importante que tienen nuestras escuelas es la seguridad de todos los alumnos. Todos los alumnos tienen el derecho a tener un ambiente educativo positivo. Casi diariamente, actos deplorables de intolerancia y de odio en nuestra sociedad y en la comunidad global nos recuerdan que nuestras escuelas juegan un papel importante en ayudar a los jóvenes a entender y a respetar las diferencias además de reconocer y celebrar las muchas cosas que tenemos en común.

Esta carta se envía a los padres cada año para informarles de nuestras expectativas y las consecuencias respectivas cuando los alumnos hacen elecciones inapropiadas que ponen en peligro el ambiente escolar seguro. Nuestro Distrito tiene una norma de "no tolerancia" referente a intimidación y hostigamiento. Nuestra norma es consistente con el Acta de Seguridad de los Alumnos y Prevención de la Violencia, que estipula que ninguna persona deberá ser objeto de discriminación con base a raza, identificación con grupo étnico, sexo, origen nacional, religión, color, incapacidad mental o física, orientación sexual o identidad de género. Si ocurre tales actos, les pedimos que sigan nuestro "**Procedimiento de Quejas por Discriminación/Hostigamiento**" (adjunta). Tomaremos las acciones más fuertes posibles contra cualquier y contra todos los alumnos que hostiguen a otros, incluyendo suspensión, expulsión y llamar a la policía.

Conductas Inaceptables

Los siguientes Códigos, de Educación describen los tipos de conducta que no se tolerarán en los Distritos Escolares de Santa Bárbara:

Código de Educación 48900.2 Hostigamiento Sexual: Este código indica la suspensión o expulsión de los alumnos que cometen hostigamiento sexual que se define como la conducta que es "suficientemente severa o penetrante como para tener un efecto negativo sobre el aprovechamiento académico del individuo (la víctima) o que crea un ambiente educativo intimidante, hostil u agresivo."

Código de Educación 48900.3 Violencia Racial: Este código indica la suspensión o expulsión de los alumnos que han "causado, intentado causar o amenazado con causar, o participado en un acto de violencia racial."

Código de Educación 48900.4 Hostigamiento, Amenazas o Intimidación: Además, los alumnos pueden ser suspendidos o expulsados si se determina que el alumno/a ha "participado intencionalmente en hostigamiento, amenazas o intimidación dirigidos contra un alumno/a o grupo de alumnos/as, que es suficientemente severo o penetrante como para tener el efecto real y razonablemente esperado de entorpecimiento material del trabajo de clase, creando sustancial desorden e invadiendo los derechos de ese alumno/a o grupo de alumnos/as creando un ambiente educativo intimidante u hostil.

Consecuencias de las Conductas Inaceptables

La conducta negativa que tiene como resultado una lesión física o, violencia es inaceptable. Del mismo modo, la posesión, venta o decisión de proveer un arma de fuego (real o de imitación), cuchillo, navaja, explosivos, sustancia controlada, parafernalia para el uso, de drogas, bebidas alcohólicas, productos del tabaco o cualquier otra sustancia ilegal están entre los actos que tendrán como consecuencia el que se excluya a ese/a alumno/a de la escuela. Además, los alumnos pueden ser suspendidos o expulsados por: dañar, robar, o recibir propiedad escolar o privada; cometer robo, o extorsión; cometer actos obscenos o usar blasfemias; entorpecer la actividad escolar; participar en hostigamiento sexual y cometer asalto sexual.

Gracias por ayudarnos a transmitir estos tres mensajes tan importantes: (1) todos los alumnos tienen el derecho a una educación libre de hostigamiento, (2) las conductas negativas no serán toleradas, y (3) los alumnos tienen el derecho y la responsabilidad de dar parte sobre problemas. Las preocupaciones de los alumnos serán escuchadas respetuosamente y de forma confidencial.

Sinceramente,

Dra. Deborah A. Flores, Ph.D.
Superintendente

-----Section Break (Continuous)-----

Santa Barbara School Districts

Page 43: [2] Deleted

Scott Morgan

5/23/2002 10:39:00 AM

Legal Reference:

CIVIL CODE

- 200-262,5 Prohibition of discrimination
- 1714.1 Liability of parents/guardians for willful misconduct of minor

EDUCATION CODE

- 40 Prohibited sex discrimination
- 41 School-sponsored athletic programs; prohibited sex discrimination
- 200-262 Prohibition of discrimination on the basis of sex
- 48900.3 Suspension or expulsion for act of hate violence
- 48900.4 Suspension or expulsion for threats or harassment
- 48904 Liability of parent/guardian for willful student misconduct
- 48907 Student exercise of free expression
- 48950 Freedom of speech
- 49020-49023 Athletic programs
- 51006-51007 Equitable access to technological education programs
- 51500 Prohibited instruction or activity
- 51501 Prohibited means of instruction
- 60044 Prohibited instructional materials

CODE OF REGULATIONS, TITLE 5

- 4621 District policies and procedures
- 4622 Notice requirements

UNITED STATES CODE, TITLE 42

- 2000d - 2000d-7 Title VI, Civil Rights Act of 1964
- 2000e - 2000e-17 Title VII, Civil Rights Act of 1964 as amended
- 2000h - 2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

-----Page Break-----

- 100.3a Prohibition of discrimination on basis of race, color or national origin
- 106.8 Designation of responsible employee
- 106.9 Notification of nondiscrimination on basis of sex

GOVERNMENT CODE

- Title VI Civil Rights Act of 1964
- Title VII Civil Rights Act of 1964
- Title IX Education Amendments of 1972
- Section 504 Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990 (Title II)

Age Discrimination Act of 1975
34 Code of Federal Regulations

Policy: SANTA BARBARA ELEMENTARY/HIGH SCHOOL DISTRICTS
Adopted: March 10, 1999 Santa Barbara, California
Revised: December 12, 2001

Page 2: [3] Deleted

Scott Morgan

5/23/2002 11:58:00 AM

-----Section Break (Next Page)-----

ADVISORY SCHOOL COUNCIL CONSTITUTION

The Advisory School Council was initiated in December of 1999 to provide a structure for shared decision making within the school community. This document is designed to create a structure and operational plan for the Advisory School Council.

I. OFFICIAL NAME

The official name of the site-based decision-making group at our school shall be the University Charter School Advisory School Council.

II. OPERATING GUIDELINES

- A. The Advisory School Council's Constitution is developed by the Council and is subject to the annual approval by the Council membership.
- B. Copies of the Council's membership shall be distributed to the members of the Council, and a copy shall be kept in the office for review by the staff and the public.
- C. It is understood and expected that members of the council will act as communication liaisons to their constituent groups.

III. MEMBERSHIP AND ELECTION PROCEDURES

- A. The Council will be composed of the following five members from the school community:
 - The School Principal
 - Two (2) teachers to be elected by their peers,
 - Two teachers will be elected each year for two- year terms.
 - Two(2) parent members to be elected by the school parent population on a one vote per family basis.
- B. Members may serve for no more than two consecutive terms.
- C. A staggering process of council membership will begin during the 2001-2002 school year in order to ensure continuity.
- D. In the event of a resignation, a new member will be selected according to the above procedure.

IV. RESPONSIBILITIES

- A. The Principal will serve as chair of the Council.
- B. The members will work with the Principal to set the agenda for each meeting, with input from the school community.
- C. A recorder and a timer will be selected for each meeting.

-----Page Break-----

V. MEETINGS

- A. Meetings will be held on a regular basis and will accommodate the schedules of the members of the Council.
- B. Schedules of meetings shall be listed in the school's newsletter.

- C. The agendas shall be posted in a conspicuous place in the school at least 24 hours prior to the meeting.
- D, All meetings shall take place in the school, unless otherwise noted.
- E. It is recommended that each Council member encourage visitors to attend meetings. Visitors may speak to agenda items.
- F. If special circumstances prevent attendance, members will notify the Principal.

VI. COMMITTEES

- A. To broaden involvement among staff and parents, standing committees may be established by the Council to provide recommendations and information to the Council as needed.
- B. Ad hoc committees shall be established by the Council as needed, and will serve until tasks are completed, These may be school wide, grade-level or subject- specific committees.
- C. The leaders of these committees shall communicate these activities and progress to the Council and Principal on a regular basis.

VII. MINUTES

- A. Minutes shall be recorded and distributed to Council members. Minutes shall be made available to members of the school community.
- B. Minutes shall be kept on a file in the office for a period of five years.

VIII. CHANGES AND AMENDMENTS

- A. Changes or suspensions in provisions of this document adopted by the Advisory School Council would require the approval of at least 75% of the Council membership.

Constitution adopted: August 29, 2000

Advisory School Council

Vicky Perez

Bob Kachel

Roxanna O'Brien

Kelly Rice

Amy Shaw

-----Page Break-----

(THE TITLE OF THIS PAGE IS UNKNOWN)

The Advisory School Council was established to broaden participation and decision making within the school community. Among the specific goals of the Council are:

- **To Chart a Vision for the School**

The Advisory School Council will define the guiding principles for the future of the school. This will support and enhance our school philosophy and be developed with reasonable input from the school community.

- **To Address Concerns of the School Staff and Parent Community**

The Advisory School Council will solicit agenda items from the staff and the parent community, and consider these issues and make recommendations based upon open discussions.

- **To Serve in an Advisory Capacity to the Principal**

The Advisory School Council will provide the principal with input concerning specific decisions related to staffing, budget, school safety, and other issues for which the principal seeks advice.

- **To Plan and Assess Instructional Programs**

The Advisory School Council will help to plan and support instructional practices and programs. The Council will serve as a "sounding board" with the assessment of such programs and practices. The Council will also help to create staff development plans to ensure that instructional programs are carefully implemented.

- **To Be Involved in Meeting State Requirements As They Arise**

Since the state education department requires that school-community committees be established to review school goals and annual plans, the Advisory School Council will be the group that fulfills this function.

- **To Interface with APS Board of Directors**

The Advisory School Council will provide regular and ongoing communication and recommendation with the APS Board of Directors. The Advisory School Council will support and reinforce APS goals and priorities.

- **To Promote Positive Public Relations for the School**

2158316

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

MAR 19 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
UNIVERSITY PUBLIC SCHOOLS

A CALIFORNIA PUBLIC BENEFIT CORPORATION

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

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

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

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

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

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

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

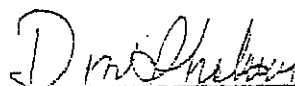
FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

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

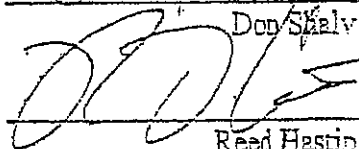
SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof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

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

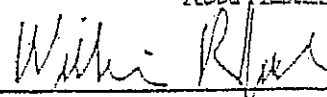
Date: 12/21/98



Don Shalvey, Director



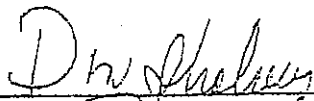
Reed Hastings, Director



Bill Jackson, Director

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

Date: 12/21/98



Don Shalvey, Director



Reed Hastings, Director



B.J. Jackson, Director



A0551743

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

SEP 8 2000

BILL JONES, Secretary of State

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

The undersigned certify that:

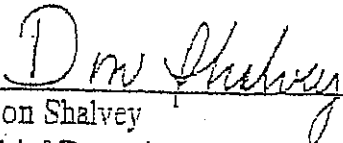
1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

"The name of this Corporation is Aspire Public Schools."

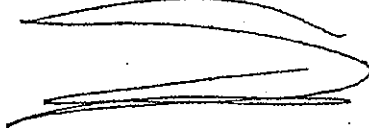
3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.
4. The Corporation has no members.

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

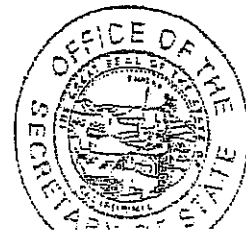
Executed on July 1, 2000.



Don Shalvey
Chief Executive Officer



Sayed Darwish
Secretary



A0604947

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

NOV 03 2003

KEVIN SHELLEY
Secretary of State

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

The undersigned certify that:

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

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

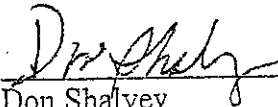
"If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney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

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


[Remainder of Page Intentionally Left Blank]

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

Executed on May 15, 2003.



Don Shalvey
Chief Executive Officer



Gloria Lee
Secretary



Aspire Public School
Millsmont Secondary
 3 Year Pro Forma Financials

MM2
 10/31/2007

Assumptions

Teacher Staff	8	12	17
Enrollment	224	280	336
ADA (94%)	211	263	315

	FY08-09 Projected	FY09-10 Projected	FY10-11 Projected
--	----------------------	----------------------	----------------------

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
-----------------------	------------------	------------------	------------------

NET PROFIT (LOSS)	115,652	51,017	58,854
--------------------------	----------------	---------------	---------------

Note: Principle Payment on loan is reflected in the Cash Flow.



TEACHER APPROVAL SIGNATURES

Total number of teachers estimated to be employed at the school during the first year of operation: 10.

We agree to the contents of the Millsmont Secondary Academy charter petition, and will work towards its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the Millsmont Secondary Academy.

TEACHER'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #	TYPE OF CREDENTIAL HELD	COLLEGE DEGREE HELD
Fayola Autry		3105 High St #7 Oakland, CA 94601	510-842-8145 310-621-0511	University Internship	Bachelor's
Eric Edgerly		2938-75th Ave Oakland, CA 94621	510-382-9107	Full Credential	Master's +30
Kristy Huntley		203 Coggins Dr #2115 Pleasant Hill, CA 94523	925-946-1646	Full Credential	Bachelor's
Jessica Loomis		4150 Cesar Chavez #3 San Francisco, CA 94131	508-769-0944	Full Credential	Master's
Marcy Nelson		7539 Altura Pl Oakland, CA 94605	510-562-7887	Full Credential	Master's



TEACHER APPROVAL SIGNATURES

Total number of teachers estimated to be employed at the school during the first year of operation: 10.

We agree to the contents of the Millsmont Secondary Academy charter petition, and will work towards its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the Millsmont Secondary Academy.

TEACHER'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #	TYPE OF CREDENTIAL HELD	COLLEGE DEGREE HELD
Ramirez, Alexandra	<i>[Signature]</i>	566 Vallejo St #24 San Francisco CA 94133	408-887-9804	Full Credential	Master's
Dawn Walton-Cummings	<i>[Signature]</i>	2255 86th Ave Oakland CA	510-638-4445	Full Credential (NY)	Master's (M.Ed.) 60 credits
Traci Harris-Dudley	<i>[Signature]</i>	3413 Upton Ct Stockton, CA 95206	510-968-5328		BS.



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Raquel Martinez	<i>Raquel Martinez</i>	9830 Elmer Ave	(510) 569-9443
Arthur Harris	<i>Arthur Harris</i>	5724 NORMANDIE	510 476-5477
Vicki Smith	<i>Vicki Smith</i>	6974 Foothill Blvd. ⁸⁰³	510/228-6246
Gloria Villegas		1735 85TH AVE OAKLAND, CA 94621	(510) 908-4276
Lawrence Sears	<i>Lawrence Sears</i>	1470 83 rd Ave Oakland CA ⁹⁴⁶²¹	(510) 636-1993
Royal Griffin	<i>Royal Griffin</i>	1318 Kipling 94619	510-431-3052
Shirley Wise	<i>Shirley Wise</i>	2315-109 th Ave	(510) 633-1989
Mecca Hankus	<i>Mecca Hankus</i>	3320 64 th Ave Place Oakland CA	(415) 568-3201



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
<i>[Signature]</i>	<i>[Signature]</i>	1648 87th Ave Oakland	(510) 689-3460
Edwige's Garcia	<i>[Signature]</i>	1424 104 14 Ave Oakland	510 569-3806
Phyllis Douglas	Phyllis Douglas	1599 Hays St. San Leandro #304	(510) 357-1366
Linda Stroud	Linda Stroud	8127 Iris St. Oak.	510-569-5319
Elizabeth Anders	<i>[Signature]</i>	9225 Bancroft Avenue Oakland, Ca. 94603	510-568-5221
Lashunda Jones	<i>[Signature]</i>	2306 65th Ave. Oakland Oakland	510-639-4816
Staci Hunter	<i>[Signature]</i>	9945 Longfellow Ave Oakland 94603	(510) 677-5659
Ericka Thornton	<i>[Signature]</i>	5332 Bancroft Ave Oakland	CA (510) 715 1689
Laverne King		2103 90th ave	355-6393 (510)



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Leland S. Moore Sr	<i>[Signature]</i>	2141 104th Ave ⁹⁴⁶⁰³ OAKLAND Ca	510 636-9657
Lanny Bratcher	<i>[Signature]</i>	3082 Broadmoor Vln. Oak, CA ⁹⁴⁶⁰⁵	510 385 6864
Lamont Brooks	<i>[Signature]</i>	3400 66 th Ave Oak CA	510 967-3658
Robertha Brown	<i>[Signature]</i>	2043 82nd Ave Oak	(510) 383-2444
Daionne Washington	<i>[Signature]</i>	3026 Mabel Ave Berk	(510) 467-5139
Irma Cruz	<i>[Signature]</i>	1606 85 Ave #B Oak	(510) 562 6514
Wynona Price	<i>[Signature]</i>	9711 Sunnyside St. ^{#B} O.Ri.	510) 777-0307
TIAMERIA Chaney	Jamirica Chaney	3145 61 st Ave OAK. Ca.	510 879-2925
TINA Combs	Uma Combs	1733-84 Ave OAK CA	510-568 9934



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
María Yañez		1945 86th Ave. Oakland, CA 94621	(510) 430-1231
VALARIE WALKER		1553 76th AVE OAKLAND, CA 94621	(510) 633-9724
Ana Chavarria		1826 65th AVE Apt #4 Oakland CA 94621	510) 562-1831
Danyell Thomas		4834 Brookdale Ave Oakland, CA - 94619	(510) 676-2751
Alma Rosa G.		7448 Rockwood - apt D	(510) 562-9386
Zayonara Vega		9921 Sunnyside St	(804) 698-9920
Margaret Davis		6607 OUTLOOK Ave, Oakland CA	(510) 6325920
Dyanese Horace		2743 SAN CARLOS CT Antioch, CA	(570) 434-4595
Colotta Wilson		5314 Belvedere St OAKLAND CA	(510) 536-6508



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Margarita Dowden	<i>Mary Dowden</i>	2557 62 nd AVE Oakland 94615	(510) 638-7447
Marian Willis	<i>Marynuel</i>	6035 Foothill Blvd #106 Oakland, CA	(510) 777-0572
Timaura Hill	<i>Samuel</i>	1774 8th St #B OAK CA 94607	(510) 835-4292
GARY TORCO	<i>Gary Torres</i>	924 91 st Avenue Oakland, CA	(510) 638-8923
Diana Flores	<i>Diana Flores</i>	1958 86th ave Oakland	(510) 639-9166
Maria Castaneda	<i>Maria Castaneda</i>	239 90th Ave Apt C Oakland	(510) 586-1273
Bertha/Thavaria	<i>Bertha/Thavaria</i>	1335 97 th ave OAKLAND, CA 94617	(510) 635-3468
Sheri JACKSON	<i>Sheri Jackson</i>	604 El Paseo Dr Oakland, CA	(510) 395-5560
Amber Jackson	<i>Amber Jackson</i>	2833 Parker Ave #2	(510) 706-7616



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Lini Koni Mota Silvia	<i>[Signature]</i>	2037-84 th AVE ⁹⁴⁶²¹ OAKLAND, CA	510-355-7550
Silvia	<i>[Signature]</i>	9005 D St OAKLAND ⁹⁴⁶⁰³	(510) 777-0991
Ofelia Alvarez	<i>[Signature]</i>	1744 82nd AVE OAKLAND ⁹⁴⁶²¹	(510) 553-9582
Maria Cervantes Cherrena Wysinger	<i>[Signature]</i>	2122 88 th AVE OAKLAND CA ⁹⁴⁶²¹ 1599 52 nd Avenue Oakland 94601	(510) 553-9422
Elizabeth Forrest	<i>[Signature]</i>	1605 52nd Avenue Oakland, CA 94601	510. 534-0381
Gladis R.	<i>[Signature]</i>	1967 90 AVE 94603	(510) 633 9862.
Maria acuna de	<i>[Signature]</i>	1508 83 AVE 94621	510 382 1634
MARIA GONZALEZ	MARIA GONZALEZ	7425 LOCKWOOD ST	510) 777- 04- 11



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Linda STENSON	<i>Linda Stenson</i>	1274 58 th Ave	510 830-9660
Charles Motte	<i>Charles Motte Jr.</i>	3217 63 rd Ave	510 282 4457
Veverly Williams	<i>Veverly Williams</i>	557 Mitchell, San Leandro CA	510 - 777- 0055
Lisa Richardson	<i>Lisa Richardson</i>	1035 101 st Ave. Oakland, CA	94603 (510) 632-1111
^{Allyah} Esterlean	<i>Esterlean Scott</i>	10820 Beverly Ave Oakland 94603	(510) 632-1449 220-4840
Juan C. Villalobos	<i>Juan C. Villalobos</i>	2563 63 rd AVE Oakland CA 94605	510-569-6083
Tirza B. Yanez	<i>Tirza B. Yanez</i>	5740 E. 17 th St. Oakland CA	94621 (510) 638-2832
Ofelia Adams	<i>Ofelia Adams</i>	8906 Douding St Oakland	94605 (510) 632-6526
Rosario Esp.	<i>Rosario Espinal</i>	1735 85 Th Ave	510) 777- 717-0771



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
CAROL HILL	<i>[Signature]</i>	20 S. Hidalgo St	(209) 839-9696
Patricia Overa	<i>[Signature]</i>	2135 65 Ave-	(510) 866-46-84
Daniel Jones	<i>[Signature]</i>	5814 Fleming Ave	(510) 969 5316
Terris Douglas	<i>[Signature]</i>	1045 103rd Ave OAK	(510) 421-1587
Shameika Moody	<i>[Signature]</i>	1640 104th #A Oak	510) 8 25-2749
Helen Chacon	<i>[Signature]</i>	2521 94th ave oak	510) 430 29 18
Marisela Gonzala	<i>[Signature]</i>	3235 63 Ave Oak	510) 862- 22-65
HATTIE Gilover	<i>[Signature]</i>	6307 Laird AVE DAK.	(510) 635-5517
Kym McKenzie-Campbell	<i>[Signature]</i>	5490 El Camilo Ave Oakland	510-436-5543

Patrick



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 270

We agree to the contents of the Millsmont Secondary Academy charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Secondary Academy.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Kedra Williams	<i>Kedra Williams</i>	1607 67 th Ave ⁹⁴⁶²¹ Oakland CA	(510) 830-6911
Tammy Hammami	<i>Tammy Hammami</i>	6301 Marston Ave Oakland	(510) 367-5516
Gamah Sharaf	<i>Gamah Sharaf</i>	2125 Harrington	(510) 536-6086
Marshaun Britt	<i>Marshaun Britt</i>	7818 Bancroft Ave ⁹⁴⁶⁰⁵ Oakland CA	(510) 575-8313
DANN STOTT	<i>DANN STOTT</i>	911 357th St	510 978-7220
Naveed Dur	<i>Naveed Dur</i>	2422 Adell St	(510) 302-9518
Lakisha Ealey	<i>Lakisha Ealey</i>	1944 54 th Ave Oakland CA 94612	(510) 908-1742
Brenda Rodriguez	<i>Brenda Rodriguez</i>	1617 D St Hayward 94541	510) 889 8518



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Maxia Antunez	<i>Maxia Antunez</i>	1626 65 Ave apt 2 94621	510-569-4357
ILAISSANE Younger	<i>ILAISSANE Younger</i>	1980 87TH AVE 94621	510-638-4095
VERA L. Ferguson	<i>Vera L. Ferguson</i>	1521-78th Ave	510-6324657
RAFAELA ALMEIDA	<i>Rafaela Almeida</i>	1362 104 Ave 94603	510 382-1173
DERRICK WILLIAMS	<i>Derrick Williams</i>	2043 106th Ave 94603	(510) 395-6718
Jorge Rodriguez	<i>Jorge Rodriguez</i>	2456 60th Ave 94605	(510) 636-0610
Jacqueline Remes	<i>Jacqueline Remes</i>	1428 Alice St, #615 Oak,, 94612	510 839-6643

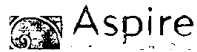


PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
<i>[Faint handwritten name]</i>	<i>[Faint signature]</i>		
<i>[Faint handwritten name]</i>	<i>[Faint signature]</i>		
<i>[Faint handwritten name]</i>	<i>[Faint signature]</i>		
<i>[Faint handwritten name]</i>	<i>[Faint signature]</i>		
CHARLES A. DANES	<i>[Signature]</i>	1700 AUGUSTINE AVE	510 777-2000
Maria Mendez	<i>[Signature]</i>	1732 81ST AVE OAKLAND CA 94621	510 639-7619
Kelator Danes	<i>[Signature]</i>	10802 E 12th AVE OAK CA 94603	510 568-7424
Maria Gomez	<i>[Signature]</i>	2001 100th AVE OAKLAND CA 94603	510 635-7769
Teresa Riquelme	<i>[Signature]</i>	2020 ALSECO OAKLAND AVE 94621	(510) 562-2420



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation. 176

We agree to the contents of the Millsmont Academy Secondary charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Academy Secondary.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #
Sheila Douglas	<i>[Signature]</i>	4100 S. 1st St. CA 94003	510 621-4507
Bobbie Lewis	<i>[Signature]</i>	9803 Elwood Ave CA 94003	510 472-3250
Janella	<i>[Signature]</i>	1121 Sunnyside St CA 94003	510 502-7651



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation: 270

We agree to the contents of the Millsmont Secondary Academy charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Secondary Academy.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #



PARENT APPROVAL SIGNATURES

Total number of students estimated to be enrolled at the school during the first year of operation. 270

We agree to the contents of the Millsmont Secondary Academy charter petition. Our signatures indicate that we are parents meaningfully interested in enrolling our student at the Millsmont Secondary Academy.

PARENT'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #