



**Aspire Lionel Wilson College Preparatory Academy**

**RENEWAL CHARTER for the term July 1, 2017 through June 30, 2022**

Original Charter Approved by Oakland Unified School District  
January 2002

Charter Renewal Approved  
January 11, 2012

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## **Aspire Lionel Wilson College Preparatory Academy Charter: Assurances**

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

1. Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. California Education Code (hereinafter “Ed Code” or “EC” or “Education Code” § 47605(d)(1).)]
2. Not charge tuition. (Ed. Code § 47605(d)(1).)
3. Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
4. If a pupil is expelled or leaves The Charter School without graduating or completing the school year for any reason, The Charter School shall notify the superintendent of school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200 (Ed. Code § 47605(d)(3).)
5. Meet all statewide standards and conduct the student assessments required pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
6. Consult, on a regular basis, with the Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
7. Admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, except for existing pupils of the charter school. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

8. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of The Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
9. For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
10. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
11. Not require any child to attend the Charter School nor any employee to work at the charter school.
12. Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
13. Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
14. Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As required by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
15. At all times maintain all necessary and appropriate insurance coverage.
16. Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
17. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
18. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
19. Comply with all applicable portions of the Elementary and Secondary Education Act.
20. Comply with the Political Reform Act.
21. Comply with the Family Educational Rights and Privacy Act.



- 22. Comply with the Ralph M. Brown Act as applicable.
- 23. Meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]
- 24. Adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.



9/28/2016

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Kimi Kean  
Bay Area Superintendent,  
Aspire Public Schools

DATE

## **INTRODUCTION**

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Lionel Wilson College Preparatory Academy (“The Charter School”).

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire’s mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

The Charter School has been chartered in the Oakland Unified School District (“District”) under the auspices of Aspire since 2002. The Charter School has graduated twelve classes of seniors who all graduated with 100% acceptance to four year universities. Four graduating seniors have been honored with Gates Millennium Scholarships and one has been honored as a Dell Scholar. In 2015, the school was honored by Innovate Public Schools as one of the top performing bay area public schools for low income Latino students for its achievement of 67% of students who met or exceeded state standards on the SBAC in ELA. Furthermore, the Charter School was awarded a 6-year accreditation by WASC during the spring of 2014.

The Charter School’s present charter term is set to expire on June 30, 2017. The Charter School’s goals as set forth in the LCAP, as well as its performance on SBAC are summarized below as two primary data drivers considered for the renewal, as Education Code § 47607(b) (1) through (3) will be moot given there are no API scores for the past three years.

Wilson Prep emphasizes “College for Certain” and works with all students to set a purpose for college and persist with a growth mindset and strong academic skills. This balance of academic goal setting and personal support has resulted in excellent persistence rates and strong achievement in 11<sup>th</sup> grade SBAC scores. The school was also recognized by US News and World Report for multiple years for its strong CAHSEE pass rate, strong retention of students, and high AP participation and pass rate (50% participation and 95% pass rate for the Spring 2016 Spanish AP Test). In 2016 US News and World Report named Wilson Prep as the number one school in Oakland. The school has also significantly reduced its suspension rate from 13.5% in 2012/2013 to 5.5% in 2015/2016. The Charter School has done a financial analysis and projections that support continued operation of a 6-12 school in the District on a financially sound basis.

The Charter School is located at 400 105th Ave, in the Sobrante Park neighborhood of Oakland, California, where it has built the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District (“the District”) to renew the charter for the Charter School for a five-year period, from July 1, 2017 to June 30, 2022.

The Charter Schools Act of 1992 states that:

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

*(a) Improve pupil learning.*

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

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

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

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

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

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

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

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

## **PETITION ELEMENTS**

### **Element 1**

*“In accordance with SB 1290, The Charter School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.”*

*Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)*

*The Charter School’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”*

*“If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.”*

**ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES**

|   |  |   |   |
|---|--|---|---|
| <b>GOAL 1:</b>  | Increase the reading proficiency of all students to match the rigor of reading demands of the Common Core and college success.   | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_ <u>x</u> 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____  |   |
| <b>Identified Need :</b>  | Increase reading proficiency of students<br>Metric: Star Renaissance Lexile Level  |   |   |
| <b>Goal Applies to:</b>   | Schools: LWP<br>Applicable Pupil Subgroups:  | ALL   |   |
| <b>LCAP Year 1: 2016-17</b>   |  |   |   |
| <b>Expected Annual Measurable Outcomes:</b>   | <ul style="list-style-type: none"> <li>• 100% of all students will take the Star Ren reading assessment at least twice for formative and summative reading data</li> <li>• 33% more students will score proficient or above on the Star Renaissance Reading Inventory test</li> <li>• Improved reading instruction for all students</li> <li>• Students in the bottom quartile will make 1.5 - 2.0 years growth in one year</li> </ul> |   |   |
| <b>Actions/Services</b>   | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| Professional Development – all Aspire secondary teachers will receive training on Reading Apprenticeships through West Ed in order to integrate literacy strategies into all content areas  | Charter-wide   | __ <u>x</u> ALL<br>OR:<br>__ Low Income pupils __ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:<br>(Specify) _____ | On Site Instructional Coaching \$50,000<br><br>Resource: 0000<br><br>Object Codes: 1200 |
| Professional Development – all English teachers will receive training on Fountas and Pinell’s Leveled Literacy Intervention in order to implement intervention groups with fidelity so that they will deliver small group reading intervention during the Reading Block | Charter-wide   | __ ALL<br>OR:<br>__ <u>X</u> Low Income pupils <u>X</u> English Learners  | PD offsite \$5,000<br><br>Resource: 0000  |

|   |  |  |   |
|---|--|--|---|
|   |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____  | Object codes:<br>5200, 5800   |
| Data Informed Instruction – Instructional Literacy Coach will monitor Star Renaissance reading data quarterly and use the data to coordinate schoolwide literacy block ensuring both bottom quartile of students receive effective targeted instruction and tier one instruction is effective |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Literacy Coach<br>\$30,000<br><br>Resources:<br>0000<br><br>Object Codes:<br>1200 |

**LCAP Year 2: 2017-18**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• 100% of all students will take the Star Ren reading assessment at least twice for formative and summative reading data</li> <li>• 50% more students will score proficient or above on the Star Renaissance Reading Inventory test</li> <li>• 50% of all students taking the SBAC English test will score proficient or above</li> <li>• Students in the bottom quartile will make 1.5 - 2.0 years growth in one year</li> </ul> |
|---|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Use data from the Star Ren Reading Test to plan and implement targeted professional development to improve tier one and tier two literacy instruction | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | On Site Instructional Coaching<br>\$50,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1200 |
| Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower reading scores and tailor supports        | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
|   |                  | <input type="checkbox"/> ALL  |  |

|   |  |
|---|--|
| Curriculum – School will adapt common core aligned curriculum in all content areas to ensure all students receive rigorous instruction and appropriate supports | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |
|---|--|

**LCAP Year 3: 2018-19**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• 100% of all students will take the Star Ren reading assessment quarterly for formative and summative reading data</li> <li>• 70% of all students will score proficient or above on the Star Renaissance Reading Inventory test by the end of the year</li> <li>• 65% of all students taking the SBAC English test will score proficient or above</li> <li>• Students in the bottom quartile will make 1.5 - 2.0 years growth in one year</li> </ul> |
|---|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Use data from the Star Ren Reading Test to plan and implement targeted professional development to improve tier one, tier two, and tier three literacy instruction | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | On Site<br>Instructional Coaching<br>\$50,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1200 |
| Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower reading scores and tailor supports                     | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

|  |  |  |  |
|--|--|--|--|
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
|--|--|--|--|

|          |  |   |
|----------|--|---|
| GOAL 2 : | Maintain consistent retention of 9 <sup>th</sup> grade students at 90 %. | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|----------|--|---|

|                   |   |                             |     |
|-------------------|---|-----------------------------|-----|
| Identified Need : | Increase graduation rate<br>Metric: Cohort Graduation Rates |                             |     |
| Goal Applies to:  | Schools: LWP  | Applicable Pupil Subgroups: | ALL |

**LCAP Year 1: 2016-17**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>All students will have access to college counselor.</li> <li>Students with D's and F's will receive additional instruction to pass classes.</li> <li>More equitable grading practices will be in place for students.</li> <li>Teachers will be evaluated in student engagement.</li> <li>Students who are chronically off track will receive targeted supports to pass classes</li> <li>Students and families will have access to robust supports aligned to consistent grading practices</li> </ul> |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Continue to monitor monthly the % of students receiving D's and F's | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$25,000<br>College Counselor<br>\$40,000 |



|  |              |   |   |
|--|--------------|---|---|
|  |              |   | Tech Solutions<br>\$10,000<br><br>Resource:<br>0000, 3010<br><br>Object Codes:<br>1300, 3000,<br>7000 |
| Disaggregate data by subgroups and create a plan to address any inequities found.  | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
| School will pilot targeted supports for 9 <sup>th</sup> graders to improve communication loop and response to students at risk |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

**LCAP Year 2: 2017-18**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• All students will have access to college counselor.</li> <li>• Students with D's and F's will receive additional instruction to pass classes.</li> <li>• More equitable grading practices will be in place for students.</li> <li>• Teachers will be evaluated in student engagement.</li> <li>• Students who are chronically off track will receive targeted supports to pass classes</li> <li>• Students and families will have access to robust supports aligned to consistent grading practices</li> </ul> |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Disaggregate data by subgroups and create a plan to address any inequities found. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$25,000<br>College Counselor<br>\$40,000 |

|   |  |  |   |
|---|--|--|---|
|   |  |  | Tech Solutions<br>\$10,000<br><br>Resource:<br>0000, 3010<br><br>Object Codes:<br>1300, 3000,<br>7000 |
| Students identified as at risk will receive additional counseling and strategic placement in early college classes to identify career pathway and increase intrinsic motivation |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
| Increase mentoring opportunities to include I-Mentor 1:1 mentoring for juniors and seniors and middle school/high school mentoring  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

**LCAP Year 3: 2018-19**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• All students will have access to college counselor.</li> <li>• Students with D's and F's will receive additional instruction to pass classes.</li> <li>• More equitable grading practices will be in place for students.</li> <li>• Teachers will be evaluated in student engagement.</li> <li>• Students who are chronically off track will receive targeted supports to pass classes</li> <li>• Students and families will have access to robust supports aligned to consistent grading practices</li> </ul> |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Disaggregate data by subgroups and create a plan to address any inequities found. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$25,000<br>College Counselor<br>\$40,000 |

|  |  |  |   |
|--|--|--|---|
|  |  |  | Tech Solutions<br>\$10,000<br><br>Resource:<br>0000, 3010<br><br>Object Codes:<br>1300, 3000,<br>7000 |
| Expand mentoring and other counseling opportunities across all grade levels. |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

|                             |                             |  |  |  |
|-----------------------------|-----------------------------|--|--|--|
| GOAL<br>3:                  | Early College               |  | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_ <u>x</u> 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |  |
|                             | Identified Need :           | Students mastering rigorous content<br>Metric: College Ready designation for seniors |  |  |
| Goal Applies to:            | Schools:                    | LWP  |  |  |
|                             | Applicable Pupil Subgroups: | ALL  |  |  |
| <b>LCAP Year 1: 2016-17</b> |                             |  |  |  |

|  |   |   |   |
|--|---|---|---|
| <b>Expected Annual Measurable Outcomes:</b>  | Increase percentage of seniors who are considered college ready in English: <ul style="list-style-type: none"> <li>○ 60% Seniors will be considered College Ready in English by one or more measures (SBAC, ERWC, ACT, Compass, or College class)</li> <li>○ 30% Seniors will be considered College Ready in Math by one or more measures (ERWC, ACT, Compass, College Class, or AP)</li> </ul> |   |   |
| <b>Actions/Services</b>  | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| Provide academic intervention to 9 <sup>th</sup> and 10 <sup>th</sup> grade students in the bottom quartile      | Charter-wide  | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal \$20,000<br>Tech Solutions \$10,000<br><br>Resource: 0000<br><br>Object Codes: 1300, 3000, 7000 |
| Analyze "College Ready" data by subgroups to inform differentiated tier one instruction in senior English (ERWC) | Charter-wide  | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
| Pilot senior ELA shadow class for select seniors to assist in A-G coursework and foundational skills.            |   | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
| <b>LCAP Year 2: 2017-18</b>  |   |   |   |
| <b>Expected Annual Measurable Outcomes:</b>  | Increase percentage of seniors who are considered college ready in Math to 40% in one or more measures (ERWC, ACT, Compass, or College Class)   |   |   |

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|------------------|--|--|
| Provide specific and differentiated math classes for high school students in grades 10 – 12.                                   | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$20,000<br>Tech Solutions<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 3000,<br>7000 |
| Analyze data by subgroups on students college ready, conditionally read, and not ready; create a plan if inequities are found. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
|  |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |

**LCAP Year 3: 2018-19**

| <b>Expected Annual Measurable Outcomes:</b> | Increase percentage of seniors who are considered college ready in English: <ul style="list-style-type: none"> <li>○ 70% Seniors will be considered College Ready in English by one or more measures (SBAC, ERWC, ACT, Compass, or College class)</li> <li>○ 50% Seniors will be considered College Ready in Math by one or more measures (ERWC, ACT, Compass, College Class, or AP)</li> </ul> |  |                       |
|---|---|--|-----------------------|
| Actions/Services                            | Scope of Service  | Pupils to be served within identified scope of service | Budgeted Expenditures |

|  |              |   |  |
|--|--------------|---|--|
| Use COMPASS and SBAC data to identify pathways linking high school student work to college and career of choice and aptitude   | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$20,000<br>Tech Solutions<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 3000,<br>7000 |
| Analyze data by subgroups on students college ready, conditionally read, and not ready; create a plan if inequities are found. | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
|  |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |

|                |   |  |
|----------------|---|--|
| <b>GOAL 4:</b> | Increase parent participation through family effort unit tracking and completion. | Related State and/or Local Priorities:<br>1__ 2__ 3_x 4__ 5_x 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify<br>_____ |
|----------------|---|--|

|   |   |   |   |
|---|---|---|---|
| <b>Identified Need :</b>  | Parent Participation in School events<br>Metric: Attendance rate for Family Events  |   |   |
| <b>Goal Applies to:</b>   | <b>Schools:</b> LWP   | <b>Applicable Pupil Subgroups:</b> ALL  |   |
| <b>LCAP Year 1: 2016-17</b>   |   |   |   |
| <b>Expected Annual Measurable Outcomes:</b>   | 90% of families will participate in at least four family events including one aligned to whole school literacy initiative |   |   |
| <b>Actions/Services</b>   | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| Family Coordinator will work with family PAC committee to develop and coordinate a Family University scope and sequence for the year to include Literacy family workshops, wrap around workshops, and college readiness workshops | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal \$20,000<br>Business Manager \$40,000<br>Tech Solutions \$10,000<br>Parent Coordinator \$20,000<br><br>Resource: 0000<br><br>Object Codes: 1300, 2400, 3000, 7000 |
| Family Coordinator and Office Manager will track family effort units and issue quarterly progress reports to families   | School-wide   | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |

**LCAP Year 2: 2017-18**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>95% of families will participate in at least four family events including a college readiness event and a literacy event</li> <li>Develop mixed committees of parents, students and staff meeting at least once per semester</li> </ul> |
|---|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|--|------------------|---|--|
| Culture Committee members to recruit additional family and student members to increase size and effectiveness of committee | School-wide      | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$20,000<br>Business Manager<br>\$40,000<br>Tech Solutions<br>\$10,000<br>Parent Coordinator<br>\$20,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2400,<br>3000, 7000 |
|  |                  | <input type="checkbox"/> ALL  |  |



OR:  
 \_\_\_ Low Income pupils \_\_\_ English Learners  
 \_\_\_ Foster Youth \_\_\_ Redesignated fluent English proficient  
 \_\_\_ Other Subgroups:  
 (Specify) \_\_\_\_\_

\_\_\_ ALL

OR:  
 \_\_\_ Low Income pupils \_\_\_ English Learners  
 \_\_\_ Foster Youth \_\_\_ Redesignated fluent English proficient  
 \_\_\_ Other Subgroups:  
 (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

- Students and families will serve on a Culture Committee to increase family participation
- 95% of families will participate in at least four family events
- 95% of families will agree or strongly agree in key survey metrics

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Culture Committee members to recruit additional family and student members to increase size and effectiveness of committee | School-wide      | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:<br/>           ___ Low Income pupils ___ English Learners<br/>           ___ Foster Youth ___ Redesignated fluent English proficient<br/>           ___ Other Subgroups:<br/>           (Specify) _____</p> | <p>Assistant Principal \$20,000<br/>           Business Manager \$40,000<br/>           Tech Solutions \$10,000<br/>           Parent Coordinator \$20,000</p> <p>Resource:<br/>           0000</p> <p>Object Codes:<br/>           1300, 2400,<br/>           3000, 7000</p> |

|  |  |  |  |
|--|--|--|--|
| Increase parent engagement in weekly volunteer opportunities on campus |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |

|   |  |  |                              |
|---|--|--|------------------------------|
| <b>GOAL 5:</b>                              | Attendance rate 95% for all subgroups.   | <b>Related State and/or Local Priorities:</b><br>1__ 2__ 3__ 4_x 5_x 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____ |                              |
| <b>Identified Need :</b>                    | Students in school to learn<br>Metric: Attendance rate   |  |                              |
| <b>Goal Applies to:</b>                     | Schools: LWP<br>Applicable Pupil Subgroups:  | ALL  |                              |
| <b>LCAP Year 1: 2016-17</b>                 |  |  |                              |
| <b>Expected Annual Measurable Outcomes:</b> | Students and families who miss more than three unexcused absences will receive additional communication and school support.<br>Families will be notified sooner about truanancies. |  |                              |
|   | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b><br><br><input checked="" type="checkbox"/> ALL                       | <b>Budgeted Expenditures</b> |

|  |                     |  |   |
|--|---------------------|--|---|
| <p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p>  | <p>Charter-wide</p> | <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p>  | <p>Assistant Principal \$20,000<br/>         Business Manager \$40,000<br/>         Tech Solutions \$10,000</p> <p>Resource: 0000</p> <p>Object Codes: 1300, 2400, 3000, 7000</p> |
| <p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p> |   |
|  |                     | <p><input type="checkbox"/> ALL</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p>            |   |

**LCAP Year 2: 2017-18**

|  |  |   |  |
|--|--|---|--|
| <p><b>Expected Annual Measurable Outcomes:</b></p> | <p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.</p> |   |  |
| <p align="center"><b>Actions/Services</b></p>      | <p align="center"><b>Scope of Service</b></p>  | <p align="center"><b>Pupils to be served within identified scope of service</b></p> | <p align="center"><b>Budgeted Expenditures</b></p> |
|  |  | <p><input checked="" type="checkbox"/> ALL</p>                                      |  |

|  |                     |  |   |
|--|---------------------|--|---|
| <p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p>  | <p>Charter-wide</p> | <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p>  | <p>Assistant Principal \$20,000<br/>         Business Manager \$40,000<br/>         Tech Solutions \$10,000<br/><br/>         Resource: 0000<br/><br/>         Object Codes: 1300, 2400, 3000, 7000</p> |
| <p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p> |   |
|  |                     | <p><input type="checkbox"/> ALL<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p>            |   |

**LCAP Year 3: 2018-19**

|  |  |   |  |
|--|--|---|--|
| <p><b>Expected Annual Measurable Outcomes:</b></p> | <p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.</p> |   |  |
| <p align="center"><b>Actions/Services</b></p>      | <p align="center"><b>Scope of Service</b></p>  | <p align="center"><b>Pupils to be served within identified scope of service</b></p> | <p align="center"><b>Budgeted Expenditures</b></p> |
|  |  | <p><input checked="" type="checkbox"/> ALL</p>                                      |  |

|  |                     |  |   |
|--|---------------------|--|---|
| <p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p>  | <p>Charter-wide</p> | <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p>  | <p>Assistant Principal \$20,000<br/>         Business Manager \$40,000<br/>         Tech Solutions \$10,000<br/><br/>         Resource: 0000<br/><br/>         Object Codes: 1300, 2400, 3000, 7000</p> |
| <p>Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p> |   |
| <p>Initiate home visits and other intensive supports for chronically truant students</p>   |                     | <p><input checked="" type="checkbox"/> ALL<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>         (Specify) _____</p> |   |

|                |   |  |
|----------------|---|--|
| <p>GOAL 6:</p> | <p>All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act</p> | <p>Related State and/or Local Priorities:<br/>         1 <input checked="" type="checkbox"/> 2 ___ 3 ___ 4 ___ 5 ___ 6 ___<br/>         7 ___ 8 ___<br/>         COE only: 9 ___ 10 ___<br/>         Local : Specify _____</p> |
|----------------|---|--|

|                   |   |     |  |
|-------------------|---|-----|--|
| Identified Need : | Students taught by highly qualified teachers<br>Metric: Teacher credential rate |     |  |
| Goal Applies to:  | Schools: LWP  |     |  |
|                   | Applicable Pupil Subgroups:   | ALL |  |

**LCAP Year 1: 2016-17**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | All students will be taught by highly qualified personnel. |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|------------------|--|--|
| Continue to hire only highly qualified teachers  | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Principal \$40,000<br><br>Resource: 0000<br><br>Object Codes: 1300, 3000 |
| Current teachers not deemed highly qualified are put on contracts to ensure clear pathway to the college readiness |                  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
|  |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |

**LCAP Year 2: 2017-18**

|                 |  |
|-----------------|--|
| Expected Annual | All students will be taught by highly qualified personnel. |
|-----------------|--|

| Measurable Outcomes:                            |                  |   |  |
|---|------------------|---|--|
| Actions/Services                                | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
| Continue to hire only highly qualified teachers | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Principal \$40,000<br><br>Resource: 0000<br><br>Object Codes: 1300, 3000 |
|   |                  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |
|   |                  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |

**LCAP Year 3: 2018-19**

| Expected Annual Measurable Outcomes:            |                  |  |  |
|---|------------------|--|--|
| Actions/Services                                | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures                    |
| Continue to hire only highly qualified teachers | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | Principal \$40,000<br><br>Resource: 0000 |

|   |  |   |                             |
|---|--|---|-----------------------------|
|   |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____   | Object Codes:<br>1300, 3000 |
| If necessary, write a plan to increase quantity and diversity of teacher candidates |  | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |                             |
|   |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |                             |

|   |   |  |
|---|---|--|
| <b>GOAL 7:</b>                              | All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Identified Need :</b>                    | All students have appropriate instructional materials<br>Metric: % of students with standards-aligned materials                           |  |
| <b>Goal Applies to:</b>                     | <b>Schools:</b> LWP   |  |
|   | <b>Applicable Pupil Subgroups:</b>  | ALL  |
| <b>LCAP Year 1:2016-17</b>                  |   |  |
| <b>Expected Annual Measurable Outcomes:</b> | All pupils will have NGSS aligned texts.  |  |



| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|------------------|--|--|
| Additional materials including computer Chromebooks, software, graphing calculators, books, readers, and hands-on science kits will be purchased | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Materials and resources, IT support \$50,000<br><br>Resource: 0000, 6300<br><br>Object Codes: 4200, 4301, 4410, 7000 |
|  |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |
|  |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |

**LCAP Year 2: 2017-18**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | All pupils will have NGSS aligned texts. |
|---|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures                        |
|---|------------------|---|--|
| Any additional NGSS materials needed, including technology, will be made. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | Materials and resources, IT support \$50,000 |

|  |  |  |   |
|--|--|--|---|
|  |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____  | Resource:<br>0000, 6300<br><br>Object Codes:<br>4200, 4301,<br>4410, 7000 |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

**LCAP Year 3: 2018-19**

|   |  |   |   |
|---|--|---|---|
| <b>Expected Annual Measurable Outcomes:</b>                               | All pupils will have NGSS aligned texts. |   |   |
| <b>Actions/Services</b>   | <b>Scope of Service</b>                  | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| Any additional NGSS materials needed, including technology, will be made. | Charter-wide                             | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Materials and resources,<br>IT support<br>\$50,000<br><br>Resource:<br>0000, 6300<br><br>Object Codes:<br>4200, 4301,<br>4410, 7000 |
|   |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

|  |   |   |  |
|--|---|---|--|
| <b>GOAL 8:</b>   | All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department |   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Identified Need :</b>   | School facilities that honor the students<br>Metric: School facilities in good repair   |   |  |
| <b>Goal Applies to:</b>  | <b>Schools:</b> LWP   |   | <b>Applicable Pupil Subgroups:</b> ALL   |
| <b>LCAP Year 1: 2016-17</b>  |   |   |  |
| <b>Expected Annual Measurable Outcomes:</b>  | 5% of school budget will be appropriated for upkeep of the building   |   |  |
| <b>Actions/Services</b>  | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>   |
| School will invest in maintenance in the school as identified through student focus groups and surveys | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Building Manager, Custodian, Maintenance \$100,000<br><br>Resource: 0000<br><br>Object Codes: 2900, 3000, 5610   |
|  |   | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |

**LCAP Year 2: 2017-18**

|  |   |  |  |
|--|---|--|--|
| <b>Expected Annual Measurable Outcomes:</b>  | 5% of school budget will be appropriated for upkeep of the building |  |  |
| <b>Actions/Services</b>  | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>   |
| School will invest in maintenance in the school as identified through family, student and teacher surveys. | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Building Manager, Custodian, Maintenance \$100,000<br><br>Resource: 0000<br><br>Object Codes: 2900, 3000, 5610 |
|  |   | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |

**LCAP Year 3: 2018-19**

|  |   |   |  |
|--|---|---|--|
| <b>Expected Annual Measurable Outcomes:</b>  | 5% of school budget will be appropriated for upkeep of the building |   |  |
| <b>Actions/Services</b>  | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>                       |
| School will invest in maintenance in the school as identified through family, student and teacher surveys. | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | Building Manager, Custodian, Maintenance \$100,000 |

|  |  |  |   |
|--|--|--|---|
|  |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____  | Resource:<br>0000<br><br>Object Codes:<br>2900, 3000,<br>5610 |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

|                |  |  |
|----------------|--|--|
| <b>GOAL 9:</b> | All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards.<br>100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards. | Related State and/or Local Priorities:<br>1__ 2_ <b>x</b> 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|----------------|--|--|

|                          |  |     |  |
|--------------------------|--|-----|--|
| <b>Identified Need :</b> | Implementation of the Common Core State Standards and California English Language Development Standards<br>Metric: Hours of professional development |     |  |
| <b>Goal Applies to:</b>  | <b>Schools:</b>  | LWP |  |
|                          | <b>Applicable Pupil Subgroups:</b>   | ELs |  |

**LCAP Year 1: 2016-17**

|   |   |
|---|---|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Instruction will be more effective in teaching the CCSS.</li> <li>• English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</li> </ul> |
|---|---|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| Teachers will learn how to implement the new EL assessment tool. | Charter-wide     | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners | Lead Teachers<br>\$1,000 per teacher<br><br>Resource:<br>0000, 4305 |

|  |              |   |                                      |
|--|--------------|---|--------------------------------------|
|  |              | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____   | Object Codes:<br>1100, 3000,<br>5200 |
| Teachers will receive professional development on using the data from the new assessment tool. | Charter-wide | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |                                      |
|  |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |                                      |

**LCAP Year 2: 2017-18**

|   |   |   |   |
|---|---|---|---|
| <b>Expected Annual Measurable Outcomes:</b>   | Instruction will be more effective in teaching the CCSS.<br>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT/ELPAC. |   |   |
| <b>Actions/Services</b>   | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| Teachers will receive professional development on early release days on how to adapt instruction to the different levels of language acquisition as determined by the CA EL assessment. | Charter-wide  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Lead Teachers<br>\$1,000 per teacher<br><br>Resource:<br>0000, 4305<br><br>Object Codes:<br>1100, 3000,<br>5200 |
|   |   | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |   |

Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:  
 (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

Instruction will be more effective in teaching the CCSS.  
 English Learners will receive improved instruction aligned with their language levels as measured by the CELDT/ELPAC.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|---|------------------|--|---|
| Teachers will receive professional development on early release days on how to adapt instruction to the different levels of language acquisition as determined by the CA EL assessment. | Charter-wide     | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Lead Teachers<br>\$1,000 per teacher<br><br>Resource:<br>0000, 4305<br><br>Object Codes:<br>1100, 3000,<br>5200 |
|   |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |
|   |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

|  |  |   |   |
|--|--|---|---|
| <b>GOAL 10:</b>  | Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually  |   | Related State and/or Local Priorities:<br>1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Identified Need :</b>   | Maintain parent satisfaction with the school<br>Metric: Parent Satisfaction Survey   |   |   |
| <b>Goal Applies to:</b>  | <b>Schools:</b> LWP  |   | <b>Applicable Pupil Subgroups:</b> ALL  |
| <b>LCAP Year 1: 2016-17</b>  |  |   |   |
| <b>Expected Annual Measurable Outcomes:</b>                          | <ul style="list-style-type: none"> <li>• Students will feel safer and more cared for at school.</li> <li>• Families will be more satisfied with the school's academic program.</li> <li>• Family satisfaction will increase 5% if below 90% in 15-16.</li> </ul> |   |   |
|  | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| If below 90%, a plan will be created to address any family concerns. | Charter-wide   | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal \$10,000<br>Counselor \$10,000<br>Parent Outreach \$2,500<br><br>Resource: 0000, 3010<br><br>Object Codes: 1300, 2200, 3000, 5200       |
|  |  | <input type="checkbox"/> ALL  |   |



OR:  
 \_\_\_ Low Income pupils \_\_\_ English Learners  
 \_\_\_ Foster Youth \_\_\_ Redesignated fluent English proficient  
 \_\_\_ Other Subgroups:  
 (Specify) \_\_\_\_\_

**LCAP Year 2: 2017-18**

- Expected Annual Measurable Outcomes:**
- Students will feel safer and more cared for at school.
  - Families will be more satisfied with the school's academic program.
  - Family satisfaction will increase 5% if below 90% in 16-17.

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| If below 90%, a plan will be created to address any family concerns. | Charter-wide     | ___ <input checked="" type="checkbox"/> ALL<br>OR:<br>___ Low Income pupils ___ English Learners<br>___ Foster Youth ___ Redesignated fluent English proficient<br>___ Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$10,000<br>Counselor<br>\$10,000<br>Parent Outreach<br>\$2,500<br><br>Resource:<br>0000, 3010<br><br>Object Codes:<br>1300, 2200,<br>3000, 5200 |
|  |                  | ___ ALL<br>OR:<br>___ Low Income pupils ___ English Learners<br>___ Foster Youth ___ Redesignated fluent English proficient<br>___ Other Subgroups:<br>(Specify) _____                                     |   |

**LCAP Year 3: 2018-19**

- Expected Annual**
- Students will feel safer and more cared for at school.
  - Families will be more satisfied with the school's academic program.
  - Family satisfaction will increase 5% if below 90% in 17-18.

| Measurable Outcomes: |  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|----------------------|--|------------------|---|---|
|                      | Actions/Services   |                  |   |   |
|                      | If below 90%, a plan will be created to address any family concerns. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Assistant Principal<br>\$10,000<br>Counselor<br>\$10,000<br>Parent Outreach<br>\$2,500<br><br>Resource:<br>0000, 3010<br><br>Object Codes:<br>1300, 2200,<br>3000, 5200 |
|                      |  |                  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

|                   |  |   |
|-------------------|--|---|
| GOAL 11:          | Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended | Related State and/or Local Priorities:<br>1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|                   |  |   |
| Identified Need : | Increased student achievement on the SBAC assessment<br>Metric: SBAC assessment  |   |
| Goal Applies to:  | Schools:   | LWP   |

|  |  |   |  |   |
|--|--|---|--|---|
| Applicable Pupil Subgroups:  |  | ALL   |  |   |
| <b>LCAP Year 1: 2016-17</b>  |  |   |  |   |
| Expected Annual Measurable Outcomes:   | Student scores on the SBAC in ELA and Math will increase 5% in all subgroups<br>Students will receive effective and varied methods to practice skills at their own skill and DOK level |   |  |   |
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service  |  | Budgeted Expenditures   |
| A plan will be made for instructional changes based on the 15-16 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity. | Charter-wide   | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  | Teacher Training, Technology, Software Lead Teachers, Assistant Principal<br>\$50,000<br><br>Resource:<br>0000, 4035<br><br>Object Codes:<br>1100, 1300, 3000, 4410, 4310, 5200 |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |  |   |
| <b>LCAP Year 2: 2017-18</b>  |  |   |  |   |
| Expected Annual Measurable Outcomes:   | Student scores on the SBAC in ELA and Math will increase 5% in all subgroups<br>Students will receive effective and varied methods to practice skills at their own skill and DOK level |   |  |   |

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Teacher Training, Technology, Software Lead Teachers, Assistant Principal<br>\$50,000<br><br>Resource:<br>0000, 4035<br><br>Object Codes:<br>1100, 1300, 3000, 4410, 4310, 5200 |
|  |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

Student scores on the SBAC in ELA and Math will increase 5% in all subgroups  
 Students will receive effective and varied methods to practice skills at their own skill and DOK level

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Teacher Training, Technology, Software Lead Teachers, Assistant Principal |

|  |  |  |  |
|--|--|--|--|
|  |  |  | \$50,000<br><br>Resource:<br>0000, 4035<br><br>Object Codes:<br>1100, 1300,<br>3000, 4410,<br>4310, 5200 |
|  |  | __ ALL<br>OR:<br>__ Low Income pupils __ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:<br>(Specify) _____ |  |

|   |  |   |   |                              |
|---|--|---|---|------------------------------|
| <b>GOAL 12:</b>                             | Increase the percentage of students on track to graduation which includes the A-G requirements met. Increase by 10% percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education until 90%. After the school reaches 90%, increase 5 % each year. |   | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7_x<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____ |                              |
|   | <b>Identified Need :</b>   | Increased college readiness<br>Metric: % of students on-track to graduation |   |                              |
| <b>Goal Applies to:</b>                     | <b>Schools:</b> LWP<br><b>Applicable Pupil Subgroups:</b>  | ALL   |   |                              |
| <b>LCAP Year 1: 2016-17</b>                 |  |   |   |                              |
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• More students will be poised to graduate able to apply to UC/CSU and be college ready.</li> <li>• Students will receive counseling on A-G requirement completion.</li> <li>• Increase of 5% of students reaching A-G progress if not at 90%.</li> </ul>                           |   |   |                              |
|   | <b>Actions/Services</b>  | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b> |
|   |  |   | _x_ ALL   |                              |

|   |              |   |   |
|---|--------------|---|---|
| Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements | Charter-wide | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____  | Assistant Principal \$25,000<br>College Counselor \$40,000<br>Principal \$10,000<br>Tech Solutions \$10,000<br><br>Resource: 0000<br><br>Object Codes: 1300, 3000, 7000 |
| Analyze data of students not reaching graduation requirements and address any inequities uncovered                            | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
|   |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

**LCAP Year 2: 2017-18**

|   |   |   |                              |
|---|---|---|------------------------------|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• More students will be poised to graduate able to apply to UC/CSU and be college ready.</li> <li>• Students will receive counseling on A-G requirement completion.</li> </ul> Increase of 5% of students reaching A-G progress if not at 90%. |   |                              |
| <b>Actions/Services</b>                     | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b> | <b>Budgeted Expenditures</b> |
|   |   | <input checked="" type="checkbox"/> ALL                       |                              |

|   |              |   |   |
|---|--------------|---|---|
| Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements | Charter-wide | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____  | Assistant Principal \$25,000<br>College Counselor \$40,000<br>Principal \$10,000<br>Tech Solutions \$10,000<br><br>Resource: 0000<br><br>Object Codes: 1300, 3000, 7000 |
| Analyze data of students not reaching graduation requirements and address any inequities uncovered                            | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
|   |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

**LCAP Year 3: 2018-19**

|   |   |   |                              |
|---|---|---|------------------------------|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• More students will be poised to graduate able to apply to UC/CSU and be college ready.</li> <li>• Students will receive counseling on A-G requirement completion.</li> </ul> Increase of 5% of students reaching A-G progress if not at 90%. |   |                              |
| <b>Actions/Services</b>                     | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b> | <b>Budgeted Expenditures</b> |
|   |   | <input checked="" type="checkbox"/> ALL                       |                              |

|   |              |   |   |
|---|--------------|---|---|
| Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements | Charter-wide | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____  | Assistant Principal \$25,000<br>College Counselor \$40,000<br>Principal \$10,000<br>Tech Solutions \$10,000<br><br>Resource: 0000<br><br>Object Codes: 1300, 3000, 7000 |
| Analyze data of students not reaching graduation requirements and address any inequities uncovered                            | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
|   |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

|          |  |   |
|----------|--|---|
| GOAL 13: | English Learners will increase their mastery of the English language | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|----------|--|---|



|   |   |  |  |
|---|---|--|--|
| <b>Identified Need :</b>  | Increased English proficiency<br>Metric: CELDT  |  |  |
| <b>Goal Applies to:</b>   | <b>Schools:</b> LWP   |  |  |
|   | <b>Applicable Pupil Subgroups:</b>  | ELs  |  |
| <b>LCAP Year 1: 2016-17</b>   |   |  |  |
| <b>Expected Annual Measurable Outcomes:</b>   | <ul style="list-style-type: none"> <li>• CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.</li> <li>• Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.</li> </ul> |  |  |
| <b>Actions/Services</b>   | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>   |
| Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation. | Charter-wide  | ___ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient<br>___Other Subgroups:<br>(Specify) _____ | New Teacher Training,<br>Lead Teacher Training,<br>Lead Teachers,<br>Assistant Principal<br>\$20,000<br><br>Resource:<br>0000, 3010,<br>4035<br><br>Object Codes:<br>1100, 1300,<br>3000, 5200 |
| For English learners: Intervention Support – All English learners identified through the RTI process will receive additional academic support   | Charter-wide  | ___ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient<br>___Other Subgroups:<br>(Specify) _____ | On site Coach of Instruction<br>\$20,000<br>Resource:<br>0000, 4203<br>Object Codes:<br>1200, 3000   |
|   |   | ___ALL   |  |

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:  
 (Specify) \_\_\_\_\_

**LCAP Year 2: 2017-18**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.</li> <li>• Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.</li> <li>•</li> </ul> |
|---|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|---|------------------|--|---|
| Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation. | Charter-wide     | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | New Teacher Training,<br>Lead Teacher Training,<br>Lead Teachers, Assistant Principal<br>\$20,000<br><br>Resource:<br>0000, 3010, 4035<br><br>Object Codes:<br>1100, 1300, 3000, 5200 |

**LCAP Year 3: 2018-19**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.</li> <li>• Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.</li> <li>•</li> </ul> |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------|------------------|--|-----------------------|
|                  |                  | <input type="checkbox"/> ALL                           |                       |

|  |                     |   |   |
|--|---------------------|---|---|
| <p>Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation.</p> | <p>Charter-wide</p> | <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify) _____</p> | <p>New Teacher Training,<br/> Lead Teacher Training,<br/> Lead Teachers,<br/> Assistant Principal<br/> \$20,000</p> <p>Resource:<br/> 0000, 3010,<br/> 4035</p> <p>Object Codes:<br/> 1100, 1300,<br/> 3000, 5200</p> |
|  |                     | <p>___ ALL</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify) _____</p>        |   |

|                                    |  |  |
|------------------------------------|--|--|
| <p><b>GOAL 14:</b></p>             | <p>Eliminate non-mandatory expulsions<br/> Increase proactive interventions for Tier 2 and Tier 3 students</p>   | <p>Related State and/or Local Priorities:<br/> 1___ 2___ 3___ 4___ 5___ 6_ <b>x</b> 7___ 8___<br/> COE only: 9___ 10___<br/> Local : Specify _____</p> |
| <p><b>Identified Need :</b></p>    | <p>Decrease pupil expulsion<br/> Metric: # of students with one or more expulsion annually</p>   |  |
| <p><b>Goal Applies to:</b></p>     | <p><b>Schools:</b> LWP<br/> <b>Applicable Pupil Subgroups:</b></p>   | <p>ALL</p>   |
| <p><b>LCAP Year 1: 2016-17</b></p> |  |  |
| <p><b>Expected Annual</b></p>      | <ul style="list-style-type: none"> <li>• Eliminate # of students who will miss school due to expulsions.</li> <li>• Students at risk for behavior incidents will receive support and behavior interventions</li> </ul> |  |

|  |  |  |   |
|--|--|--|---|
| <b>Measurable Outcomes:</b>                                      | <ul style="list-style-type: none"> <li>• Students will feel safer at school</li> </ul> |  |   |
| <b>Actions/Services</b>  | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>  |
| If the % of students expelled increases, a plan will be created. | Charter-wide   | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ | Counselor<br>\$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000 |

**LCAP Year 2: 2017-18**

|  |  |   |   |
|--|--|---|---|
| <b>Expected Annual Measurable Outcomes:</b>                      | <ul style="list-style-type: none"> <li>• Eliminate # of students who will miss school due to expulsions.</li> <li>• Students at risk for behavior incidents will receive support and behavior interventions</li> <li>• Students will feel safer at school</li> </ul> |   |   |
| <b>Actions/Services</b>  | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| If the % of students expelled increases, a plan will be created. | Charter-wide   | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Counselor<br>\$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000 |

**LCAP Year 3: 2018-19**

|   |  |  |  |
|---|--|--|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Eliminate # of students who will miss school due to expulsions.</li> <li>• Students at risk for behavior incidents will receive support and behavior interventions</li> <li>• Students will feel safer at school</li> </ul> |  |  |
|---|--|--|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| If the % of students expelled increases, a plan will be created. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Counselor<br>\$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000 |
|  |                  | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

|   |  |  |
|---|--|--|
| <b>GOAL 15:</b>                             | Reduce percentage of students suspended 1 time or more   | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Identified Need :</b>                    | Decrease pupil suspension days<br>Metric: % of students suspended 1 time or more   |  |
| <b>Goal Applies to:</b>                     | Schools: LWP<br>Applicable Pupil Subgroups:  | ALL  |
| <b>LCAP Year 1 : 2016-17</b>                |  |  |
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Reduce pupil suspension days to 75 or less days missed of school due to suspensions.</li> <li>• Students will interact with more support staff who will help them meet immediate needs</li> </ul> |  |

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|---|------------------|--|---|
| If the rate of students suspended increases, a plan for intervention will be created. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)___ | Counselor<br>\$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000 |

**LCAP Year 2: 2017-18**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Reduce pupil suspension days to 75 or less days missed of school due to suspensions.</li> <li>• Students will interact with more support staff who will help them meet immediate needs</li> </ul> |
|---|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| If the rate of students suspended increases, a plan for intervention will be created. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)_____ | Counselor<br>\$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000 |

**LCAP Year 3: 2018-19**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Reduce pupil suspension days to 75 or less days missed of school due to suspensions.</li> <li>• Students will interact with more support staff who will help them meet immediate needs</li> </ul> |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------|------------------|--|-----------------------|
|                  |                  | <input checked="" type="checkbox"/> ALL                | Counselor             |

|   |              |   |  |
|---|--------------|---|--|
| If the rate of students suspended increases, a plan for intervention will be created. | Charter-wide | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____          | \$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000 |
|   |              | __ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |

|   |  |                         |   |
|---|--|-------------------------|---|
| <b>GOAL 16:</b>                             | Increase the percentage of students on track to graduation which includes 15 community college credits   |                         | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>x</u><br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Identified Need :</b>                    | Increase students taking community college courses<br>Metric: % of students taking 15 credits of community college credits   |                         |   |
| <b>Goal Applies to:</b>                     | Schools: LWP<br>Applicable Pupil Subgroups:  | ALL                     |   |
| <b>LCAP Year 1: 2016-17</b>                 |  |                         |   |
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• 60% of students will visit a college campus.</li> <li>• Students in grades 9-12 will be more academically prepared for college by taking community college classes.</li> <li>• 60% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</li> </ul> |                         |   |
|   | <b>Actions/Services</b>  | <b>Scope of Service</b> | <b>Pupils to be served within identified scope of service</b><br>__x__ ALL  |
|   |  |                         | <b>Budgeted Expenditures</b>  |

|   |             |   |   |
|---|-------------|---|---|
| Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.                           |             | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____  | Early College High School Program<br>\$20,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>5800 |
| Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies | School-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

**LCAP Year 2: 2017-18**

|   |   |
|---|---|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• 70% of students will visit a college campus</li> <li>• Students in grades 9-12 will be more academically prepared for college by taking community college classes.</li> <li>• 70% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</li> </ul> |
|---|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.                           | School-wide      | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Early College High School Program<br>\$20,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>5800 |
| Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies | School-wide      | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |   |



Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:  
 (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

- 80% of students will visit a college campus
- Students in grades 9-12 will be more academically prepared for college by taking community college classes.
- 80% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.                           | School-wide      | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Early College High School Program<br>\$20,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>5800 |
| Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies | School-wide      | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |
|   |                  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____            |   |

|  |  |   |   |
|--|--|---|---|
| <b>GOAL 17:</b>  | Teachers will be trained to implement the Next Generation Science Standards.   |   | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Identified Need :</b>   | Implement the Next Generation Science Standards<br>Metric: Aspire science interim assessments  |   |   |
| <b>Goal Applies to:</b>  | <b>Schools:</b> LWP  | ALL   |   |
| <b>Applicable Pupil Subgroups:</b>   | ALL  |   |   |
| <b>LCAP Year 1: 2016-17</b>  |  |   |   |
| <b>Expected Annual Measurable Outcomes:</b>  | <ul style="list-style-type: none"> <li>• Students will receive science instruction aligned with the CA Science Framework and NGSS.</li> <li>• Teachers will be more effective teachers science.</li> <li>• Student scores on the Aspire internal science benchmarks will increase 5%.</li> </ul> |   |   |
| <b>Actions/Services</b>  | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |
| Home Office coaches will begin due diligence on high school content to align to NGSS. Will participate in the NGSS Early Implementers grant. | Charter-wide   | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Teacher Training, Science Teaching, Principal \$50,000<br><br>Resource: 0000<br><br>Object Codes: 1100, 1300, 3000  |
| NGSS Interim assessments will be created and administered.   | Charter-wide   | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |   |

|  |  |  |  |
|--|--|--|--|
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
|--|--|--|--|

**LCAP Year 2: 2017-18**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Students will receive science instruction aligned with the CA Science Framework and NGSS.</li> <li>• Teachers will be more effective teachers science.</li> <li>• Student scores on the Aspire internal science benchmarks will increase 5%.</li> </ul> |
|---|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Implement NGSS in high school courses as determined in 16-17                      | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Teacher Training, Science Teaching, Principal \$50,000<br><br>Resource: 0000<br><br>Object Codes: 1100, 1300, 3000 |
| Participate in NGSS Early Implementers grant                                      | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
| Based on NGSS Interim assessments, a plan for student achievement will be created | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |  |

Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:  
 (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

- Students will receive science instruction aligned with the CA Science Framework and NGSS.
- Teachers will be more effective teachers science.
- Student scores on the Aspire internal science benchmarks will increase 5%.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Implement NGSS in high school courses as determined in 16-17                      | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ | Teacher Training, Science Teaching, Principal \$50,000<br><br>Resource: 0000<br><br>Object Codes: 1100, 1300, 3000 |
| Participate in NGSS Early Implementers grant                                      | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |
| Based on NGSS Interim assessments, a plan for student achievement will be created | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) _____ |  |

**2015- 16 ANNUAL UPDATE OF GOALS AND ACTIONS IN THE STATE PRIORITIES**

|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Original GOAL 1 from prior year LCAP:</b></p>   | <p>Increase the writing and problem solving proficiency of students by 10% who score a 3 or 4 on the 4 point rubric.</p>   |  | <p>Related State and/or Local Priorities:<br/>                 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br/>                 COE only: 9__ 10__<br/>                 Local : Specify _____</p>  |  |
| <p><b>Goal Applies to:</b></p>  | <p><b>Schools:</b> LWP<br/> <b>Applicable Pupil Subgroups:</b></p>   | <p>ALL</p>   |  |  |
| <p><b>Expected Annual Measurable Outcomes:</b></p>  | <p>85% of all students will have a Math and ELA performance task score on SBAC-aligned Interim Assessments<br/><br/>                 55% of all students will score proficient or above on SBAC-aligned performance task on Interim Assessments<br/><br/>                 Improved instruction that emphasizes critical thinking and evidence-based tasks for all students</p> |  | <p><b>Actual Annual Measurable Outcomes:</b></p>   | <p>8% of students scored proficient or above</p> |
| <p><b>LCAP Year: 2015-16</b></p>  |  |  |  |  |
| <p align="center"><b>Planned Actions/Services</b></p>   |  |  | <p align="center"><b>Actual Actions/Services</b></p>   |  |
|   |  | <p align="center"><b>Budgeted Expenditures</b></p>   | <p align="center"><b>Estimated Actual Annual Expenditures</b></p>  |  |
| <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>teachers will receive differentiated professional development through coaching and early release professional development.</li> <li>all new teachers will receive one week of Aspire training including writing instruction</li> </ul> |  | <p><b>Home Office Coaching</b><br/>                 \$50,000<br/><br/> <b>Resource:</b><br/>                 0000<br/><br/> <b>Object Codes:</b></p> | <p>Teachers received differentiated professional development including 1:1 coaching via Deans of Instruction and small groups established via formative data and teacher written goals.<br/><br/>                 All teachers received one week of training aligned to Common Core including writing instruction</p> <p><b>Home Office Coaching</b><br/>                 \$50,000<br/><br/> <b>Resource:</b><br/>                 0000<br/><br/> <b>Object Codes:</b></p> |  |

|   |   |  |      |
|---|---|--|------|
|   | 7000  |  | 7000 |
| Scope of service: Charterwide   |   | Scope of service: Charterwide  |      |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL  |      |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |      |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  | <p>Increased Professional Develop and Curriculum Implementation Support – all ELA teachers will receive support to implement Study Sync, an expertly developed, standards-aligned curriculum that includes an emphasis on complex text and close reading. Study Sync includes a significant emphasis on meeting the need of English Learners and teachers will be trained to use the embedded English Language Development lesson adaptations.</p> <p>Professional Development – all Aspire Bay Area secondary teachers will receive 3 day training on Reading Apprenticeship from West Ed in order to integrate literacy strategies across the content areas.</p> <p>Increased Professional Develop and Curriculum Implementation Support – all content teachers will participate in a 5 day institute including CCSS/NGSS aligned curriculum training and .</p> <p>Master Schedule – all students will be programmed for 40 minutes of leveled reading instruction four times per week. Students will receive Tier 1, 2 or 3 reading instruction during the Academic Literacy Block. Student progress will be assessed using STAR Reading and Accelerated Reader (Tiers 1,2) and Fountas and Pinnell (Tier 3) no less than four times per year.</p> |  |      |
|   | <p>Tier 1,2,3 Reading Instruction – all English teachers will receive training on Fountas and Pinell's Leveled Literacy Intervention in order to implement guided reading intervention groups with fidelity during the Academic Literacy Block. ELA teachers will also be trained to implement the Leveled Literacy Intervention English Learner supplement to target the needs of English Learners in their LLI groups.</p> <p>Leadership – the newly funded position of - Instructional Literacy Coach will oversee the Academic Literacy block including monitoring the Star Renaissance Reading Assessment data and the Fountass &amp;</p>  |  |      |

Pinnell data. She will use the data to ensure that students in the bottom quartile receive effective targeted instruction and that tier one and two instruction is also effective.

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| <b>Original GOAL 2 from prior year LCAP:</b> | Increase retention of 9 <sup>th</sup> grade students to 90% | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5_x 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
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| <b>Goal Applies to:</b> | Schools: LWP                | ALL |
|                         | Applicable Pupil Subgroups: |     |

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| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Students with D's and F's will receive additional instruction to pass classes.</li> <li>• More equitable grading practices will be in place for students.</li> <li>• Teachers will be evaluated in student engagement.</li> <li>• Students who are chronically off track will receive targeted supports to pass classes</li> <li>• Students and families will have access to robust supports aligned to consistent grading practices</li> <li>• All students will have access to college counselor</li> </ul> | <b>Actual Annual Measurable Outcomes:</b> | The retention rate is 96.8%<br>15% of all HS grades are D's and F's |
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**LCAP Year: 2015-16**

| Planned Actions/Services  |   | Actual Actions/Services   |   |
|---|---|---|---|
|   | Budgeted Expenditures                       |   | Estimated Actual Annual Expenditures        |
| 1. Continue to monitor monthly the % of students receiving D's and F's<br>2. Provide professional development to teachers on the quality of grading practices.<br>3. Home Office to refine college counselor training and support | Dean \$25,000<br>College Counselor \$40,000 | 1. Shift of grading scale from 100 point scale to 4 point scale; created rubrics and toolkits to support transition<br>2. Admin monitored monthly % of students receiving Ds and Fs<br>3. Counselor received training from HO | Dean \$25,000<br>College Counselor \$40,000 |

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|  |             | <b>Tech Solutions</b><br><b>\$10,000</b><br><br><b>Resource:</b><br><b>0000, 3010</b><br><br><b>Object Codes:</b><br><b>1300, 3000, 7000</b>   |   | <b>Tech Solutions</b><br><b>\$10,000</b><br><br><b>Resource:</b><br><b>0000, 3010</b><br><br><b>Object Codes:</b><br><b>1300, 3000, 7000</b> |
| <b>Scope of service:</b>   | Charterwide |  | <b>Scope of service:</b>  | Charterwide  |
| <input checked="" type="checkbox"/> ALL  |             |  | <input checked="" type="checkbox"/> ALL   |  |
| <b>OR:</b><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |             |  | <b>OR:</b><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
| <b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>  |             | We will continue to provide training and norming sessions to all staff regarding feedback and grading policies. We are providing PD and coaching to all teachers to address how grades should align to the rigor of the Common Core standards which includes analysis of exemplar lesson/unit plans and analysis of teachers' lesson/unit plan.<br><br>Assistant Principal of Culture (High School) coordinates a range of positive behavioral supports for students through the Behavioral Wellness team to reduce barriers for students outside the sphere of success. |   |  |

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| <b>Original GOAL 3 from prior year LCAP:</b> | CAHSEE – At least 85% of 10 <sup>th</sup> grade students will achieve a passing score on each ELA and Math, or show 10% overall growth towards 85% on each. | <b>Related State and/or Local Priorities:</b><br>1__ 2__ 3__ 4_ <b>x</b> 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Goal Applies to:</b>                      | <b>Schools:</b> LWP   | <b>Applicable Pupil Subgroups:</b> ALL  |



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| Expected Annual Measurable Outcomes:  | Students in danger of failing the CAHSEE will receive additional tutoring. | Actual Annual Measurable Outcomes:  | CAHSEE was cancelled  |  |
| <b>LCAP Year: 2015-16</b>   |  |   |   |  |
| <b>Planned Actions/Services</b>   |  |   | <b>Actual Actions/Services</b>  |  |
|   |  | <b>Budgeted Expenditures</b>  | <b>Estimated Actual Annual Expenditures</b>   |  |
| <ol style="list-style-type: none"> <li>Provide academic intervention to all students in danger of failing the EAP.</li> <li>Analyze data by subgroups on students not passing and create a plan if inequities are found.</li> </ol> |  | Dean<br>\$20,000<br>Tech Solutions<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 3000,<br>7000   | <ol style="list-style-type: none"> <li>Adopted the STAR Ren reading assessment to measure foundational literacy skills.</li> <li>Analyzed data by subgroups on students far below grade level in order to create a literacy plan</li> </ol> |  |
| Scope of service:   | Charterwide  |   |   |  |
| <input checked="" type="checkbox"/> ALL   |  |   |   |  |
| OR:<br>___ Low Income pupils ___ English Learners<br>___ Foster Youth ___ Redesignated fluent English proficient<br>___ Other Subgroups: (Specify) _____  |  |   |   |  |
| <b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>   |  | School will implement a significant change in the master schedule in order to provide Tier1,2,3 literacy support for all students.. Newly hired literacy coach will structure Academic Literacy Block and provide extensive training to teachers in literacy. Literacy Coach will provide direct student supports to students most at risk and coach teachers to effectively provide literacy support in all classes so that all students reach Lexile levels aligned to college success.<br><br>Literacy Coach will coordinate a data-driven system of academic and behavioral Response to Intervention to coordinate supports and interventions for students outside the sphere of success. |   |  |

All content area teachers will receive professional development in integrating literacy strategies.

The Regionally-sponsored Math PLC will provide intensive math content professional development and data analysis support to all secondary math teachers to accelerate students' math success. Math instructional block will include time for reteach and differentiation.

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| Original GOAL 4 from prior year LCAP:  | Increase parent participation through family effort unit tracking and completion  |   | Related State and/or Local Priorities:<br>1__ 2__ 3_x 4__ 5_x 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____   |   |
| Goal Applies to:   | Schools: LWP  | Applicable Pupil Subgroups:   | ALL   |   |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>Students and families will track Family Participation throughout the year</li> <li>Families will enjoy improved communication between home and school</li> </ul> 85% of families will participate in at least four family events |   | Actual Annual Measurable Outcomes:  | 90% of families accumulated Family Effort Units from Dec to June, 2016.<br>86% families participated in Spring, 2016 SLCs |
| <b>LCAP Year: 2015-16</b>  |   |   |   |   |
| Planned Actions/Services   |   |   | Actual Actions/Services   |   |
|  |   | Budgeted Expenditures   | Estimated Actual Annual Expenditures  |   |
| 1. Family Coordinator and Business Manager will develop, implement and celebrate Family Effort Unit program guidelines, protocols, and progress monitoring<br>2. Analyze data then create outreach plan to engage families not meeting minimum Family Effort unit expectations |   | Dean \$20,000<br>Business Manager \$40,000<br>Tech Solutions \$10,000 | 1. Business Manager and Family Coordinator fully implemented Family Effort Units including quarterly family progress reports and 3 celebrations with certificates<br>2. Altered way we reward units to increase involvement in leverage meetings<br>Dean \$20,000<br>Business Manager \$40,000<br>Tech Solutions \$10,000 |   |

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| <p>3. Create Tier Three family/community engagement program for families of students who need to give back to the community</p>  | <p>Resource:<br/>0000</p> <p>Object Codes:<br/>1300, 2400,<br/>3000, 7000</p>   | <p>3. Developed and implemented homogenous special interest family groups including "Grupo de Madres" and African American Family Support Group</p>   | <p>Family Coordinator<br/>\$20,000</p> <p>Resource:<br/>0000</p> <p>Object Codes:<br/>1300, 2400,<br/>3000, 7000</p> |
| <p>Scope of service: Charterwide</p>   |   | <p>Scope of service: Charterwide</p>  |  |
| <p><input checked="" type="checkbox"/> ALL</p>   |   | <p><input checked="" type="checkbox"/> ALL</p>  |  |
| <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify) _____</p> |   | <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other<br/> Subgroups: (Specify) _____</p> |  |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>  | <p>Family Coordinator will work with the Parent Advisory Committee, Principal and Assistant Principals to develop and coordinate a Family University scope and sequence of workshops for the year to include Family Literacy workshops, Wrap Around Services workshops, and College Success workshops.</p> <p>Principal and Assistant Principals will continue to train teachers to prepare students to lead conferences with their families at least twice per year. Student-led conferences include protocols for students to share their goals, reflections on progress, student work and assessments with their families to increase family partnership in student success.</p> <p>Academic Counseling Team will continue to engage 100% of families on the college application process during the junior and senior years.</p> |   |  |
|  | <p>Assistant Principal of School Culture will continue to convene the African American Family Council to increase and deepen the leadership of African American Families. The African American Family Council will also support two-way communication between the school leadership and African American families in service of continuing to increase racial diversity of students to more closely mirror district diversity.</p>  |   |  |

In the spring, all teachers will prepare students to share out progress with families via Celebrations of Learning. The celebrations include authentic assessments and student presentations of and reflections on their learning using school-wide criteria for success. The audience for the celebrations is primarily family and community members.

Increase parent engagement in weekly volunteer opportunities on campus.

Family Coordinator and Office Manager will track family effort units and issue quarterly progress reports to families to celebrate family participation

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| Original GOAL 5 from prior year LCAP:  | Attendance rate 95% for all subgroups                   |                                    | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5_x 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____  |  |
| Goal Applies to:   | Schools: LWP<br>Applicable Pupil Subgroups:             | ALL                                |  |  |
| Expected Annual Measurable Outcomes:   | Attendance rate for all subgroups will be 95% or higher | Actual Annual Measurable Outcomes: | Attendance rate: 95.87%  |  |
| <b>LCAP Year: 2015-16</b>  |   |                                    |  |  |
| Planned Actions/Services   |   |                                    | Actual Actions/Services  |  |
|  |   | Budgeted Expenditures              | Estimated Actual Annual Expenditures   |  |
| Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about trancies. |   | Dean<br>\$20,000                   | New Business Manager reported absences weekly during Admin meeting and partnered with Deans to communicate with families and support attendance.<br>Dean<br>\$20,000 |  |

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|   | Business Manager<br>\$40,000<br>Tech Solutions<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2400,<br>3000, 7000  |  | Business Manager<br>\$40,000<br>Tech Solutions<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2400,<br>3000, 7000 |
| Scope of service:   | Charterwide  | Scope of service:  | Charterwide   |
| <input checked="" type="checkbox"/> ALL   |  | <input checked="" type="checkbox"/> ALL  |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  | Assistant Principals of Culture will now co-own attendance action plan with the Business Manager in order to strengthen implementation of positive attendance strategies including incentives, celebrations, data progress monitoring and truancy supports.<br><br>The Administrative Team will monitor attendance weekly through the attendance tracker and to promote early intervention and support for attendance. In addition we are strengthening communication with the SPED department so that the team equitably communicates and supports all students and families and improve SPED student attendance. |  |   |

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| Original GOAL 6 from | All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2___ 3___ 4___ 5___ 6___ 7___ 8___<br>COE only: 9___ 10___ |
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| prior year LCAP:  |  |   |   | Local : Specify<br>_____              |
| Goal Applies to:  | Schools: LWP   | Applicable Pupil Subgroups:   | ALL   |                                       |
| Expected Annual Measurable Outcomes:  | All students will be taught by highly qualified personnel. |   | Actual Annual Measurable Outcomes:  | 69.8% teachers were highly qualified. |
| <b>LCAP Year: 2015-16</b>   |  |   |   |                                       |
| Planned Actions/Services  |  |   | Actual Actions/Services   |                                       |
|   |  | Budgeted Expenditures   | Estimated Actual Annual Expenditures  |                                       |
| Continue to hire only highly qualified teachers   |  | Principal \$40,000<br>Resource: 0000<br>Object Codes: 1300, 3000  | 1. Created employee referral bonuses<br>2. Created recruitment and retention bonuses for hard to staff areas: math and science<br>3. Continued to experience difficulty in hiring all highly qualified teachers given the teacher shortage<br>4. Created Support Plans with periodic counseling and check in for all teachers on emergency credential in order to support attainment of highly qualified status |                                       |
| Scope of service:   | Charterwide  |   | Scope of service:   | Charterwide                           |
| <input checked="" type="checkbox"/> ALL   |  |   | <input checked="" type="checkbox"/> ALL   |                                       |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |  |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____  |                                       |
| What changes in actions, services, and expenditures will be made as a   |  | To increase the retention of more teachers, we have increased the amount of professional development and coaching. Induction coaching is now site-based to better align to site goals and strategies. |   |                                       |

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| <p>result of reviewing past progress and/or changes to goals?</p> | <p>The Aspire Bay Area regional office adopted policies to ensure teachers are appropriately credentialed including monthly reports and support plans.</p> <p>In the region, we instituted employee referral bonuses as well as a recruitment and retention bonus for credentialed Math and Science teachers. In addition, we initiated the recruitment and hiring process much earlier in order to meet the goal this year.</p> <p>A recruitment strategic plan will be created during the 2016-2017 school year to support the hiring of highly qualified teachers.</p> |
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| <p>Original GOAL 7 from prior year LCAP:</p> | <p>100% of students will have access to standards aligned materials as measured by school inventory</p> | <p>Related State and/or Local Priorities:<br/> 1_ <u>x</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__<br/> COE only: 9__ 10__<br/> Local : Specify _____</p> |
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| <p>Goal Applies to:</p> | <p>Schools: LWP</p> | <p>Applicable Pupil Subgroups:</p> | <p>ALL</p> |
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| <p>Expected Annual Measurable Outcomes:</p> | <p>All pupils will have CCSS aligned ELA text sets.</p> | <p>Actual Annual Measurable Outcomes:</p> | <ol style="list-style-type: none"> <li>By the end of the year, all students used CCSS aligned ELA text sets in English class</li> <li>ELA teachers implemented independent reading for all 6<sup>th</sup> – 10<sup>th</sup> grade students</li> </ol> |
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**LCAP Year: 2015-16**

| Planned Actions/Services  |  | Actual Actions/Services   |  |
|---|--|---|--|
|   | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures                                   |
| <p>Additional materials including computer Chromebooks, software, graphing calculators, books, readers, and hands-on science kits will be purchased</p> | <p>Materials and resources, IT support \$50,000<br/><br/>Resource:</p> | <ol style="list-style-type: none"> <li>Hired Blended Learning Coach to design Interdisciplinary Learning Lab using Chromebooks and online books and readers and coach teachers</li> <li>Deans of Instruction revised the PD plan to work on ensuring all teachers aligned texts and lessons to the rigor of the CCSS</li> </ol> | <p>Materials and resources, IT support \$50,000<br/><br/>Resource:</p> |

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|  | 0000, 6300<br>Object Codes:<br>4200, 4301,<br>4410, 7000 |   | 0000, 6300<br>Object Codes:<br>4200, 4301,<br>4410, 7000 |
| Scope of service: Charterwide  |  | Scope of service: Charterwide   |  |
| <input checked="" type="checkbox"/> ALL  |  | <input checked="" type="checkbox"/> ALL   |  |
| OR:<br>___ Low Income pupils ___ English Learners<br>___ Foster Youth ___ Redesignated fluent English proficient<br>___ Other Subgroups: (Specify) _____ |  | OR:<br>___ Low Income pupils ___ English Learners<br>___ Foster Youth ___ Redesignated fluent English proficient<br>___ Other<br>Subgroups: (Specify) _____ |  |

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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Adopting Study Sync that includes ELD lesson adaptations for access. Provide professional development for all ELA teachers in ensuring consistent implementation of rigorous CCSS-aligned ELA curriculum including support for EL students.</p> <p>Worked with the Home Office team to select Fountas and Pinnell Leveled Literacy Intervention as a Tier 3 reading and language intervention for struggling readers while ensuring access to grade level standards through Study Sync.</p> <p>In addition, NGSS aligned digital and hands-on materials were purchased for all middle school grades. New chemistry and biology materials (texts and kits) were also purchased to increase access to science content and text for students.</p> |
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| <p>Original GOAL 8 from prior year LCAP:</p> | <p>All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department</p> | <p>Related State and/or Local Priorities:<br/>1. <input checked="" type="checkbox"/> 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___<br/>COE only: 9. ___ 10. ___<br/>Local : Specify _____</p> |
| <p>Goal Applies to:</p>                      | <p>Schools: LWP<br/>Applicable Pupil Subgroups: ALL</p>  |  |



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| <b>Expected Annual Measurable Outcomes:</b>   | 5% of school budget will be appropriated for upkeep of the building  | <b>Actual Annual Measurable Outcomes:</b>  | 5% of the school budget was allocated for upkeep  |
| <b>LCAP Year: 2015-16</b>   |  |  |   |
| <b>Planned Actions/Services</b>   |  | <b>Actual Actions/Services</b>   |   |
|   | <b>Budgeted Expenditures</b>   |  | <b>Estimated Actual Annual Expenditures</b>   |
| Human Resources will help refine the job expectations and performance of the building managers  | Building Manager, Custodian, Maintenance<br>\$100,000<br><br>Resource: 0000<br><br>Object Codes: 2900, 3000, 5610  | Reassigned staff to increase support in managing building and maintenance performance.<br><br>Increased monitoring and feedback to building manager in order to improve performance  | Building Manager, Custodian, Maintenance<br>\$100,000<br><br>Resource: 0000<br><br>Object Codes: 2900, 3000, 5610 |
| <b>Scope of service:</b>  | Charterwide  | <b>Scope of service:</b>   | Charterwide   |
| <input checked="" type="checkbox"/> ALL   |  | <input checked="" type="checkbox"/> ALL  |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |
| <b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>   | We are working with the Home Office to implement major improvements to the buildings courtyard and increasing seating and shade for students. We will maintain the goal and explore alternative funding to improve facilities. |  |   |

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| <b>Original GOAL 9 from prior year LCAP:</b>   | All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards. |   | Related State and/or Local Priorities:<br>1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____                             |  |
| <b>Goal Applies to:</b>  | <b>Schools:</b> LWP<br><b>Applicable Pupil Subgroups:</b>   | ELs   |   |  |
| <b>Expected Annual Measurable Outcomes:</b>  | Instruction will be more effective in teaching the CCSS.<br><br>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.   | <b>Actual Annual Measurable Outcomes:</b>   | Instruction in teaching the CCSS improved as measured by teacher evaluations and instructional rounds.<br>ELs benefitted from improved lesson planning and student discourse strategies |  |
| <b>LCAP Year: 2015-16</b>  |   |   |   |  |
| <b>Planned Actions/Services</b>  |   |   | <b>Actual Actions/Services</b>  |  |
|  | <b>Budgeted Expenditures</b>  |   | <b>Estimated Actual Annual Expenditures</b>   |  |
| 1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June<br>2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot. | Lead Teachers \$1,000 per teacher<br><br>Resource: 0000, 4305<br><br>Object Codes: 1100, 3000, 5200   | 1. EL development offered as a workshop option at the Lead Retreat in June<br>2. Implemented digital badges as a way to differentiate instruction and access to text sets.                  | Lead Teachers \$1,000 per teacher<br><br>Resource: 0000, 4305<br><br>Object Codes: 1100, 3000, 5200   |  |
| <b>Scope of service:</b>   | Charterwide   | <b>Scope of service:</b>  | Charterwide   |  |
| __ ALL   |   | __ ALL  |   |  |
| <b>OR:</b><br>__ Low Income pupils <input checked="" type="checkbox"/> English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups: (Specify) _____                                |   | <b>OR:</b><br>__ Low Income pupils <input checked="" type="checkbox"/> English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups: (Specify) _____ |   |  |

|   |  |
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| <b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b> | We will change our master schedule to ensure all students will have a literacy block with Tier 1,2,3 literacy instruction, including LLI guided reading intervention.. Use what we learned from digital badge pilot to iterate and apply to math blended learning components next year. Ensure EL struggling readers have small group instruction. |
|---|--|

|   |   |   |
|---|---|---|
| <b>Original GOAL 10 from prior year LCAP:</b> | Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually | <b>Related State and/or Local Priorities:</b><br>1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

|                         |                             |     |
|-------------------------|-----------------------------|-----|
| <b>Goal Applies to:</b> | Schools: LWP                | ALL |
|                         | Applicable Pupil Subgroups: |     |

|   |   |   |  |
|---|---|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Students will feel safer and more cared for at school.</li> <li>• Families will be more satisfied with the school's academic program.</li> <li>• Family satisfaction will increase 5% if below 90% in 14-15</li> </ul> | <b>Actual Annual Measurable Outcomes:</b> | % Satisfaction rate on the family satisfaction survey (results not in yet) |
|---|---|---|--|

**LCAP Year: 2015-16**

| Planned Actions/Services   |   | Actual Actions/Services  |   |
|--|---|--|---|
|  | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures  |
| If below 90%, a plan will be created to address any family concerns. | Dean \$10,000<br>Counselor \$10,000<br>Parent Outreach \$2,500<br><br>Resource: 0000, 3010<br><br>Object Codes: | 1. Consistently held family meetings and communicated with families via weekly all calls, monthly newsletters and initiating family focus groups | Dean \$10,000<br>Counselor \$10,000<br>Parent Outreach \$2,500<br><br>Resource: 0000, 3010<br><br>Object Codes: |

|   |                           |  |                           |
|---|---------------------------|--|---------------------------|
|   | 1300, 2200,<br>3000, 5200 |  | 1300, 2200,<br>3000, 5200 |
| Scope of service:   | Charterwide               | Scope of service:  | Charterwide               |
| <input checked="" type="checkbox"/> ALL   |                           | <input checked="" type="checkbox"/> ALL  |                           |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |                           | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |                           |

|   |  |
|---|--|
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Principal, Assistant Principals and Family Coordinator will analyze family survey data annually to identify strengths and priority areas for growth.</p> <p>Family survey trends will be shared out with the school team to gather input and implement new actions as needed.</p> <p>Family survey trends will be shared out with families to gather input and implement new actions as needed.</p> |
|---|--|

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|--|--|---|
| Original GOAL 11 from prior year LCAP: | Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended | Related State and/or Local Priorities:<br>1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__<br>8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Goal Applies to:                       | Schools: LWP<br>Applicable Pupil Subgroups:  | ALL   |

|   |  |  |   |
|---|--|--|---|
| <b>Expected Annual Measurable Outcomes:</b>   | <ul style="list-style-type: none"> <li>• Student scores on the SBAC in ELA and Math will increase 5% in all subgroups</li> <li>• Students will receive effective and varied methods to practice skills at their own skill and DOK level</li> </ul> | <b>Actual Annual Measurable Outcomes:</b>  | 14-15' ELA: 38% met or exceeded grades 6 – 8, 11 but 63% for just grade 11<br>14-15" Math: 27% met or exceeded<br>15-16': Results available mid-July                |
| <b>LCAP Year: 2015-16</b>   |  |  |   |
| <b>Planned Actions/Services</b>   |  | <b>Actual Actions/Services</b>   |   |
|   | <b>Budgeted Expenditures</b>   |  | <b>Estimated Actual Annual Expenditures</b>   |
| A plan will be made for instructional changes based on the 14-15 SBAC results   | Teacher Training, Technology, Software<br>Lead Teachers, Dean<br>\$50,000<br><br>Resource:<br>0000, 4035<br><br>Object Codes:<br>1100, 1300, 3000, 4410, 4310, 5200  | PD and Instructional Coaching focused on increasing rigor and aligning all lessons to CCSS.<br>Teachers provided more targeted support and varied methods so that students could build their own skill and comfort with all DOK levels                               | Teacher Training, Technology, Software<br>Lead Teachers, Dean<br>\$50,000<br><br>Resource:<br>0000, 4035<br><br>Object Codes:<br>1100, 1300, 3000, 4410, 4310, 5200 |
| <b>Scope of service:</b>  | Charterwide  | <b>Scope of service:</b>   | Charterwide   |
| <input checked="" type="checkbox"/> ALL   |  | <input type="checkbox"/> ALL   |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |
| <b>What changes in actions, services, and expenditures will be made as a</b>  |  | Adopt CCSS aligned curriculum and continue to monitor progress   |   |



|   |             |                                      |  |             |                                      |
|---|-------------|--------------------------------------|--|-------------|--------------------------------------|
|   |             | Object Codes:<br>1300, 3000,<br>7000 |  |             | Object Codes:<br>1300, 3000,<br>7000 |
| Scope of service:   | Charterwide |                                      | Scope of service:  | Charterwide |                                      |
| <input checked="" type="checkbox"/> ALL   |             |                                      | <input checked="" type="checkbox"/> ALL  |             |                                      |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |             |                                      | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |             |                                      |

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Restructure supervision to align Academic Counselor to the AP of Instruction for High School.

Continue to progress monitor key data points for high school students and particularly seniors for college application, acceptance and on-time graduation.

Provide professional development to college counselors and advisors about graduation requirements, A-G requirements, strategies for college success, financial aid planning and post-secondary success planning through the Aspire Home Office Director of College Counseling.

Academic Counselor will provide counseling to all juniors and seniors, including their families to support in the college application process and achieve 100% acceptance to college.

Partner with I-Mentor to recruit multi-year one-one-one mentors for 100% of juniors to increase college awareness, college matriculation and college success.

Implement post-secondary success planning for all students including a family component.

Continue to conduct large-scale college visits and tours with students.

Continue to organize and host College Real Talks on Saturdays for families and students that feature Aspire alumni sharing their strategies for college success.



Analyze data of students not reaching graduation requirements and address any inequities uncovered.

Original  
GOAL13 from  
prior year  
LCAP:

CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III  
AMAO I

Related State and/or Local Priorities:  
1\_\_ 2\_\_ 3\_\_ 4\_x 5\_\_ 6\_\_ 7\_\_ 8\_\_  
COE only: 9\_\_ 10\_\_  
Local : Specify

Goal Applies to: Schools: LWP

|   |   |   |  |   |
|---|---|---|--|---|
|   | Applicable Pupil Subgroups:   | ELs   |  |   |
| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>• CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.</li> <li>• Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.</li> </ul> |   | Actual Annual Measurable Outcomes:   | 36% of EL students met their AMAO target  |
| <b>LCAP Year: 2015-16</b>   |   |   |  |   |
| Planned Actions/Services  |   |   | Actual Actions/Services  |   |
|   |   | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures  |
| <ol style="list-style-type: none"> <li>1. Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June</li> <li>2. For English learners:<br/>Intervention Support – All English learners identified through the RTI process will receive additional academic support</li> </ol> |   | New Teacher Training,<br>Lead Teacher Training,<br>Lead Teachers,<br>Dean<br>\$20,000<br><br>Resource:<br>0000, 3010,<br>4035<br><br>Object Codes:<br>1100, 1300,<br>3000, 5200 | <ol style="list-style-type: none"> <li>1. Lead Teachers were offered PD sessions in EL development at the June Teacher REtreat</li> <li>2. English Learners received small group reading pull out in 9<sup>th</sup> and 10<sup>th</sup> grade</li> </ol>                                   | New Teacher Training,<br>Lead Teacher Training,<br>Lead Teachers,<br>Dean<br>\$20,000<br><br>Resource:<br>0000, 3010,<br>4035<br><br>Object Codes:<br>1100, 1300,<br>3000, 5200 |
| Scope of service:   | Charterwide   |   | Scope of service:  | Charterwide   |
| <input type="checkbox"/> ALL  |   |   | <input type="checkbox"/> ALL   |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____   |   |   | OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |

|  |  |
|--|--|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | <p>Intervention support for all English Learners not making adequate progress will be identified through the Academic Response to Intervention process will receive additional academic support.</p> <p>Plans for English Learners developed through the Academic RtI team will be monitored and adjusted. In conjunction with the Academic RtI plan, development and training will be provided to teachers.</p> |
|  | Teachers will receive additional professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation.   |

|  |   |  |
|--|---|--|
| Original GOAL 14 from prior year LCAP: | Eliminate non-mandatory expulsions<br>Increase proactive interventions for Tier 2 and Tier 3 students | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|--|---|--|

|                  |              |                                 |
|------------------|--------------|---------------------------------|
| Goal Applies to: | Schools: LWP | Applicable Pupil Subgroups: ALL |
|------------------|--------------|---------------------------------|

|                                      |  |                                    |  |
|--------------------------------------|--|------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>Eliminate # of students who will miss school due to expulsions.</li> <li>Students at risk for behavior incidents will receive support and behavior interventions</li> <li>Students will feel safer at school</li> </ul> | Actual Annual Measurable Outcomes: | 14-15': 9.7% suspensions for disruption or defiance<br>15-16': 5.6% suspensions for disruption or defiance |
|--------------------------------------|--|------------------------------------|--|

**LCAP Year: 2015-16**

| Planned Actions/Services   |  | Actual Actions/Services   |  |
|--|--|---|--|
|  | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures                           |
| The school expulsion rate is currently 0%. If the % increases, a plan will be created. | Counselor \$25,000<br>Principal \$10,000<br><br>Resource: 0000 | The school expulsion rate is currently .2%. If the % increases, a plan will be created. | Counselor \$25,000<br>Principal \$10,000<br><br>Resource: 0000 |

|   |             |  |  |             |                                      |
|---|-------------|--|--|-------------|--------------------------------------|
|   |             | Object Codes:<br>1300, 2200,<br>3000   |  |             | Object Codes:<br>1300, 2200,<br>3000 |
| Scope of service:   | Charterwide |  | Scope of service:  | Charterwide |                                      |
| <input checked="" type="checkbox"/> ALL   |             |  | <input checked="" type="checkbox"/> ALL  |             |                                      |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |             |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |             |                                      |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | We had one expulsion hearing this year. We will utilize cultural action plan to further build supports for at risk students. |  |             |                                      |

|                                       |   |                             |  |   |
|---------------------------------------|---|-----------------------------|--|---|
| Original GOAL15 from prior year LCAP: | Reduce percentage of students suspended 1 time or more  |                             | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |   |
| Goal Applies to:                      | Schools: LWP  | Applicable Pupil Subgroups: | ALL  |   |
| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>Reduce pupil suspension days to 100 or less days missed of school due to suspensions.</li> <li>Students will interact with more support staff who will help them meet immediate needs</li> </ul> |                             | Actual Annual Measurable Outcomes:   | 28% of students suspended 1 time or more<br><br>Increased support staff hours and training to more adequately support students with immediate needs |
| <b>LCAP Year: 2015-16</b>             |   |                             |  |   |
| Planned Actions/Services              |   |                             | Actual Actions/Services  |   |

|   |             | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures  |
|---|-------------|---|--|---|
| If the rate of students suspended increases, a plan for intervention will be created.   |             | Counselor<br>\$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000   | Implemented restorative practices<br>Contracted with Seneca to create a culture and climate action plan<br>Implemented SAIC survey to measure growth   | Counselor<br>\$25,000<br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200,<br>3000 |
| Scope of service:   | Charterwide |   | Scope of service:  | Charterwide   |
| <input checked="" type="checkbox"/> ALL   |             |   | <input checked="" type="checkbox"/> ALL  |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _ |             |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | <p>Work with reorganized Aspire Home Office director and school culture action plan template to increase strategies to support at risk students. Add Cultural Cabinet teacher leader position to support improved teacher consistency and equity lens in working with students.</p> <p>Use the Behavioral Wellness team to analyze multiple sources of behavioral data including infractions, referrals and suspensions. For students who are outside the sphere of success, develop Response to Intervention plan that includes supports, incentives and logical consequences. Engage students' family members in supporting the plan.</p> <p>Utilize the Assistant Principals of School Culture to coach teachers in developing effective relationships and classroom management strategies that support all students, especially those outside the sphere of success. Monitor teacher and student progress and provide more intensive support as needed.</p> |  |   |

|  |   |
|--|---|
|  | <p>During the weekly Administrative Team meeting, share out key behavioral data and identify trends and short and medium term actions for the Principal and Assistant Principals. Utilize an on-line tracker to readily share and track behavioral data over time.</p> <p>Continue to train all staff in Restorative Practices and No Nonsense Nurturer classroom management practice.</p> <p>Utilize restorative approach to build classroom and school community and to restore when harm is done.</p> <p>Increase training for all staff in equity-related topics including Implicit Bias and Stereotype Threat.</p> |
|--|---|

|  |  |  |
|--|--|--|
| Original GOAL 16 from prior year LCAP: | Increase the percentage of students on track to graduation which includes 15 community college credits | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|--|--|--|

|                  |              |                                 |
|------------------|--------------|---------------------------------|
| Goal Applies to: | Schools: LWP | Applicable Pupil Subgroups: ALL |
|------------------|--------------|---------------------------------|

|                                      |   |                                    |  |
|--------------------------------------|---|------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>Students in grades 9-12 will be more academically prepared for college by taking community college classes.</li> <li>55% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</li> <li>50% of 9-12 students will visit a college campus.</li> </ul> | Actual Annual Measurable Outcomes: | 2014 – 11% completed 15 credits<br>2015 – 0% completed 15 credits<br>2016 – estimated 70% completed 15 credits |
|--------------------------------------|---|------------------------------------|--|

**LCAP Year: 2015-16**

| Planned Actions/Services   |   | Actual Actions/Services   |   |
|--|---|---|---|
|  | Budgeted Expenditures                         |   | Estimated Actual Annual Expenditures          |
| 1. Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes. | Early College High School Program<br>\$20,000 | 1. Offered 10 college classes onsite each semester integrating early college opportunities into school day schedule | Early College High School Program<br>\$40,000 |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 2. Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies  |  | Resource:<br>0000<br><br>Object Codes:<br>5800 | 2. Directly paid or reimbursed families for all out of pocket fees for families and students including registration, transportation, cost of books and supplies  |  | Resource:<br>0000<br><br>Object Codes:<br>5800 |
| Scope of service: Charterwide   |  |  | Scope of service: Charterwide  |  |  |
| <input checked="" type="checkbox"/> ALL   |  |  | <input checked="" type="checkbox"/> ALL  |  |  |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |  |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |  |  | Continue expanding onsite early college program onsite aligned to college and career pathways. Develop more effective protcoring practices to support success in all college classes   |  |  |

|  |  |                             |  |  |
|--|--|-----------------------------|--|--|
| Original GOAL 17 from prior year LCAP: | Teachers will be trained to implement the Next Generation Science Standards.   |                             | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |  |
| Goal Applies to:                       | Schools: LWP   | Applicable Pupil Subgroups: | ALL  |  |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>Students will receive science instruction aligned with the NGSS instructional practices.</li> <li>Teachers will be more effective teachers science.</li> <li>Students will receive baselines cores on the Aspire internal science benchmarks</li> </ul> |                             | Actual Annual Measurable Outcomes:   | All HS students received science instruction aligned with the NGSS instructional practices |
| <b>LCAP Year: 2015-16</b>              |  |                             |  |  |
| Planned Actions/Services               |  |                             | Actual Actions/Services  |  |

|   |             | Budgeted Expenditures   |   |             | Estimated Actual Annual Expenditures  |
|---|-------------|---|---|-------------|---|
| <p>1. Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS</p> <p>2. Invest in onsite science expert teaching position to model project based learning in Science aligned to New Generation Science standards</p> |             | <p>Teacher Training, Science Teaching, Principal \$50,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p>   | <p>1. Hired a veteran Science teacher to coach 2 other science teachers</p> <p>2. Bio teacher attended PD from Exploratorium focusing on changes to NGSS</p>  |             | <p>Teacher Training, Science Teaching, Principal \$50,000</p> <p>Resource: 0000</p> <p>Object Codes: 1100, 1300, 3000</p> |
| Scope of service:   | Charterwide |   | Scope of service:   | Charterwide |   |
| <input checked="" type="checkbox"/> ALL   |             |   | <input checked="" type="checkbox"/> ALL   |             |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____   |             |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ |             |   |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>   |             | <p>Adopted NGSS-aligned Amplify science curriculum including digital and hands-on materials for all middle school grades. Adopted high quality biology materials (texts and kits) and chemistry texts.</p> <p>Increased science content and curriculum training in the summer for teachers.</p> <p>Implemented master schedule change to prioritize NGSS instruction in Biology and Physics. The change of sequence more closely aligns to NGSS and allows us to offer Anatomy science course.</p> <p>School will add STEAM pathway and offer science fair internships.</p> |   |             |   |



## **THE CHARTER SCHOOL'S MISSION**

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

## **POPULATION TO BE SERVED BY THE CHARTER SCHOOL**

The Charter School currently serves approximately 512 students in grades 6-12. The Charter School's Performance Report, which includes historical enrollment data, can be found in Appendix I.

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 49,098 students in 2015-16. Of these students, African Americans constitute 25.8% of the students, American Indians 0.3%, Asians 12.8%, Filipinos 0.9%, Hispanics 44.5%, Pacific Islanders 0.9% and Whites 9.7%. During the 2015-16 school year, students who spoke English as a second language made up 31.8% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of surrounding schools can be found in Appendix II.

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

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

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

## **THE EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

The Charter School recognizes that to be an Educated Person in the 21<sup>st</sup> century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new

ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

## **HOW LEARNING BEST OCCURS**

The Charter School’s educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21<sup>st</sup> century. The California Common Core State Standards (“CCSS”) drive the instruction of all Aspire charter schools by providing the road map of what students need to know. Students will have the skills and habits of mind to graduate from The Charter School with the Aspire board approved graduation requirements as well as A-G approved coursework in order to gain admission to a postsecondary school of their choice.

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

Additionally, Aspire has built a College For Certain® culture. Beginning in kindergarten, students are taught and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire’s schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

Aspire’s College For Certain® culture also includes outreach to families. Families are engaged in our college going culture through participating in college-going rituals in schools. In addition, Aspire families access a wealth of workshops and learning opportunities to understand the path to college success.

## **THE CHARTER SCHOOL’S PROGRAM DESIGN ELEMENTS**

### ***Community***

Aspire schools are small, with generally 30-66 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally.

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for our secondary campuses (6-12) is between 420 and 660 students.
- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 30:1 ratio in grades four through twelve. Also, students in the 6<sup>th</sup> through 12<sup>th</sup> grade spend part of each day in home room or advisory courses with a student-teacher ratio of approximately 25:1. During the Academic Literacy Block (40 minutes four days per week), group size ranges from 6 to 30 students depending on level of student need.
- *Advisory Groups:* Beginning in the 6<sup>th</sup> grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between The Charter School and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for several years, sometimes through graduation, and provides a social-emotional and academic support structure for students.

### ***Learning Time***

Aspire provides roughly 10-15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5 hour school day for grades 1-12. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix III.
- *Longer School Year:* Aspire schools provide approximately 184 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix IV.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

## **Teaching Methods**

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire's Instructional Methods (AIMs) for math, English Language Arts, science and humanities spell out the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards and the Aspire Instructional Rubric (AIR). AIMs have been revised to reflect what is being learned as we implement the CCSS. Aspire's Instructional Methods are available upon request. For more details on Aspire's plan for transition to Common Core State Standards, please refer to Appendix V. These guidelines, as well as the purchased curriculum materials, provide the structure for a CCSS-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction*: in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice*: this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Problem Solving*: this method provides students with a process for determining the solution.
- *Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives.
- *Flexible supports*: Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.

*Diagnostic assessment*: Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments

will inform decisions about the curriculum and teaching strategies as well as individual supports for students.

*Distance Learning:* In grades 9 through 12, students may elect to take some specialized coursework on-line, through colleges and universities.

### **Curriculum**

Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools.

- *English Language Arts:* Through the examination and analysis of grade level, complex texts, students demonstrate critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate and discuss ideas. Students write extensively in narrative, expository, and argument forms to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays, speeches, research reports, etc. Students are also exposed to and work with both literary and informational texts with increasing emphasis on informational texts as students advance. Over time, students build the necessary skills to work with increasingly complex texts as outlined in the standards.

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

Grades 6-12 use Study Sync, a California adopted curriculum for basic ELA and ELD. StudySync is a rigorous ELA/ELD curriculum aligned to the CCSS and includes embedded differentiation in the daily lesson plans to meet the needs of English Learners. The curriculum focuses on the use of grade level, complex texts and a suite of digital tools to support students to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards and needs.

- *Social Science:* Aspire's history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop

and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, Facing History and a variety of non-fiction texts as recommended by the CCSS.

Throughout the 6-12 instructional program, social science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- *Mathematics:* Aspire's math curriculum is designed to focus students on the major work of each grade to develop a deep understanding of key topics and concepts as they are built over time. Curriculum is focused on utilizing a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluencies, and problem-solving skills.

Students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments. Students are exposed to a variety of problems and mathematical situations that require them to use strategies flexibly to reason, both abstractly and quantitatively, identify appropriate tools, develop models, and leverage their conceptual foundation to solve complex tasks and problems.

Grades 6-12 uses College Preparatory Math (CPM), a California adopted, rigorous, CCSS aligned math curriculum. CPM utilizes problem-based lessons, collaborative student study teams, and ongoing practice with core concepts as the foundation for the curriculum.

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

- *Spanish/Second Language:* Students work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Although Aspire primarily offers Spanish as a foreign language, our schools encourage 9<sup>th</sup> through 12<sup>th</sup> grade students to take advantage of courses on-line or at local colleges to receive instruction in other languages.

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

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

### ***Early College Model***

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

As an Early College High School, Aspire aims to blend high school and college into a coherent educational program, making it possible for all students to earn 15 college credits at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses.) College classes may be provided online, on The Charter School's campus, or on a local college campus. The courses may be taught by a college instructor or an employee of The Charter School who has been qualified by a local college.

### ***Alignment with California state standards and UC A-G requirements***

All secondary courses are aligned to the adopted California State Standards. Where Common Core State Standards are available, these standards are used. In other content areas like Spanish, History, and Art, courses are aligned to the California State Standards. In the 2016-17 school year, the Charter School will implement the Next Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through California’s UC Doorways program to ensure that all courses meet the level of rigor for college preparatory work.

**Sample Scope and Sequence (9-12)**

| A – G<br>Reqm’t               | 9 <sup>th</sup> Grade |                | 10 <sup>th</sup> Grade |                | 11 <sup>th</sup> Grade |   | 12 <sup>th</sup> Grade                |  |
|-------------------------------|-----------------------|----------------|------------------------|----------------|------------------------|---|---------------------------------------|--|
|                               | S1                    | S2             | S1                     | S2             | S1                     | S2  | S1                                    | S2                                       |
| A: Social Science             |                       |                | World History          | World History  | US History             | US History  | Econ                                  | <i>US Governme<br/>nt</i>                |
| B: English                    | English 1             | English 1      | English 2              | English 2      | English 3              | English 3   | ERWC<br>Expos.<br>Read/Writ           | <i>ERWC<br/>CC<br/>English 1A</i>        |
| C: Math*                      | Geometry              | Geometry       | Alg 2                  | Alg 2          | Pre-<br>Calculus       | Pre-<br>Calculus                                      | <i>Statistics<br/>or<br/>Calculus</i> | <i>Statistics<br/>or<br/>Calculus</i>    |
| D: Lab Science                | Biology               | Biology        | Chemistry              | Chemistry      | Physics                | Physics   | Anatomy                               |  |
| E: Foreign Language           | Spanish or ASL        | Spanish or ASL | Spanish or ASL         | Spanish or ASL |                        |   |                                       |  |
| F: Art                        |                       |                |                        |                | Drama                  |   |                                       | <i>CC<br/>Painting</i>                   |
| G:<br>Electives               |                       |                |                        |                | CC<br>Business         | <i>CC<br/>Violence<br/>and the<br/>Communit<br/>y</i> | <i>CC<br/>Communi<br/>cations</i>     | <i>CC Law<br/>and<br/>Democrac<br/>y</i> |
| Aspire<br>Add'l<br>(non-core) | <i>CC: Tech</i>       | BUILD          |                        |                |                        |   | Internship                            | Internship                               |
|                               | Advisory              | Advisory       | Advisory               | Advisory       | Advisory               | Advisory  | Advisory                              | Advisory                                 |
|                               |                       |                |                        |                |                        |   |                                       |  |

\* Courses in *italics* and highlighted will be community college or university classes.

**Assessment**

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, *Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)*)



Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)<sup>1</sup>;

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment, SAT and/or ACT);
- The Early Assessment Program (EAP), ACT and SAT scores are all used to assess college readiness;
- STAR Reading Assessment to assess college-ready lexile levels
- Fountas and Pinnell Reading Benchmark system to diagnosis specific challenges in reading
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, exhibition rubrics);
- Content or skill assessment (running record for English Language Arts; Stepping Stones Unit Assessments, Illuminate assessments; math computation quizzes, unit tests, Study Sync Unit Assessments, CPM Unit Assessments, Amplify Science Assessments);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- Examination of final grade level projects, Exhibitions, are designed by each school to reflect a deep exploration of a key grade level standard- for example a Physics standard, character analysis, media literacy- which include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

### ***Technology as a Tool***

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

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<sup>1</sup> The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.

At Aspire, technology is also used as a tool to provide students with additional opportunities for individualized learning. To best reach students, we believe in classroom structures that enable small group and one-on-one instruction. As we've seen in our other schools, blended learning empowers teachers to deliver the individualized instruction that underserved students need to catch up, and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them where they are with the lessons they most need that day. Aspire has identified effective software that is Common Core aligned and generates data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to this new model. Aspire has also codified best practices around using technology for differentiation in classrooms, and has successfully helped teachers transition to a model that individualizes learning for students.

As a result of this philosophy and approach, in SY15-16, the Charter School piloted blended learning in schoolwide math classes through an internal grant. Students worked on differentiated math skills lessons and earned badges for successfully demonstrating mastery of skills. Based on this pilot and simultaneous work to integrate technology in English and other courses, the Charter School will continue providing professional development, resources and coaching that integrates google classroom and online components of our adopted Study Sync and Amplify curriculum. The goal is to use technology in ways aligned to our College for Certain and career pathway focus. Students will use these tools to support rigorous classroom instruction. This integrated model creates the opportunity for students' to hone their digital literacy skills while remaining focused on the rigor of the Common Core standards.

#### **SUPPORT FOR ENGLISH LEARNERS**

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

- Home Language Survey

The Charter School will administer the home language survey upon a student's

*Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)*

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

- **CELDT Testing**

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested or tested with any new English Language Development test adopted by California within thirty days of initial enrollment<sup>2</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

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

### ***Reclassification Procedures***

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

#### **I. Aspire's Initial Fluent English Proficient (IFEP) Policy**

Aspire's students taking the CELDT for the first time will be considered Initial Fluent English Proficient (IFEP) if they meet the following conditions:

- a. Students score at least at the Early Advanced level overall without any sub-skill area below the Intermediate level

#### **II. Aspire's Redesignated Fluent English Proficient (RFEP) Policy**

Aspire's English Learners will be redesignated if they meet the following conditions:

- a. Score at the Early Advanced or Advanced levels overall on the CELDT without any sub test area below the Intermediate level (e.g. Listening and Speaking, Reading, and Writing)
- b. Are in January of their 1<sup>st</sup> grade year or above
- c. Meet the minimum Proficiency Level/Cut Score on **at least one** of the following assessments:

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

1. Scored at the DRA level just below the grade level cut off on the DRA (or higher);
  2. Scored at the Below Grade level proficiency on the STAR Ren Secondary Reading Diagnostic (or higher); or
  3. Scored at the Nearly Met level on the SBAC (or higher).
- d. Teacher recommendation based on classroom evidence of academic performance
  - e. Notification of parents of student status and right to be involved in the reclassification process

Aspire's English Learners meeting these conditions will be reclassified as Fluent English Proficient, their records will be updated accordingly, and they will be monitored for two years to ensure they continue to progress.

### ***Strategies for English Learner Instruction and Intervention***

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

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

To meet the needs of English learners, Aspire has adopted curricula that are specifically designed to include embedded adaptations for English Learners including Study Sync ELA curriculum and Fountas and Pinnell Leveled Literacy Intervention.

All teachers will be given professional development in teaching English Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development (GLAD) training. The newly adopted English Language Development Standards will be mapped to Aspire's Instructional Methods.

### ***Ongoing Assessment of EL Students***

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

### ***Monitoring and Evaluation of Program Effectiveness***

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

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

### **SUPPORT FOR ALL STUDENTS**

#### ***Highly Qualified Teachers***

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

#### ***Personalized Learning Plans***

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

after-school, specialized classroom instruction, or positive behavior supports. Aspire’s high standards for learning, comprehensive interventions, and rigorous caring provided to all students can be personalized in the PLP. In addition to other supports, the PLP guides The Charter School in providing appropriate general education strategies to ensure the progress of students with unique learning needs, including students eligible for Special Education service, others served by 504 plans as required by law, English Learners, Homeless or Foster Youth, and students achieving substantially above or below grade level expectation.

**SUPPORT FOR ACADEMICALLY LOW-ACHIEVING STUDENTS**

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

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

| <b>Assessment</b>             | <b>Criteria For Additional Intervention</b> |
|-------------------------------|---|
| CCSS Assessment – ELA or Math | Nearly Met, Not Met                         |
| STAR Reading                  | Below grade level                           |
| Parent Recommendation         | Any   |
| Teacher Recommendation        | Any   |

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

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

#### **SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS**

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

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

Students in grades 9-12 achieving above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities. The Charter School has developed a robust college and career pathway plan. Students in middle school start exploring the four core established pathways: Business, Community Change, STEAM, and Liberal Arts, and reflect on how core academic classes, electives and after school participation are forming interests and talents. In high school, students make deliberate choices about their high school classes, early college classes and extracurricular activities in order to organize them into a coherent, career focused theme that prepares the student to strategically choose post-secondary options including college, major, and meaningful career. This plan improves student motivation in high school and college by making the point of getting an education more concrete. It also builds stronger resumes to help students gain entry to competitive programs, colleges, and careers. Most importantly, it supports students and families in making more informed decision about a student's future.

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<sup>3</sup> Gifted Education Program Standards, National Association for Gifted Children.

## **SUPPORT FOR STUDENTS WITH DISABILITIES**

### ***Overview***

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

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

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

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

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

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

### ***Services and Supports for Students under the IDEA***

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

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



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

Through analysis of student achievement data within special education as a subgroup, Aspire-Bay Area has invested in the increased staffing of Education Specialists across our schools. The focus of the larger teams will be to increase direct-support to students and families, monitoring of student progress, collaboration with General Education teachers and integration with RtI processes.

Specialized Academic Instruction and Related Services will be provided to students as determined in their Individual Education Plan. To support inclusive classroom practices, a flexible learning environment called a Learning Center will be provided for students with specific accommodations or modifications to their learning program as determined in their IEP. In addition, Education Specialists and support staff collaborate closely with teachers so that they can provide targeted instruction inside of the classroom and in alignment with the general education teacher. In certain classes, Education Specialists provide co-teaching supports to students, providing them with the specially designed supports they need while keeping them in the least restrictive environment. These options will also serve general education students with intensive academic or behavioral support needs as determined through the charter school's Response to Intervention system.

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

Post-Secondary Transition planning assessments and activities will be aligned with The Charter School's College Guidance activities to ensure successful transition to college, other continued learning, as well as to develop the life and job skills that will lead to meaningful work and independence.

Aspire's educational program includes systems of intervention, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional supports for all students, including English Language

Learners, or students with disabilities . Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

- Smarter Balanced Assessment Consortium assessments
- CELDT
- STAR Reading Lexile Assessment
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

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

#### LEA Member in EDCOE Charter SELPA

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

As the LEA, The Charter School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective May 19, 2011. Proof of LEA SELPA membership status is attached in Appendix VIII. As such, State and Federal funding shall be allocated directly to The Charter School per the allocation plan of the Charter SELPA. The Charter School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

#### LEA Assurances

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

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.

- **Child Find**-The Charter School will assure that all students with disabilities are identified.
- **Full Educational Opportunity**-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- **Least Restrictive Environment (LRE)**-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- **Individualized Education Program (IEP)**-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- **Assessments**-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- **Confidentiality and Procedural Safeguards**-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- **Personnel Standards**-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- **State Assessments**-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the Charter SELPA and or CDE. The Aspire Director of Special Education will

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involve The Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEA are met, and each child is well served.

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

#### ***Section 504 of the Rehabilitation Act***

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

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

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

## INFORMING PARENTS ABOUT THE TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND THE ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS

Parents will receive a transcript 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. Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

The Charter School is accredited 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.

The secondary portion of the curriculum will develop both a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students. The educational program emphasizes interdisciplinary thinking among subject areas. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

### NOTIFICATION OF HIGH SCHOOL GRADUATION REQUIREMENTS

Requirements for graduation shall be made available to students, parents/guardians and the public (Education Code 51225.3). The requirements will be included in all handbooks and will be available in the school office.

### HIGH SCHOOL GRADUATION REQUIREMENTS: PRESCRIBED COURSE OF STUDY

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn a designated number of credits.

| <b>Subject</b>             | <b>Credits Required</b> | <b>Comments</b>  |
|----------------------------|-------------------------|--|
| A. History/Social Sciences | 30                      | 1 year of World History, 1 year of US History, 1 semester each of US Government & Economics. |
| B. English                 | 40                      | Emphasis in Literature & Composition.  |
| C. Mathematics             | 30                      | Courses must be taken in grades 9-12<br>Recommended sequence: Algebra 1, Geometry, Algebra 2 |
| D. Laboratory Science      | 20                      | In at least two areas: physical and biological science; 3 years recommended                  |

|                            |     |  |
|----------------------------|-----|--|
| E. World Languages         | 20  | Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.  |
| F. Visual & Performing Art | 10  | The 10 credits must be in the same form of art.  |
| G. Electives               | 60  | Courses can be additional years in any of the A-G courses listed above or labs which extend A-G courses and additional Advisory course work. <b>Courses such as PE, academic literacy, etc. do not satisfy this requirement.</b> |
| Advisory                   | 20  | Students must enroll in and pass advisory <b>every year</b> . Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives.  |
| Technology                 | 10  | May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective.  |
| Total                      | 240 | <b>All students must earn a C- or better for credit.</b>   |

\*Schools that opt for less advisory time will include more academic electives.

#### HIGH SCHOOL GRADUATION REQUIREMENTS: ADDITIONAL REQUIREMENTS

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above must also complete the following:

| Requirement            | Comments   |
|------------------------|--|
| Exhibitions            | Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12  |
| College Credits        | Students must take at least 5 college courses, 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the academic elective or A-G requirements above.<br>This may be waived by schools due to financial constraints, however student must still meet the academic elective requirement above. |
| College Entrance Exams | Students must apply for and take the prescribed college-board entrance examinations.   |
| College Applications   | Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges).   |
| College Financial Aid  | Students must apply to at least one (1) scholarship and/or complete the FAFSA.   |
| College acceptance     | Students must be accepted to a 4-year university   |

### ***Additional High School Graduation Guidelines***

1. Students must be enrolled in a minimum of 240 instructional minutes per school day. The exception to this rule is that a day of attendance is 180 minutes for pupils in grades 11 and 12 who are also enrolled in part time community college or university classes. (Education Code 46144, 46146)
2. The total number of credits that a student may earn for “teacher assistance” or other forms of in-school or out-of-school work experience shall not exceed 10 credits total.

### **WAIVER OF HIGH SCHOOL GRADUATION REQUIREMENTS**

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more required courses in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student’s ability, including: limited course offerings, late transfer into an Aspire school, etc.

Waiver of graduation requirements is determined by the Chief Academic Officer, but shall not alter the total credit requirements established by the Aspire Board of Directors.

- A. The following procedure shall be followed by all Aspire schools in graduation waiver requests:
  1. Request shall be initiated by the parent, student or Aspire counselor.
  2. The counselor is responsible for evaluating the educational experiences of the individual student and submitting a recommendation for a graduation waiver to the Principal by April 1.
  3. The Aspire principal shall investigate the request for waiver of graduation requirements and make a determination in writing, via email or letter stating the reason for waiver to the Chief Academic Officer and Area Superintendent no later than May 1<sup>st</sup>.
  4. The Aspire principal shall develop appropriate record-keeping procedures for storage of all pertinent data relating to each waiver request.
  5. The Aspire Chief Academic Officer, Area Superintendent or CEO shall grant or deny the waiver request.
  6. The Aspire student and principal shall be notified of the decision in writing by the Area Superintendent no later than 7 days prior to the anticipated graduation date.



## **College Readiness**

In addition to providing support for students to develop a college-going identity, the Charter School also utilizes a myriad of tools for providing support to students who may fail to meet academic milestones while in high school. The school proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school. Additionally, in high school the academic counselor works to track all students who are falling behind in course work and then leverages support systems such as study hall and advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options include re-taking the course at the Charter School, taking the class from an on-line or external provider, summer school and on occasion college replacement courses.

Very few students transfer to Aspire Public Schools after the conclusion of their 10<sup>th</sup> grade year. Families who wish to transfer meet with the academic counselor to determine the student's course requirements and to identify a trajectory for graduation.

### **A Typical Day**

At 8:00AM, you arrive at LWP. You greet the principal who gives you a high five and checks your uniform at the door. You spend the first 20 minutes eating breakfast, reviewing homework or catching up with your friends and teachers in the Family Room, courtyard, or on the Basketball Court.

At 8:20AM, the bell rings and you make your way to Homeroom.

At 8:25AM, Homeroom begins. You walk in the door and begin a silent Do Now. Within minutes, the schoolwide announcements come over the intercom. The announcements are read by one of your peers and talk about the school's values, shout outs, and reminders about upcoming events. During the announcements your teacher checks your HW and your Reading Log from the previous night. After the announcements, your teacher leads the class in celebrations/shout outs and then 5 minutes of mindfulness to help you center yourself for the day.

At 8:45, the teacher transitions the class to Wilson Reads, the Academic Literacy Block. Some students leave the room for leveled literacy instruction but you stay in the room. The first 20 minutes you spend doing Silent Sustained Reading in a book of your choice. You love that you got to pick a book yourself and are happy with the time to dive in. After reading for 20 minutes, you pull out your MetaCognitive Journal. The metacognitive journal is a chance for you to reflect on your reading—to talk about how well you read and to make inferences or predictions from the text. After you have a chance to reflect in writing, you get to share your reflections with a peer. After sharing your reflections, there is a short literacy lesson where the teacher models a think-aloud from a text and you have a chance to practice thinking aloud with your seat partner.

|  |   |
|--|---|
| <p><b>Middle School</b><br/>At 9:30, the bell rings and you leave your homeroom teacher for the first academic period of the day.</p> <p>At 9:35, History class starts. In History you are working on your first DBQ (Document Based Questioning) project. This semester, you are focused on evaluating the Fall of Rome—why such a great Empire eventually failed. You are excited to attack a new primary document to learn more context about that time period. You love getting to read texts from that time period instead of simply reading someone else’s interpretation of the text. History class happens every other day, tomorrow you’d go to Science class instead. In Science Class you are using the Chromebooks and a program called Amplify to explore Phase Changes. The program includes readings and video demonstrations and asks you to write and synthesize your learning throughout.</p> <p>From 10:50-11:00 you have a ten minute break to hang out in the courtyard with your friends to rejuvenate. You kick around a soccer ball or play a little basketball to get energy for your next class.</p> <p>At 11:05, English Class begins. In English Class we are working on our writing skill and stamina. You’ve spent the last couple of days reading <i>The Song of Wandering Aengus</i> by William Butler Yeats. Today you are writing about how Yeats uses figurative language to tell a compelling story. You know that you will have a chance to submit both a rough and a final draft and look forward to your teacher’s feedback.</p> <p>From 12:20-12:50 is lunch. During lunch you eat with your friends in the Family Room or Courtyard.</p> <p>At 12:55, Math Class starts. You walk in and start the silent Do Now activity which is a review</p> | <p><b>High School</b><br/>At 9:35, the bell rings and you leave your homeroom teacher for the first academic period of the day.</p> <p>At 9:40, English class begins. You have English Class every day. Today you are doing a first read of "<a href="#">Lift Every Voice and Sing</a>" by James Weldon Johnson. During the first read you know to use context clues to determine the meaning of difficult vocabulary and reading comprehension strategies to understand the passages of text. You like that you’ll get to deep dive into this text for the next three days, instead of switching texts every day.</p> <p>At 11:05, you break for lunch. You spend lunch in the family room with your friends. A couple of teachers stop by and ask you how your day is going.</p> <p>At 11:40, you head to Physics Class. You have Physics Class three times a week Monday, Wednesday, and Friday. Today in Physics Class, you are exploring energy. You immediately pick up a Chromebook and open up your project overview. Your group is working on designing, building, and refining a roller coaster with several constraints. You remember that you have a check in with your teacher today so you prepare your evidence of learning while your group constructs.</p> <p>On the days when you aren’t in Biology, you’re instead headed to your US History Class. In US History you are exploring the Annexation of the Philippines. The teacher gives you and your group a primary text to explore. You read with your group and try and learn about the causes of the Spanish-American War. You are asked to take the perspective of the American government and discuss the costs and benefits of engaging in the war. You are preparing for a Socratic seminar at the end of the week with</p> |
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of the previous day's materials and a preview of the lesson to come. During Math Class, there are two co-teachers in the room who offer to help support you throughout the math class. In Math Class you start with a silent Do Now that includes both skills you learned yesterday and previews the skills you'll need in today's lesson. During the Do Now Review you're called to the front of the room to demonstrate your solution. After the Do Now, you review the objective with the class. Today you are learning about Combining Like Terms. The teacher passes out algebra tiles and you and your partner work to problem solve the opening problem. You love the opportunity to figure out the math for yourself instead of simply being told what to do. Over the course of the class, you recognize that each tile represents a different value and only like tiles can be combined. You apply this knowledge during Independent Practice to effectively combine like terms in order to simplify expressions.

At 2:10, you have a 10 minute break with your friends before the final period of the day.

At 2:25, you have your electives block. First, you head to Art for the first 35 minutes. Your art teacher delivers a mini-lesson on the use of texture to add dimensions to your artwork. You spend the rest of the class time perfecting a scene of the outdoors that you are creating with pastels. Throughout, the art teacher gives you feedback and suggestions on what you could do to add even more dimension to the environment. After Art, you head to the Basketball Court for P.E. Today's PE Class includes timed laps around the school and an opportunity to play soccer on the basketball court.

At 3:40, the Bell rings and you head to the Beyond the Bell program. You know that your math teacher is having office hours today so you stop their first to ask some lingering questions from today's lesson and get started on the HW.

your peers where you will discuss the implications of the Spanish-American War.

At 1:00, you transition to Geometry. You have Geometry class every day of the week. You start class with a silent Do Now, reviewing the material from the previous day and previewing skills you'll need in today's class. In Geometry class you are learning about rigid transformation on a coordinate plane. The teacher gives you time first to struggle and explore how to reflect shapes using tracing paper. You work with your partner to perform reflections and uncover what is always true about a reflection. You have a discussion with your classmates about the truths you uncovered, then the teacher ups the rigor and asks you what would happen if you reflected over the line  $y = x$ . He gives your group time to struggle and figure it out, providing feedback if your group seems to be struggling. The last 5 minutes of class are a silent Exit Ticket so he can get a sense of whether or not you mastered the objective.

At 2:25, you get a 10 minute break. You meet your friends on the basketball court and shoot hoops before your last class of the day.

At 2:35, your last class of the day begins. Since it's Monday, you head to Spanish 3, an AP Class. In Spanish class, you are researching customs in Argentina. You are in the middle of applying literacy strategies to articles in Spanish you have collected from your research. Your annotations will help you begin drafting the paper due next week. Spanish Class meets twice a week. On Tuesday/Thursday, you would head to an Early College class on campus called College and Career Counseling. Your instructor from College of Alameda is having you and your classmates practice job interviews based on a career inventory you completed last week.

At 3:55, the Bell rings signaling the end of the day. You know that this is the day of the week that your English teacher is offering office hours

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| <p>You work till 4:30 on your HW, getting help from peers/teachers when needed.</p> <p>At 4:30, you head home to finish up any remaining homework, spend time with your family, and get a good night's rest before you come back again for more learning tomorrow!</p> | <p>so you stop by to get some extra support with your writing task that's due at the End of the Week.</p> <p>At 4:30, you head home to finish up any remaining homework, spend time with your family, and get a good night's rest before you come back again for more learning tomorrow!</p> |
|--|--|

## **Element 2**

In accordance with SB 1290, The Charter School pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

*The Charter School's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:"*

## **Measured and Recorded on an Annual Basis**

| <b>Measurable</b>  |                   |  |                                       |  |   |
|--|-------------------|--|---------------------------------------|--|---|
| <b>Pupil Outcomes</b>  | <b>Instrument</b> | <b>Target</b>                                | <b>2012-2013</b>                      | <b>2013-2014</b>   | <b>2014-2015</b>  |
| <i>Annual Basis:<br/>95% Student Attendance</i>  | P1, P2, Annual    | 95% Attendance Rate                          | P1=98%,<br>P2=97.78%<br>Annual=97.23% | P1= 97.85%<br>P2=97.83<br>Annual=96.91                     | P1= 97.50<br>P2= 94.1<br>Annual =95.8%                              |
| <i>Semester Basis:<br/>90% of students meet UC A-G requirements by graduation</i>          | Course load       | 90% of students meet A-G requirements        | 100%                                  | Semester 1=<br>9th-90%<br>10th-63%<br>11th-67%<br>12th-71% | Semester 1 =<br>9th = 69%<br>10th = 53%<br>11th = 70%<br>12th = 84% |
| <i>Annual Basis:<br/>Increase the number of students that will graduate within 5 years</i> | Graduation rate   | 95% of students will graduate within 5 years | 98%                                   | 93%  | 93%   |
| <i>Annual Basis:<br/>State target for API growth</i>                                       | API               | State Target Every Year                      | API of 828                            | API of 807   | N/A   |

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|  |  |   |  |  |  |
|--|--|---|--|--|--|
| Annual Basis:<br>Increase<br>proficiency<br>levels on CST-<br>ELA  | Percent P/A<br>on CST  | State Target  | CST ELA Results,2012-13<br>6th=41%<br>7th=51%<br>8th=47%<br>9th=64%<br>10th=51%<br>11th=72%                    | N/A                                    | N/A  |
| Annual Basis:<br>Increase<br>proficiency<br>levels on CST-<br>Math   | Percent P/A<br>on CST  | State Target  | CST Math Results,2012-13<br>6th=53%<br>7th=79%<br>Alg-34%<br>Alg2=25%<br>Geometry=27%<br>Summ Math=39%         | N/A                                    | N/A  |
| Annual Basis:<br>Increase<br>proficiency<br>levels on CST-<br>Science  | Percent P/A<br>on CST  | State Target  | CST Science Results,2012-13<br>8th=77%<br>Life Science-10th=90%<br>Biology=83%<br>Chemistry=26%<br>Physics=92% | N/A                                    | N/A  |
| Annual Basis:<br>Increase<br>proficiency<br>levels on CST-<br>Social Science   | Percent P/A<br>on CST  | State Target  | CST- Social Science,<br>Results 2012-13<br>8th grade<br>History= 41%<br>World History=56%<br>US History=74%    | N/A                                    | N/A  |
| Annual Basis:<br>95% of all 10th<br>graders will<br>pass CAHSEE  | CAHSEE Pass<br>Rate  | 95% of<br>students pass<br>CAHSEE   | 2012-13 Results<br>ELA=93%<br>Math=98%   | 2013-14 Results<br>ELA=89%<br>Math=90% | 2014-2015 Results<br>ELA = 82%<br>Math = 85% |
| Annual Basis:<br>90% of students<br>who take an AP<br>exam will<br>receive a score<br>of 3 or above                                  | Advanced<br>Placement<br>test scores                           | 90% of<br>students who<br>take an AP<br>exam will<br>receive a score<br>of 3 or above     | AP Spanish=<br>34/38=90% AP<br>English=2/19=11%<br>AP<br>Calculus=1/18=6%<br>Total=37/75=50%                   | 60% pass rate                          | 91% pass rate                                |
| Annual Basis:<br>90% of<br>students who<br>take a post-<br>secondary level<br>class online or<br>in a community<br>college will pass | EOY  | 90% passing<br>rate for post-<br>secondary<br>courses                                     | 90% pass rate  | 92% of total classes<br>passed         | 94% of total classes<br>passed               |
| Annual Basis:<br>Students<br>engage in<br>co/extra-<br>curricular<br>activities  | Participation<br>in co/extra-<br>curricular<br>activities rate | 100% of<br>students<br>participate in<br>at least one<br>extra-<br>curricular<br>activity | 2012-13 Data<br>Middle school= 60%<br>High School= 100%<br>Whole school= 82%                                   | 100%                                   | 100%   |

|   |                   |   |   |  |  |
|---|-------------------|---|---|--|--|
| Annual Basis:<br>95% of families<br>and students<br>are satisfied | Annual<br>surveys | 95% of parents<br>and students<br>are satisfied | 88% of families<br>strongly agreed to<br>the statement "my<br>child is getting a good<br>education at this<br>school." on our<br>annual parent survey | 96% of families<br>strongly agreed to<br>the statement "my<br>child is getting a<br>good education at<br>this school." on our<br>annual parent<br>survey | 94% of families<br>strongly agreed to<br>the statement "my<br>child is getting a<br>good education at<br>this school." on our<br>annual parent<br>survey |
|---|-------------------|---|---|--|--|

| <b>1</b>   | <b>Measurable Pupil Outcome</b> | <b>Lionel Wilson</b>   |
|--|---------------------------------|--|
| By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least <u>3%</u> percent or achieve a level of <u>45%</u> percent.*  |                                 | <b>2015-2016: 36% of students scored level 3 or level 4.</b> |
| Amount 1:<br>3%  | Amount 2:<br>45%                |  |
| <b>3</b>   | <b>Measurable Pupil Outcome</b> | <b>Lionel Wilson</b>   |
| By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least <u>3%</u> percent or achieve a level of <u>33%</u> percent.* |                                 | <b>2015-2016: 24% of students score level 3 or level 4.</b>  |
| Amount 1:<br>3%  | Amount 2:<br>33%                |  |

| 2   | Measurable Pupil Outcome |                         | Lionel Wilson   |
|---|--------------------------|-------------------------|---|
| By the end of the charter term, for each statistically significant student subgroup,** increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.* |                          |                         |   |
| Native American Asian or Alaska Native  | Amount 1:                | Amount 2:               |   |
| Asian   | Amount 1:                | Amount 2:               |   |
| Pacific Islander  | Amount 1:                | Amount 2:               |   |
| Filipino  | Amount 1:                | Amount 2:               |   |
| Hispanic or Latino  | Amount 1:<br><b>3%</b>   | Amount 2:<br><b>43%</b> | <b>2015-2016: 36% of Hispanic or Latino scored level 3 or level 4.</b>  |
| African American  | Amount 1:                | Amount 2:               |   |
| White   | Amount 1:                | Amount 2:               |   |
| Two or More Races   | Amount 1:                | Amount 2:               |   |
| English Learners  | Amount 1:<br><b>2%</b>   | Amount 2:<br><b>15%</b> | <b>2015-2016: 4% of English Learners scored level 3 or level 4.</b>     |
| Students in Foster Care   | Amount 1:                | Amount 2:               |   |
| Low-Income Students   | Amount 1: 3%             | Amount 2: <b>43%</b>    | <b>2015-2016: 37% of low-income students scored level 3 or level 4.</b> |
| Special Education   | Amount 1:                | Amount 2:               |   |

| 4   | Measurable Pupil Outcome |           | Lionel Wilson |
|---|--------------------------|-----------|---------------|
| By the end of the charter term, for each statistically significant student group,** increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least _____ percent or achieve a level of _____ percent.* |                          |           |               |
| Native American Asian or Alaska Native  | Amount 1:                | Amount 2: |               |
| Asian   | Amount 1:                | Amount 2: |               |
| Pacific Islander  | Amount 1:                | Amount 2: |               |
| Filipino  | Amount 1:                | Amount 2: |               |

|                         |                        |                         |   |
|-------------------------|------------------------|-------------------------|---|
| Hispanic or Latino      | Amount 1:<br><b>3%</b> | Amount 2:<br><b>32%</b> | <b>2015-2016: 24% of Hispanic or Latino scored level 3 or level 4.</b>  |
| African American        | Amount 1:              | Amount 2:               |   |
| White                   | Amount 1:              | Amount 2:               |   |
| Two or More Races       | Amount 1:              | Amount 2:               |   |
| English Learners        | Amount 1:<br><b>2%</b> | Amount 2:<br><b>10%</b> | <b>2015-2016: 4% of English Learners scored level 3 or level 4.</b>     |
| Students in Foster Care | Amount 1:              | Amount 2:               |   |
| Low-Income Students     | Amount 1:<br><b>3%</b> | Amount 2:<br><b>32%</b> | <b>2015-2016: 24% of low-income students scored level 3 or level 4.</b> |
| Special Education       | Amount 1:              | Amount 2:               |   |

| <b>5</b>  | <b>Measurable Pupil Outcome</b>   | <b>Lionel Wilson</b>                            |
|-----------|---|---|
|           | Each year, students will take an SBAC-aligned performance task in ELA and Math and performance will increase +10% over baseline |   |
|           | SBAC-aligned performance task in ELA and Math   |   |
| <b>7</b>  | <b>Measurable Pupil Outcome</b>   | <b>Lionel Wilson</b>                            |
|           | Each year, <u>50</u> percent of ELs will improve one overall proficiency level on CELDT.  |   |
|           | Amount 1: 50%   | <b>2015-2016: 36% of ELs made annual growth</b> |
| <b>8</b>  | <b>Measurable Pupil Outcome</b>   | <b>Lionel Wilson</b>                            |
|           | Each year, have less than <u>3%</u> percent of students absent more than 10% of the school days (chronic absence).              |   |
|           | Amount 1: 3%  | <b>2015-2016: 9%</b>                            |
| <b>10</b> | <b>Measurable Pupil Outcome</b>   | <b>Lionel Wilson</b>                            |
|           | Each year, achieve a High School cohort graduation rate of at least <u>90%</u> .  |   |



|  |                                 |   |  |
|--|---------------------------------|---|--|
| Amount 1: 90%  |                                 | 2014-2015: 100%<br>2015-2016: Data pending until Spring 2017 when it will be published.           |  |
| <b>12</b>  | <b>Measurable Pupil Outcome</b> |   | <b>Lionel Wilson</b>   |
| Each year, __80%__ percent of 10th graders will pass the CAHSEE.   |                                 |   |  |
| Amount 1: 80%  |                                 | 2015-2016: No longer using CAHSEE   |  |
| <b>14</b>  | <b>Measurable Pupil Outcome</b> |   | <b>Lionel Wilson</b>   |
| Each year, _50%__ percent of 10th graders will achieve proficiency on the CAHSEE.  |                                 |   |  |
| Amount 1: 50%  |                                 | 2015-2016: No longer using CAHSEE   |  |
| <b>16</b>  | <b>Measurable Pupil Outcome</b> |   | <b>Lionel Wilson</b>   |
| Each year, at least __85%__ percent of students and families positively rate school safety.  |                                 |   |  |
| Amount 1: 85%  |                                 | Student Survey Question:<br>I feel safe at this school  | Family Survey Question:<br>The school provides a safe environment for my child |
| Data pending. Current surveys are geared for instructional feedback from parents. We are including safety in upcoming surveys.   |                                 |   |  |
| <b>17</b>  | <b>Measurable Pupil Outcome</b> |   | <b>Lionel Wilson</b>   |
| Each year, at least __90%__ percent of students and families positively rate academic instruction.   |                                 |   |  |
| Amount 1: 90%  |                                 | Student Survey Question:<br>The methods we use to learn new things in the class are helpful to me | Family Survey Question:<br>My child is getting a good education at this school |
| 2015-2016: 84% of students and families positively rate academic instruction   |                                 |   |  |
| <b>18</b>  | <b>Measurable Pupil Outcome</b> |   | <b>Lionel Wilson</b>   |
| Each year, at least __75%__ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.  |                                 |   |  |
| Amount 1: 75%  |                                 | Student Survey Question:<br>My voice is heard and valued at my school                             | Family Survey Question:<br>I am encouraged to share my opinion and             |
| 2015-2016: 85% of students and families feel staff is available to listen. based on<br><ul style="list-style-type: none"> <li>•Student: "My teacher listens to what I have to say when it is the appropriate time to share my ideas."</li> <li>•Family: "Teachers at the school</li> </ul> |                                 |   |  |

|  |  |   |  |
|--|--|---|--|
|  |  | feedback in the school decision process | <b>are available to parents and willing to listen.”</b><br><b>Upcoming survey will incorporate new MPO survey questions.</b> |
|--|--|---|--|

| 6  | Measurable Pupil Outcome | Lionel Wilson    |   |
|--|--------------------------|------------------|---|
| Each year, for each statistically significant student group,** _____ percent of students will increase _____ on the ___Writing Snapshot___ or achieve proficiency. |                          |                  |   |
| Native American Asian or Alaska Native   | Amount 1:                | Amount 2:        |   |
| Asian  | Amount 1:                | Amount 2:        |   |
| Pacific Islander   | Amount 1:                | Amount 2:        |   |
| Filipino   | Amount 1:                | Amount 2:        |   |
| Hispanic or Latino   | Amount 1:<br>80%         | Amount 2:<br>10% | <b>73% grew a proficiency yea between 14-15 and 15-16</b> |
| African American   | Amount 1:                | Amount 2:        |   |
| White  | Amount 1:                | Amount 2:        |   |
| Two or More Races  | Amount 1:                | Amount 2:        |   |
| English Learners   | Amount 1:<br>80%         | Amount 2:<br>10% | <b>86% grew a proficiency yea between 14-15 and 15-16</b> |
| Students in Foster Care  | Amount 1:                | Amount 2:        |   |
| Low-Income Students  | Amount 1:<br>80%         | Amount 2:<br>10% | <b>73% grew a proficiency yea between 14-15 and 15-16</b> |
| Special Education  | Amount 1:                | Amount 2:        |   |

| 9  | Measurable Pupil Outcome | Lionel Wilson |  |
|--|--------------------------|---------------|--|
| Each year, for each statistically significant student group,** have less than _____ percent of students absent more than 10% of the school days (chronic absence). |                          |               |  |
| Native American Asian or Alaska Native   | Amount 1:                |               |  |

|                         |                          |                      |
|-------------------------|--------------------------|----------------------|
| Asian                   | Amount 1:                |                      |
| Pacific Islander        | Amount 1:                |                      |
| Filipino                | Amount 1:                |                      |
| Hispanic or Latino      | Amount 1:<br><b>2.9%</b> | <b>2015-2016: 9%</b> |
| African American        | Amount 1:                |                      |
| White                   | Amount 1:                |                      |
| Two or More Races       | Amount 1:                |                      |
| English Learners        | Amount 1:<br><b>1%</b>   | <b>2015-2016: 9%</b> |
| Students in Foster Care | Amount 1:                |                      |
| Low-Income Students     | Amount 1:<br><b>3%</b>   | <b>2015-2016: 9%</b> |
| Special Education       | Amount 1:                |                      |

| <b>11</b>  | <b>Measurable Pupil Outcome</b> | <b>Lionel Wilson</b> |
|--|---------------------------------|----------------------|
| Each year, for each statistically significant student group,**<br>achieve a High School cohort graduation rate of at least<br>_____. |                                 |                      |
| Native American Asian or<br>Alaska Native  | Amount 1:                       |                      |
| Asian  | Amount 1:                       |                      |
| Pacific Islander   | Amount 1:                       |                      |
| Filipino   | Amount 1:                       |                      |

|                         |                         |   |
|-------------------------|-------------------------|---|
| Hispanic or Latino      | Amount 1:<br><b>90%</b> | <b>2015-2016: Data pending until Spring 2017 when it will be published.</b> |
| African American        | Amount 1:               |   |
| White                   | Amount 1:               |   |
| Two or More Races       | Amount 1:               |   |
| English Learners        | Amount 1:<br><b>85%</b> | <b>2015-2016: Data pending until Spring 2017 when it will be published.</b> |
| Students in Foster Care | Amount 1:               |   |
| Low-Income Students     | Amount 1:<br><b>90%</b> | <b>2015-2016: Data pending until Spring 2017 when it will be published.</b> |
| Special Education       | Amount 1:               |   |

| <b>13</b>   | <b>Measurable Pupil Outcome</b> | <b>Lionel Wilson</b>                         |
|---|---------------------------------|--|
| Each year, for each statistically significant student group,**<br>_____ percent of 10 <sup>th</sup> graders will pass the CAHSEE. |                                 | <b>2015-2016: No longer using the CAHSEE</b> |
| Native American Asian or Alaska Native  | Amount 1:                       |  |
| Asian   | Amount 1:                       |  |
| Pacific Islander  | Amount 1:                       |  |
| Filipino  | Amount 1:                       |  |
| Hispanic or Latino  | Amount 1:<br>80%                |  |
| African American  | Amount 1:                       |  |

|                         |                  |
|-------------------------|------------------|
| White                   | Amount 1:        |
| Two or More Races       | Amount 1:        |
| English Learners        | Amount 1:<br>80% |
| Students in Foster Care | Amount 1:        |
| Low-Income Students     | Amount 1:<br>80% |
| Special Education       | Amount 1:        |

|           |                                 |
|-----------|---------------------------------|
| <b>15</b> | <b>Measurable Pupil Outcome</b> |
|-----------|---------------------------------|

|                      |
|----------------------|
| <b>Lionel Wilson</b> |
|----------------------|

Each year, for each statistically significant student group,\*\* \_\_\_\_\_ percent of 10<sup>th</sup> graders will achieve proficiency on the CAHSEE.

|  |                         |
|--|-------------------------|
| Native American Asian or Alaska Native | Amount 1:               |
| Asian                                  | Amount 1:               |
| Pacific Islander                       | Amount 1:               |
| Filipino                               | Amount 1:               |
| Hispanic or Latino                     | Amount 1:<br><b>55%</b> |
| African American                       | Amount 1:               |
| White                                  | Amount 1:               |
| Two or More Races                      | Amount 1:               |
| English Learners                       | Amount 1:<br><b>10%</b> |

**2015-2016: No longer using the CAHSEE**

|                         |                         |
|-------------------------|-------------------------|
| Students in Foster Care | Amount 1:               |
| Low-Income Students     | Amount 1:<br><b>55%</b> |
| Special Education       | Amount 1:               |

*By July 1, 2017, and annually thereafter: The Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):*

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

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

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.*

An Aspire education provides students with access to opportunities for success in future endeavors – in higher education, work, and citizenship. Through personalized learning experiences, students master *basic skills*, acquire the *thinking skills* needed for the rigorous work of the real world, and develop productive *life skills*. Aspire’s

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educational program is designed to help all of its students to develop the following measurable pupil outcomes:

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

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

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

### **Element 3**

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

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

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

Aspire's academic program is CCSS-based and data driven. The Common Core State Standards, Next Generation Science Standards and multiple sources of data form the basis of the Charter School's teachings. Performance assessments will be evaluated

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<sup>4</sup> 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.

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with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive the Charter School's educational program. The rubrics will be used to inform students and parents about the standards for student work. Both teachers and students will use the rubric to score the work and make improvements. Rubrics used throughout the year will show growth over time.

#### **COLLECTING, ANALYZING, AND REPORTING DATA**

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

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

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

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

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

Annually, the status of The Charter School will be reported using a School Health Dashboard. This tool allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Leadership Team identify schools that require more focused attention and support. On

an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

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

### ***Reading Assessment***

In secondary (grades 6-12), Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and CCCSS mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention (RtI) and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

### ***Aspire Math Assessment***

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

### ***External Reporting***

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

#### **Element 4**

*As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.*

*Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.*

*Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.*

*The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).*

#### **LEGAL AND POLICY COMPLIANCE**

*Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.*

*Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.*

*Charter School shall comply with the Brown Act and the Public Records Act.*

Aspire will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

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

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

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

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

**Step 1:** Solicit nominations and compile names

**Step 2:** Initial meeting with nominating Board member

**Step 3:** Nominator reports back to the Board

**Step 4:** Prospective member meets with CEO, other Board members and staff

**Step 5:** Visit schools and attend Board meeting(s)

**Step 6:** Final meeting with CEO or nominator

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed six years. All Board meetings are noticed and held in compliance with the provisions of the Brown Act, as applicable. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act, as applicable.

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

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

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

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

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

#### NOTIFICATION TO THE DISTRICT

*Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal*

*complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.*

## **STUDENT RECORDS**

*Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.*

*The Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including The Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at The Charter School and of the District. The Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that The Charter School does not have that The Charter School needs in order to meet its obligations, the District shall provide the same to The Charter School in a reasonably timely manner upon request under Education Code section 47604.3.*

## **EQUAL EMPLOYMENT OPPORTUNITY**

*Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.*

## **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

*Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.*

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

#### **GENERAL PROVISIONS**

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

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

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

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

#### **ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS**

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

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

*The Charter School's and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.*

#### **FAMILY AND COMMUNITY INVOLVEMENT**

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

#### **ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT**

1. Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals.
2. Exhibition panels – Families may sit on panels to judge student work.

3. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.
4. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
5. Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees.
6. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.
7. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
8. Aspire Board of Directors meetings – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

#### **ADDRESSING FAMILY CONCERNS AND COMPLAINTS**

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

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



## **Element 5**

*The qualifications to be met by individuals to be employed by the charter school. (Ed. Code § 47605(b)(5)(E).)*

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

### **PRINCIPAL QUALIFICATIONS**

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

#### *Required knowledge, skills, and abilities:*

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

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

*Required educational level:*

- Bachelor's degree
- Masters or Ph.D. in Education preferred
- ESEA Highly Qualified preferred

*Required experience:*

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

## **BUSINESS MANAGER QUALIFICATIONS**

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

*Required knowledge, skills, and abilities:*

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

*Required educational level:*

- A.A. degree or equivalent work experience

*Required experience:*

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

## TEACHER QUALIFICATIONS

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

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

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

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

## TEACHER HIRING

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

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for The Charter School.
- *Business Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for

demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.

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

## PROFESSIONAL DEVELOPMENT

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1 week of training and four follow-up trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction. Teachers also receive ongoing PD that takes place weekly on minimum days. Weekly PDs are based on the specific needs of the Charter School. The topics are determined by the principal with input from the lead teachers. They may be led by the principal, a lead teacher, an outside expert, or an instructional coach.

During the summer, Aspire hosts two weeks of institutes and professional development that may include a 1 week institute on curriculum, instruction and assessment and 5 days of site professional development.

In addition, Aspire conducts several school-year workshops in specific areas. The Charter School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Charter School's and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, and conduct experience-based group sessions (e.g. New Teacher Support Program). Teachers are observed a minimum of four times a year by their School Principal or a designee according to the Aspire Instructional Rubric which is based on the Danielson Framework for Teaching.<sup>5</sup> The Aspire Instructional Rubric (AIR) is attached in Appendix XV.

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

## **Element 6**

### **HEALTH, SAFETY AND EMERGENCY PLAN**

*Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.*

*Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.*

*Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).*

*Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.*

*Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.*

### **EMERGENCY PREPAREDNESS**

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

### **BLOOD BORNE PATHOGENS**

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

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

*Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.*

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

*Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.*

*Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.*

*Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.*

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

#### **COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES**

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

#### **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.

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

*Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.*

*Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.*

#### **TUBERCULOSIS TESTING**

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

#### **IMMUNIZATIONS**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

## **MEDICATION IN SCHOOL**

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

## **VISION, HEARING, AND SCOLIOSIS**

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

## **DIABETES**

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

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

## **SAFE PLACE TO LEARN ACT**

*Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.*

## **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **ASBESTOS**

The Charter School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR



part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

#### **FACILITY SAFETY**

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

#### **TOBACCO USE PREVENTION**

*Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.*

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

## **Element 7**

*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. (Ed. Code § 47605(b)(5)(G).)*

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

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

## **Element 8**

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

*Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.*

### **HOMELESS AND FOSTER YOUTH**

*Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.*

### **NON-DISCRIMINATION**

*Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.*

*Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.*

### **PARENT ENGAGEMENT**

*Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other*

*monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.*

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

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

The Aspire application process is comprised of the following:

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

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

- All students currently enrolled at an Aspire School (Intra-Aspire transfer)
- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children of founding families of the Charter School (if applicable)
- Children residing within the District
- All other students who reside in the state of California

Upon confirmation that a student has secured a spot at The Charter School, parents must submit a completed Registration Form. The lottery drawing open to the public and all names will be selected randomly to determine the students who are accepted and those who are on the waitlist. The order of names drawn will determine the order of names on the waitlist.

At the conclusion of the public random drawing, students who were accepted will be notified by phone, email, and mail within two days and asked to register for the upcoming school year. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist and then asked if they would like to stay on the waitlist for the upcoming year. This waitlist will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, school personnel will offer enrollment to students in the order as listed on the waitlist. In no circumstance will a waitlist carry over to the following school year.

Upon confirmation that a student has secured a spot at The Charter School, parents must submit a completed Registration Form usually within two weeks. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's Business Manager or Office Manager will also help any parents who need assistance in completing the lottery and/or registration forms, and the school will keep written records of the lottery forms, procedures, accepted lists, and waitlists for a period of one year.

### ***Founding Parents/Founder Family Preference***

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

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

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

## PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

Aspire typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter timeframe.

### **December – January**

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

### **January - March**

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

### **March - May**

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

## **Element 9**

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

- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year*

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

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

### **FINANCIAL STATEMENTS**

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

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

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

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## **Element 10**

*The procedures by which pupils can be suspended or expelled. (Ed. Code § 47605(b)(5)(J).)*

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and based on California Education Code. The Charter School will notify the District of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code §47605(d)(3), upon expulsion of any student, The Charter School shall notify the superintendent or superintendent designee of the district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

This means that the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

The Charter School will facilitate placement of expelled students by communicating with OUSD as soon as practical. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be provided during and pending the completion of the Charter's School's student expulsion process as required by law.

### ***Discipline Foundation Policy***

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers both behaviorally and academically.

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. This fits directly with Aspire's College for Certain model and Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization.



The Charter School’s specific vision states: The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

In addition to Aspire’s overarching discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school-specific policies. This includes a consequence ladder and specifically delineated alternatives to suspension (see below):

| <b>Charter School Consequence Ladder</b>  | <b>Alternatives to Suspension</b>  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Verbal Warning (s)</li> <li>2. Reflection Zone (Minutes, Reflection Prompt, etc.)</li> <li>3. Buddy Teacher</li> <li>4. After School Conference &amp; Call Home</li> <li>5. Referral</li> </ol> | <ul style="list-style-type: none"> <li>• Parent Conference</li> <li>• Friday Detention</li> <li>• Saturday Service Day</li> <li>• Adult-Student Relationship Building through specifically planned activities(Ex. Hiking)</li> <li>• Behavior Daily’s</li> <li>• Counseling</li> <li>• Peer Mediations</li> <li>• In-School Alternatives</li> <li>• Restorative Practices</li> <li>• Logical Consequences</li> </ul> |

The Charter School’s counseling team also works with parents and students to connect them with outside resources to help ameliorate other concerns that may impede a student’s ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put in to their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, improving student attendance and implementing alternatives to suspension.

In direct response to our need to focus on our non-academic indicators of success, Aspire assigns a Regional Student Services Manager (RSSM) specifically assigned to our Bay Area schools. The RSSM’s role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to Deans of Students around areas related to student behavior and discipline, including, but not limited to:
  - o Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - o Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.

- Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
  - Creation and Use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - Clinical supervision for counselors working towards licensure
  - Coordination of crisis response protocols and regional response teams
- Provides monthly consultation time with principals to discuss discipline data, attendance data and other non-academic student support needs.
- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
  - Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
  - Links to OUSD support resources around discipline and behavior interventions
  - Family resource referrals for outside agencies and supports
- Collaborate with OUSD and outside agencies to craft and expand supports for our schools. Ex:
  - The RSSM works to keep abreast of OUSD recommendations and requirements around student support and communicate with our schools around that information
  - The RSSM is currently working with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.

In terms of the data necessary to determine the efficacy of our school's behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include:

- Most common behavior incidents by type
- Suspension rates for students
- Total suspension by month (with comparisons available month to month and by year)

Part of the RSSM's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendent.

Additionally, the Bay Area RSSM works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes student support coordinators in other regions, regional special education staff, members of the student services team at Aspire and others.

### **Suspension**

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

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

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

#### **Authority to Suspend**

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

#### **Jurisdiction**

A student may be suspended or expelled for prohibited misconduct if the act 1) is related to an Aspire school activity, 2) occurs at an Aspire school or at any other school, 3) occurs at an Aspire school's sponsored event, or 4) occurs between any of the above and home (door-to-door).

### Suspension Alternatives

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

### Grounds for Suspension and Expulsion

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

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

- 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed

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toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

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

conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

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

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

#### Procedures in Cases Requiring Suspension

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

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

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

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

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

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

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

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

4. **Suspension Conference**- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. **Notice of Suspension**- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the Aspire home office (Attention: Director of Student Services) and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.



### Appeals Process

A student or the student's parents or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offenses. Expulsion appeals are brought directly to the Aspire Executive Committee.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

### Expulsion

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

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

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

### Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if the rehabilitation plan is met.

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

If a student has met all terms, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition.

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

### **Expellable Offenses**

- **Mandatory Expulsion**

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel will also expel the student.

**Mandatory Expulsion does not require a second finding of fact.**

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

- **Mandatory Recommendation for Expulsion**

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity

while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

**Mandatory Recommendation for Expulsion requires a second finding of fact.**

- Causing serious physical injury to another person, except in self-defense
  - Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
  - Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
  - Robbery or extortion
  - Assault or battery upon any school employee as defined in (Penal Code 240 and 242)
- **Permissive Recommendation for Expulsion- Requires a second finding of fact**

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

**Special Procedures for the Consideration of Expulsion of Students with Disabilities**

1. **Notification of District of Residence**

Aspire Public Schools shall notify the District of Residence and coordinate the procedures in this policy with said District for any student with a disability or student who is currently undergoing assessment for a possible disability. Aspire Public Schools is responsible for ensuring that students with known disabilities are provided educational services during and following expulsion proceedings until they enroll in a different LEA.
2. **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
3. **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Aspire School's principal or designee, the parent, and relevant members of the IEP/504 Plan Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the members of the Manifestation Determination Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If this determination is made, the team shall:

- a) Conduct a functional behavioral assessment or a , and implement a behavioral intervention plan for the child, provided that the Aspire school had not conducted such assessment prior to the change in placement
- b) If a behavioral intervention plan has previously been developed,
  - i. review the behavioral intervention plan,
  - ii. and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the IEP Team agrees to a change of placement as part of the modification of the behavioral intervention plan; including an interim alternative educational setting.

If the Manifestation Determination team determines that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 plan, then Aspire Public Schools may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

In situations where the parent of an Aspire student with a disability disagrees with any decision regarding placement or the results of a manifestation determination hearing, or Aspire Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time

period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Aspire Public Schools agree otherwise.

5. Special Circumstances

Aspire Public School administrators, the CEO or designee (Director of Special Education) may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The CEO or designee (Director of Special Education) may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA/ADA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Aspire school had knowledge that the student was disabled before the behavior occurred.

The Aspire school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Aspire school's administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Aspire school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other Aspire administrative personnel.

If Aspire Public Schools knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA/ADA-eligible children with disabilities, including the right to stay-put.

If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. Aspire Public Schools shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Aspire Public Schools pending the results of the evaluation.

Aspire Public Schools shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### **Element 11**

*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. (Ed. Code § 47605(b)(5)(K).)*

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. In the event that PERS is unavailable to the Charter School's classified employees, the Charter School will offer an alternative retirement plan (e.g. an employer-sponsored 403(b) account).

The Payroll and Human Resources Departments at Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

### **Element 12**

*Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program*

*of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.*

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

### **Element 13**

*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. (Ed. Code § 47605(b)(5)(M).)*

### **Element 14**

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

*The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.*

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

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

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

### **Element 15**

*Aspire Public Schools is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Aspire Public Schools shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.*

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

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

*(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by*



*facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:*

*To Charter School, c/o School Director:  
Aspire Lionel Wilson College Preparatory Academy  
400 105<sup>th</sup> Ave.  
Oakland, CA 94603*

*To Coordinator, Office of Charter Schools:  
1000 Broadway, 6th Floor, Suite 639  
Oakland, CA 94607*

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

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

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

*The Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves The Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. The Charter School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including*

*a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”*

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

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

## **Element 16**

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

### ***Closure Action***

*The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.*

### ***Closure Procedures***

*The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.*

### ***Designation of Responsible Person(s) and Funding of Closure***

*Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.*

### ***Notification of Closure Action***

*Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:*

- 1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. *A description of the circumstances of the closure*
2. *The location of student and personnel records*

*In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:*

1. *Information on how to enroll or transfer the student to an appropriate school*
2. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

*Notification of employees and vendors shall include:*

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

*Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.*

### *Records Retention and Transfer*

*Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:*

1. *Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.*
2. *Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.*

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### ***Financial Close-Out***

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. *An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
3. *An assessment of the disposition of any restricted funds received by or due to Charter School.*

*This audit may serve as Charter School's annual audit.*

*Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.*

*Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:*

1. *Preliminary budgets*
2. *Interim financial reports*
3. *Second interim financial reports*
4. *Final unaudited reports*

*These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.*

*For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.*

#### *Disposition of Liabilities and Assets*

*The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any*

*other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:*

- 1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.*
- 2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.*
- 3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.*
- 4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.*

*If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.*

*Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.*

*Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.*

*Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.*

*Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:*

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File its final withholding tax return (Treasury Form 165).*
- e. File its final return with the IRS (Form 990 and Schedule).*

*This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization*



*to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.*

## **Charter-Related Issues**

### **Term of Charter Petition**

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

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

The Charter School's renewed charter shall begin on July 1, 2017 and will expire on June 30, 2022.

### **Interpreting the Charter**

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

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

## **District Impact Statement**

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

*- California Education Code Section 47605(g)*

### **Facilities**

The Charter School intends to continue operating at its current location at 400 105<sup>th</sup> Ave., Oakland, California.

*If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.*

*Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.*

*Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.*

*For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new*

agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*

(i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.*

(ii) *Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.*

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) *Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and*

(ii) *Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.*

- *Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*

(i) *Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.*

(ii) *Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide*

*all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.*

- *Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

#### *Non-District-Owned Facilities*

*Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.*

*Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.*

*Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.*

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

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

*Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.*

### **Administrative Services**

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

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

## **Civil Liability Effects**

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

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

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

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

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

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

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



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

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

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

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

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

## **Fiscal Matters**

### **Cash Reserves**

*Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.*

### **Third Party Contracts**

*Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and*  
*Aspire Lionel Wilson College Preparatory Academy Charter Renewal Petition (2017-2022)*

*otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.*

#### *Special Education Revenue Adjustment/Payment for Services*

*In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.*

#### *Audit and Inspection of Records*

*Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:*

- Charter School is subject to District oversight.*
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

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

- Compliance with terms and conditions prescribed in the Charter agreement,*
- Internal controls, both financial and operational in nature,*
- The accuracy, recording and/or reporting of Charter School's financial information,*
- Charter School's debt structure,*
- Governance policies, procedures and history,*
- The recording and reporting of attendance data,*
- Charter School's enrollment process,*

- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

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

#### *Internal Fiscal Controls*

*Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.*

#### *Apportionment Eligibility for Students Over 19 Years of Age*

*Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)*

#### *Local Control and Accountability Plan*

*In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)*

## **APPENDIX**

- I. OUSD Performance Report
- II. Surrounding Schools Study
- III. Sample School Bell Schedule
- IV. Sample School Calendar
- V. Aspire's Secondary Assessment Calendar
- VI. Aspire's EL Master Plan
- VII. Aspire's 504 Procedures
- VIII. Proof of LEA SELPA Membership
- IX. Board of Directors Biographies
- X. Proof of Tax-Exempt Status
- XI. Aspire Articles of Incorporation, Bylaws, and Conflict of Interest Code
- XII. Uniform Complaint Procedures
- XIII. Discrimination and Harassment Policy
- XIV. Principal Biography
- XV. Aspire Instructional Rubric
- XVI. Sample School Site Safety Plan
- XVII. Evidence of Insurance
- XVIII. School Financials
- XIX. Leadership Team Biographies
- XX. Fiscal Control Policies
- XXI. Student Family Handbook

**Appendix I:**  
**OUSD Performance Report**

## Aspire Lionel Wilson College Preparatory Academy Charter Renewal Performance Report

### 1 What is distinctive about your school?

Aspire Lionel Wilson College Preparatory Academy (Wilson Prep) was founded on September 3, 2002 on land which formerly housed a nursery. The school's purpose is clear: to provide the community with a clear path to college, no matter where the family comes from and no matter what the obstacles. Located in the Sobrante Park neighborhood of east Oakland, Wilson Prep's population draws heavily on the local community, with over ninety percent of students living within a five-mile radius of the school.

#### **Aspire's Vision:**

Every student is prepared to earn a college degree.

#### **Aspire's Mission:**

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

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

Wilson Prep staff, students, families, and alumni work hard to foster strong relationships and evolve with the context and needs of the community and all the school stakeholders. In 2015, the school revised its school site vision to embrace the shifts to Common Core and the feedback from alumni and other stakeholders.

#### **Wilson Prep Vision:**

At Wilson Prep, we define our personal paths. We engage deeply in the world around us in a way that is personally meaningful, joyful, and real. We collaborate, communicate, problem solve, and critically think through rigorous learning experiences. We challenge ourselves to realize our full potential so that we can experience all that life has to offer and to become responsible members of our community. We all work tenaciously together to become transformational agents of change in our own lives, our families, and our diverse communities.

Beyond the school's strong commitment to utilize feedback for continual growth, other areas that make Wilson Prep distinctive include: longer school day, longer school year, college going culture, development of college and career pathways, Advisory Homeroom, Student Led Conferences, exhibitions and celebrations of learning, family engagement, instructional coaching and feedback, a robust Beyond the Bell after school program, expanding Wrap Around Services, and strong partnerships with educational and community partnerships like BUILD, I-Mentor, Destination College, Ignite, Global Glimpse, Running for a Better Oakland and the Sobrante Park Leadership Council. In June 2016, Wilson Prep launched a school-wide summer reading campaign that has evolved into a daily leveled academic literacy block that provides Tier 1,2,3 literacy instructional to all scholars.

### **College Going Culture**

College readiness permeates our school culture and traditions. College flags hang over all our doorways. Town Hall school meetings feature College Claros which are personal narratives of staff or alumni and their journey to and through college. Students visit local colleges and universities to expose them to campuses and develop their sense of selves as people who will attend college. We maintain strong partnerships with organizations like Destination College, I-Mentor, and BUILD to increase counseling, mentoring, and support for completing the college application and financial aid process successfully. One of our most renowned traditions is our annual all-school College Real Talks alumni workshop to help students and families ask questions about the reality of college and hear from former students who look like them and come from similar backgrounds. In 2016, College Real Talk workshops took over every room in our school and we hosted over 300 family and community members.

### **College and Career Pathways:**

Aspire requires that seniors graduate with at least 15 credits of college classes as part of their early college model. The school has leveraged recent Measure N funds to evolve the Aspire requirement into a coherent offering of four college pathways: Business, Social Change, STEAM, and Liberal Arts. Students explore a pathway based on their interests, aptitude surveys, and content class success. There are at least 8 college classes offered onsite through College of Alameda or Alliant University that also align to the pathways. By experiencing a pathway, students are more prepared for success in making well informed decisions about the major, career, and next steps after graduation. In our first full year of pathways, 100% of seniors and 68% of juniors explored at least one class aligned to the four pathways. By 2018, 100% of our graduating seniors will have successfully completed at least five classes aligned to one of the four pathways.

### **Instructional Coaching:**

In the past year, Wilson Prep dramatically increased its on-site instructional coaching and feedback to support teachers at all levels of their career. As at all Aspire schools, every teacher who is new to teaching works with an induction coach who observes and/or models instruction and provides feedback to them on a weekly basis, and provide support to meet induction projects including a focus on lesson planning, classroom management, and equitable access for scholars outside the sphere of success. At LWP, each teacher receives coaching and feedback from one or more of our four Assistant Principals and two onsite Coaches during regular observation and feedback cycles that include observations, debrief meetings, teacher-rubric-aligned action steps, and a personalized learning plan. Department meetings and grade level meetings are led by teacher leaders who also support planning and assessing formative and summative student work and data.

## 2 How effective is your school overall?

|                      |           |   |   |   |   |   |                |
|----------------------|-----------|---|---|---|---|---|----------------|
| Evaluation:<br><br>t | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|                      |           |   | X |   |   |   |                |

### ***How do you know?***

Historically, students arriving at Wilson Prep in 6<sup>th</sup> grade are often far below grade level in English and Mathematics as measured by incoming Lexile level, internal Aspire interims, the now defunct CST, and also the current SBAC assessments. While our middle school scores continue to reflect our struggle to accelerate growth at the level we aim to achieve, Aspire matched data analysis shows that students grow at a more significant rate at Wilson Prep than their peers at other Aspire schools and CMOs. Also, over time, we see that students in our high school meet or exceed proficiency at a level comparative to all California students.

Beyond test scores, we measure our overall effectiveness by the whole child outcomes. The school leverages its vision aligned school cultural initiatives, family engagement and dedicated staff to deliver on its promise of college for certain. 100% of our graduates are accepted into a four-year university. Most students (80-90%) persist in our high school program meaning those who entered 9<sup>th</sup> grade with us graduate four years later. Alumni and family continue to return to Wilson Prep and invest in its future by actively engaging in school events and even returning as key staff members.

### ***What are its notable strengths?***

Our high school English instruction is strong. Data driven instruction facilitated by veteran English teachers coupled with the fact that most students remain at Wilson Prep from 6<sup>th</sup> grade to graduation leads to high school English scores that are notably stronger than middle school.

During the 2015-2016 school year, Wilson Prep was honored by Innovate Public Schools as one of the top performing bay area public schools for low-income Latinos in English because 67% of our low income Latino high school students scored met or exceeded the state standard. In addition, The US News and World report ranked Wilson Prep as 39<sup>th</sup> within California and 1st in Oakland and honored the school with a gold medal because 86% of our students participate in AP testing with a 69% pass rate and 95% graduation rate (2012/2013 test results).

### ***What are the main priorities for improvement?***

We are focused on critical literacy for the next three years in order to improve student opportunities, test scores, and access to pathways of choice. This priority addresses the overall low Lexile level we see across grade levels, some negative student attitudes toward reading as well as the correlation between on grade level reading skills and SBAC achievement that meets or exceeds grade level standards. We have revised the master schedule and educational program to provide high quality tier one instruction in literacy strategies as well as targeted tier two supports for the bottom quartile of readers. The investment in literacy strategies includes professional development and coaching for all content area teachers who will not only implement the reading block but also apply literacy strategies in their content area classes.

Our next priority is to implement and support Common Core aligned curriculum that meets the rigor of the standards in each grade level. To this end, Aspire Bay Schools including LWP have adopted College Preparatory Mathematics, Study Sync for ELA, Living by Chemistry, BSC Biology, Amplify for Middle School Science. This priority to strengthen Tier 1 instruction through access to quality, standards-aligned materials is supported regionally and at the school site by



Assistant Principals, Coaches, and Lead Teachers. In addition, our Academic Literacy Block is supported with West Ed Reading Apprenticeship approach as well as Fountas & Pinnell Leveled Literacy Intervention. We have aligned this approach with our Special Education are prioritizing the accelerated growth of students in Special Education.

We will continue to develop our restorative approach to building community and supporting student needs. We will continue to refine our school systems around culture and wellness. With our families, we are continuing our work to increase the racial diversity and inclusion through our African American Family Leadership group.

Finally, we are prioritizing pathways as a means to amplify the school vision that all students engage in personally meaningful, joyful, and real learning opportunities that help them define their personal path and persist in college and career pursuits.

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

|                      |          |   |   |   |   |   |                |
|----------------------|----------|---|---|---|---|---|----------------|
| Evaluation:<br><br>t | Excellen | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|                      |          |   | X |   |   |   |                |

#### How do you know?

Families continue to choose LWP as their school of choice. We have a waitlist in many of our grade levels. In last year's EOY survey of family satisfaction with our school, on a three-point metric with three the highest score, our overall average for 16 questions was 2.68 out of 3 or 89%. In last year's EOY survey for students, our overall average was 3.13 out of 4 or 78%. Below are a sample of questions and scores

#### FAMILIES

#### STUDENTS

|   |  |
|---|--|
| <p>QUESTION</p> <p>&gt; The school has a clear code of conduct/ set of rules.</p> <p><b>2.68</b> ▲ <b>0.22</b><br/>/3 from Spring 2015</p>  | <p>QUESTION</p> <p>&gt; My teacher listens to what I have to say when it is the appropriate time to share my ideas.</p> <p><b>3.19</b> ▲ <b>0.05</b><br/>/4 from Spring 2015</p> |
| <p>QUESTION</p> <p>&gt; I feel well informed about what is going on in my child's classroom and at the school.</p> <p><b>2.58</b> ▲ <b>0.20</b><br/>/3 from Spring 2015</p>   | <p>QUESTION</p> <p>&gt; My teacher provides comments and feedback on my work that I can use to improve.</p> <p><b>3.13</b> ▲ <b>0.04</b><br/>/4 from Spring 2015</p>             |
| <p>QUESTION</p> <p>&gt; Teachers at the school return phone calls or emails within 24 hours (not including weekends).</p> <p><b>2.56</b> ▲ <b>0.15</b><br/>/3 from Spring 2015</p>  | <p>QUESTION</p> <p>&gt; I am learning new things in this class.</p> <p><b>3.20</b> ▲ <b>0.04</b><br/>/4 from Spring 2015</p>   |
| <p>QUESTION</p> <p>&gt; My child enjoys going to school.</p> <p><b>2.60</b> ▲ <b>0.12</b><br/>/3 from Spring 2015</p>   | <p>QUESTION</p> <p>&gt; I know what I am supposed to learn in this class.</p> <p><b>3.20</b> ▲ <b>0.04</b><br/>/4 from Spring 2015</p>   |
| <p>QUESTION</p> <p>&gt; My child is getting a good education at this school.</p> <p><b>2.74</b> ▲ <b>0.10</b><br/>/3 from Spring 2015</p>   | <p>QUESTION</p> <p>&gt; My teacher gives us clear directions for our class activities.</p> <p><b>3.21</b> ▲ <b>0.04</b><br/>/4 from Spring 2015</p>                              |
| <p>QUESTION</p> <p>&gt; The adults at this school truly care about my child.</p> <p><b>2.67</b> ▲ <b>0.10</b><br/>/3 from Spring 2015</p>   | <p>QUESTION</p> <p>&gt; My teacher makes sure we understand the objective/goal for each lesson.</p> <p><b>3.17</b> ▲ <b>0.04</b><br/>/4 from Spring 2015</p>                     |
| <p>QUESTION</p> <p>&gt; When necessary adults at the school connect my student and/or our family with community resources to support my student's learning (suggested websites, after-school programs, tutoring, summer programs).</p> <p><b>2.63</b> ▲ <b>0.08</b><br/>/3 from Spring 2015</p> | <p>QUESTION</p> <p>&gt; In this class, I have the opportunity to correct my mistakes.</p> <p><b>3.20</b> ▲ <b>0.04</b><br/>/4 from Spring 2015</p>                               |

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

Students and families often talk about the supportive culture at the school. We call ourselves Family at Wilson Prep and with that comes the traditions, structures and vibe of a school full of students who feel cared for and adults who work together to support students. Students and parents also appreciate the expectation that all students will go to college. This overarching belief in the worth and ability of students to overcome generational barriers to high education keeps families, students, and staff united.

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

Two years ago, the school experienced turnover of veteran staff members due to the transition to Common Core and differences in how to approach that transition. Students and parents were concerned that some well-loved teachers were leaving and that previous teaching and discipline strategies were changing with the shifts to the Common Core and movement away from punitive responses to behavior.

The school's leadership held listening sessions to hear concerns and engage families in community problem solving, provided trainings on the shifts to the Common Core, and organized student celebrations of work to help families understand the shifts. Parents requested a return to some of the clear structures they were used to including uniform and discipline policies. Students asked for more choice and student voice which led to significant adjustments to the way we leverage time during the school day and develop partnerships with community organizations like College of Alameda, BUILD, Youth Speaks, and Bay Area Urban Debate. With an expanded leadership team, the school has been able to accelerate caring relationships with students and families and adjust academic and cultural expectations to set the LWP community on a path to a promising future.

#### 4 How well do students achieve?

Evaluation:

Excellent

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|   |   | X |   |   |

Unsatisfactory

#### How do you know?

While students often enter academically below and far below grade level, with several years in our supportive environment, students progressively improve academically. While the school outperforms surrounding schools in high school in most metrics, we aim to meet or exceed the state's academic performance average for all students. We are not there yet and have work to do.

|                      | 1 <sup>st</sup> year of renewal<br>2012 | 2 <sup>nd</sup> year of renewal<br>2013 | 3 <sup>rd</sup> year of renewal<br>2014 | 4 <sup>th</sup> year of renewal<br>2015 | 5 <sup>th</sup> year of renewal<br>2016 |
|----------------------|---|---|---|---|---|
| API                  | 828                                     | 807                                     |   |   |   |
| Statewide Rank       | 8                                       | 8                                       |   |   |   |
| Similar Schools      | 10                                      | 10                                      |   |   |   |
| Met growth targets?  | Schoolwide – yes<br>All groups - no     | Schoolwide – yes<br>All groups - no     |   |   |   |
| ELA                  | CST                                     |   | Not tested                              | SBAC                                    |   |
| %Proficient/Advanced | 54%                                     | 54%                                     |   | 39% Met/Exceeded                        | 36% Met/Exceeded                        |
| %Basic/Prof/Adv      | 88%                                     | 88%                                     |   | 68% Nearly/Met/Exc                      | 70% Nearly/Met/Exc                      |
| %Below/Far Below B   | 12%                                     | 12%                                     |   | 32% Not Met                             | 30% Not Met                             |
| Math                 | CST                                     |   |   | SBAC                                    |   |
| %Proficient/Advanced | 45%                                     | 41%                                     | 40%                                     | 30% Met/Exceeded                        | 24% Met/Exceeded                        |
| %Basic/Prof/Adv      | 72%                                     | 71%                                     | 73%                                     | 63% Nearly/Met/Exc                      | 55% Nearly/Met/Exc                      |
| %Below/Far Below B   | 28%                                     | 29%                                     | 26%                                     | 37% Not Met                             | 46% Not Met                             |
| Science              | CST                                     |   |   |   |   |
| %Proficient/Advanced | 87%                                     | 82%                                     | 85%                                     |   |   |
| %Basic/Prof/Adv      | 98%                                     | 93%                                     | 97%                                     |   |   |
| %Below/Far Below B   | 2%                                      | 7%                                      | 3%                                      |   |   |
| History              | CST                                     |   |   |   |   |
| %Proficient/Advanced | 60%                                     | 53%                                     | 55%                                     |   |   |
| %Basic/Prof/Adv      | 87%                                     | 85%                                     | 87%                                     |   |   |
| %Below/Far Below B   | 13%                                     | 15%                                     | 13%                                     |   |   |

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

In terms of CST and subject matter, students did best in Science (up to 87% Proficient and Advanced) and History (up to 87% Proficient and Advanced) because of the concrete content, supportive teaching practices, and number of veteran staff.

In terms of what grade level students do best, our 11<sup>th</sup> graders outperform other grade levels because by junior year most students have been with the school for six years and benefitted from consistent pedagogy, strong adult to student and family relationships, and facilitation by veteran staff members. We place our best teachers in 11<sup>th</sup> grade.

We also see the benefit of consistent pedagogy and veteran teacher impact in our Spanish AP test scores. We leverage student assets and emphasize rigor by offering AP Spanish in high school. In 2016, 29/30 students who took the AP test passed it.

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

As a school, we did not meet our SBAC targets for this school year. Through our analysis, we have determined that our priority focus lies within the middle school grades.

Our students in middle school grades (6 – 8) in Math and English need improvement based on inconsistent and low scores on both internal and external assessments. We prioritized hiring, training, and supporting middle school students and developed a school-wide Academic Literacy initiative in order to address the significant reading and numeracy skill deficits of incoming 6<sup>th</sup> graders. This plan includes a revised school day schedule to prioritize reading intervention for 25% of our lowest performing readers using Leveled Literacy Intervention (LLI), aligned professional development building on region wide Reading Apprenticeship summer training, and school-wide systems emphasizing literacy.

Middle school teachers benefit from additional coaching and professional development. Two dedicated middle school Assistant Principals have revised after school offerings to support middle school students with additional instructional time and support for literacy and content.

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

There is disparity in outcomes for students in SPED in our discipline and academic data. To address to the gap in discipline, we continue to refine our behavioral systems to include more targeted, supportive systems and tailored interventions. The school year was reorganized to include 8 days of “Strong Start” in which relationships, community and routines were taught and celebrated. Our Strong Start included a focus on the social and personal dimensions of our classrooms with the belief that this will have a positive impact on students who are further outside the sphere of success.

Academically, students in SPED are also experiencing depressed levels of achievement. Aspire Bay Area has increased the size of the LWP SPED team by almost 50% for the 2016-2017 school year to augment the service and support to our students in Special Education. Through the significant increase in staffing, we are providing the conditions for Ed Specialists to more closely align their instruction with the newly adopted materials, to increase collaboration with General Education teachers and to provide more progress monitoring and adjusting of strategies.

Through our Regional Team, the Education Specialist team is receiving intensive professional development to increase their capacity, alignment and impact. Our BA SPED Team is focused on the implementation of Leveled Literacy Intervention as a major strategy for increasing the reading levels of our students in SPED. The SPED team has also fully participated in all Aspire BA and LWP Institutes and Retreats this summer to support their full integration into the team. Expertly designed by our former Lead Education Specialist, the new Academic Literacy Block holds special promise for SPED students with its consistent differentiated support, extensive training and systems for close progress monitoring of reading goals.

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

Evaluation:

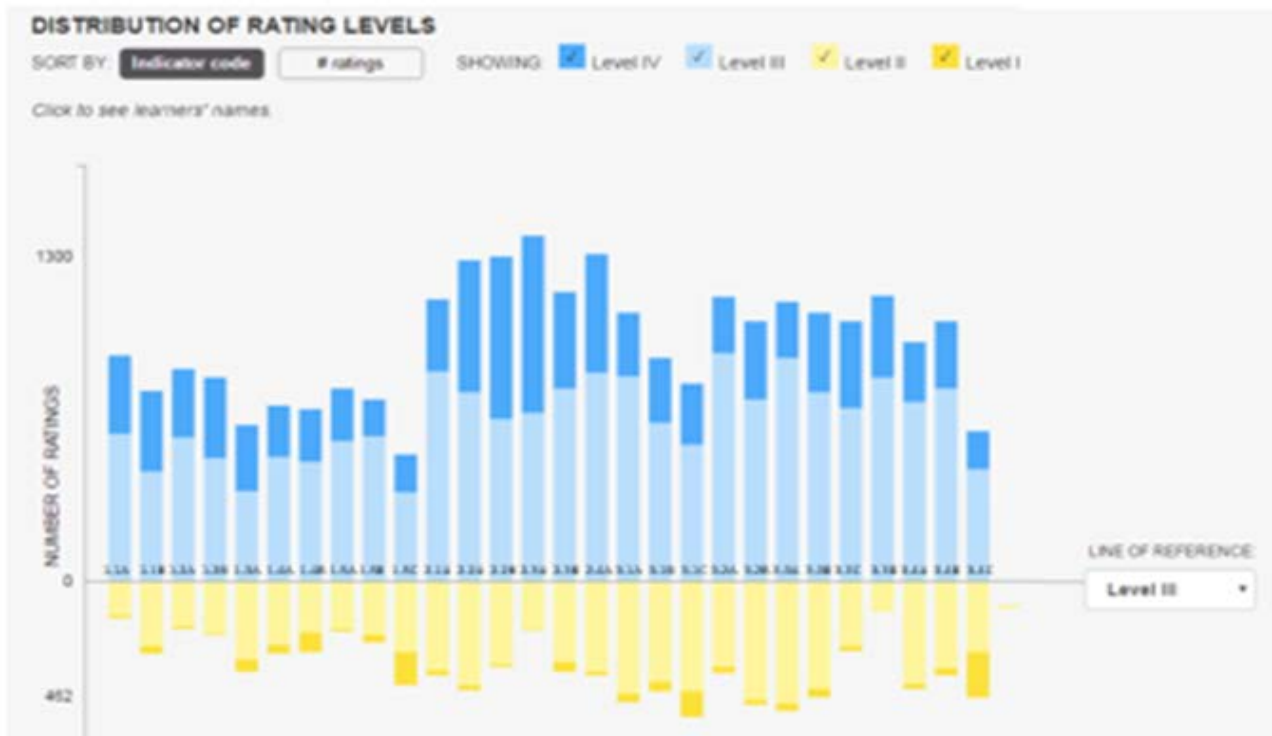
|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

|   |          |  |  |   |  |  |                |
|---|----------|--|--|---|--|--|----------------|
| t | Excellen |  |  | X |  |  | Unsatisfactory |
|---|----------|--|--|---|--|--|----------------|

**How do you know?**

The quality of instruction was aligned to the CST in the first few years following charter renewal. When LWP shifted to the SBAC and Common Core standards, we trained teachers on the rigor of the standards in beginning of the year institutes and ongoing weekly PD. Nevertheless, during instructional rounds and observations, we found that the overall effectiveness rating dipped when taking into account the higher standards. Below you will see the distribution of ratings on our instructional rubric in the domains for lesson delivery. Above the line indicates teachers meeting/exceeding expectation for their performance across a range of indicators. Below the line indicates teaches who are emerging or entering across a range of indicators.

**Strengths & Opportunities Report for Lionel Wilson Prep School Year 2015-2016**



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

For the past five years, Aspire has participated in the development and implementation of The College Ready Promise, a system of professional growth and support for Aspire teachers. TCRP is grounded in a rubric that describes effective teaching at 4 levels of effectiveness. TCRP has driven professional development, anchored common leader and teacher expectations of practice and ensured regular feedback on instruction for teachers.

The strongest features of teaching and learning have been in 2.3 – establishing a culture of respect and rapport which supports students emotional safety and 3.3 – implementation of instructional strategies. These indicators of effective instruction are areas veteran teachers can leverage from the CST days and apply to Common Core content. We have invested PD in years past to engagement strategies and group structures. These areas of teaching and learning are also evident as strengths.

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

With the shift to the Common Core State Standards, Aspire has evolved its systems to include Instructional Rounds that focus on the quality of task and Depths of Knowledge. The Bay Area Superintendent coordinates Instructional Rounds with principals from across the region and across Aspire. During the instructional rounds, secondary instructional leaders look 1) at the rigor of the task and what students are actually doing 2) the content and pedagogical skills of the teacher. The Rounds process has provided important feedback that our tasks, materials and instructional design were not fully aligned to the rigor of CCSS.

Daily and weekly classroom observations also showed a prominent focus on direct instruction with the teacher holding more of the cognitive load. In response, there has been a significant reimagining of teaching and learning at Aspire Bay Area that focuses on the adoption of high quality materials, and increased professional development and coaching to use these materials and pedagogy aligned to the CCSS. The Aspire BA assessment framework has also been revised to include a greater focus on performance tasks, formative assessment and authentic summative assessments.

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

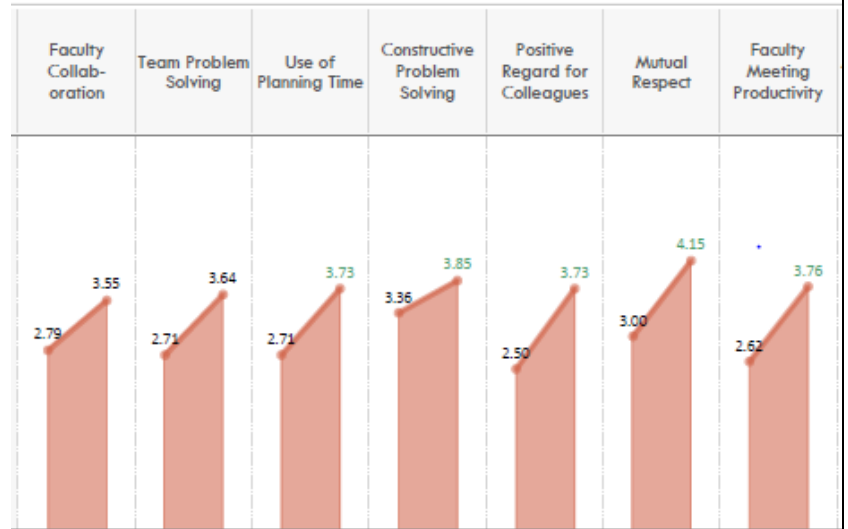
Evaluation:

|           |   |   |   |   |   |
|-----------|---|---|---|---|---|
|           | 5 | 4 | 3 | 2 | 1 |
| Excellent |   |   | X |   |   |

Unsatisfactory

**How do you know?**

At LWP and Aspire, we collaborate to develop annual strategic plans and align professional development to our goals and community agreements. We invest in team development. We also foster a culture of 360-degree feedback that takes several forms including Aspire semi-annual formal surveys, site-based weekly surveys, and 1:1 feedback protocols. On our year end Aspire survey, several comments noted “Teacher’s instructional abilities are vastly improved after all of the instructional PD this year.” In addition, our weekly staff survey regularly received 80%+ responses to the prompt “I received the support and PD to do my job well.” The effectiveness of these efforts are evident in the year end survey growth demonstrated in scores representing growth from 2015 to 2016 on several key indicators.



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

The distributed leadership framework, focus on development of specific teacher skills, ongoing feedback opportunities and responsiveness to feedback are the strongest features of our professional development. In addition, we invested in professional development for support staff this year provided by Seneca. Survey responses from support staff grew significantly from this investment. Staff understand that their voice and growth matter.

**How are professional development activities selected and evaluated?**

In years past, much of Aspire’s professional development was developed internally with mixed quality. Last year (2015), Aspire reorganized into regional configurations. The Bay Area region has developed a strategic plan focused on accelerating the quality of teaching and academic outcomes through a clear professional development plan that aligns growth opportunities for administrators and teachers. There is a comprehensive instructional calendar with clearly delineated and complimentary communities of practice for principals, instructional assistant principals and coaches, and cultural APs and deans. Sessions are sequenced to preview or review curriculum and assessment milestones. School leader learning dives deeply into content and pedagogy to increase the expertise and aligned sense of rigor. In the 2016-2017 school year, New Leaders will provide full days of professional development to Aspire school leaders focused on CC literacy and mathematics. On site, LWP teachers have several structures to support their professional development including all staff professional development on Fridays, weekly department and grade level meetings, induction coaching and 1:1 observation and coaching.

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

Staff request more professional development on classroom management, relationships, and cultural responsiveness. The Aspire Bay Area Institute was redesigned to include a strong focus on classroom culture grounded in restorative practices and classroom management practices. We have restructured our calendar to increase professional learning



to 16 days for new teachers and 12 days for returning teachers. The first 8 days of the school year were restructured to explicitly build relationships, teach academic and culture routines and to establish strong classroom communities.

**7 How effective is the assessment of student learning?**

|             |   |   |   |   |   |                |
|-------------|---|---|---|---|---|----------------|
| Evaluation: | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|             |   | X |   |   |   |                |

Excellent

**How do you know?**

LWP, with the support of Aspire’s Bay Area Regional Team, has an assessment and monitoring system to determine students’ progress along with the expected school-wide learning results. We embrace the Smarter Balanced Assessment system with its three major components to help educators keep track of progress: end of year summative assessments designed for accountability purposes; a suite of tools and resources that support class-room based formative assessment practices; and interim assessments designed to support teaching and learning. In addition, Aspire provides an easy to use central data portal which stores and aggregates scores on our benchmark assessments that have been aligned to the Common Core State Standards. Each student takes a benchmark assessment and is administered the Star Renaissance Reading Inventory quarterly. In addition, we keep track of progress on Aspire’s Writing Snapshots using this tool. All of the data is openly shared with families and the community during Saturday Schools and Student Led Conferences. We are equipped with data analysis tools which allow us to disaggregate student achievement by strand and with an equity lens (by subgroup), which allows us to stay abreast of student data trends and revisit instruction accordingly.

**What are the strongest features of assessment?**

LWP continues to refine a variety of assessments to measure student achievement and drive the development of the academic program. Each day teachers integrate quick, informal assessments into the lesson plan sequence that allow teachers to gauge student learning of new and spiraled material. Our expectation is that teachers use frequent forms of checking for understanding to adjust instruction, groupings, and review practices. LWP is using a reading lexile screener assessment as well as a diagnostic reading assessment so that the needs of struggling readers can be addressed.

Before full implementation of the Common Core standards, all teachers used Do Nows and Exit Tickets consistently to formatively assess student mastery. In the 2015/2016 school year, professional development focused on increasing rigor through planning aligned to the Common Core. This year long PD focus resulted in more diverse, comprehensive and college ready assessments including longer essays, projects, and presentations.

Aspire’s historic and continued focus on data-driven instruction provides regional and Aspire-wide support to LWP and ensures responsiveness to trends in school site student achievement.

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

SBAC and many of the assessments integrated into the curriculum and/or curated by Aspire Bay Area region are new to students, teachers and administrators. Given the rigor, format, and content shifts, we need to continue to grow in our understanding of how the new standards are assessed and ensure that daily instruction supports the rigor of assessment while also supporting students with skill gaps. We will refine Aspire’s use of the Cycle of Inquiry model (COI) as a means to analyze teaching practice with the goal of implementing highly effective teaching practices school wide. Last year, our COI were supervised by administrators. This year lead teachers in collaboration with school leaders, will facilitate peer departmental groups in analyzing data weekly in data talks and create growth goals to guide

action plans. Our curriculum and lesson internalization protocols also include the steps of ensuring that teachers take and analyze the unit/model assessment and develop a clear exit ticket for lessons. School leaders are also being trained to refine their instructional leadership and provide actionable feedback to teachers of all content areas. New protocols for analysis, with a focus on student work, have also been developed to better understand themes in students learning that can be used to adjust instructional practice.

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

|             |           |   |   |   |   |   |                |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|             |           |   | X |   |   |   |                |

**How do you know?**

LWP does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. The school utilizes enrollment priorities as defined in our charter.

**Enrollment Priorities** are as follows:

1. All students currently enrolled at an Aspire School/ Intra-Aspire Transfer
2. Children of Aspire, Full-time Employees
3. Siblings of students already admitted to the School
4. Children of founding families of the School
5. Children residing within the District
6. All other students in the state of California

Because of the enrollment priorities, the school’s enrollment is historically tied to the diversity of the Aspire elementary schools. The school strives towards more racial and ethnic balance at the school reflective of the district and has spearheaded recruiting efforts and the use of strategic bubble classes at 6<sup>th</sup> and 9<sup>th</sup> grade to ensure we enroll a diverse student population. Some of the diversity recruiting efforts have included

- An open enrollment process compliant with all state and federal requirements that is public and widely publicized
- Leveraging our families and former families to help recruit,
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of Oakland with a focus on African American families
- Recruitment of teachers and staff of color to provide culturally competent resources to students and families of staff with culturally, racially, and linguistically relevant life experiences.

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

All LWP students are students of color, members of ethnic minorities, and over 90% qualify for free or reduced lunches.

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

The commitment to matching diversity of OUSD is an area of continued growth for LWP. By adding an additional class of 9th grade this year, we have increased representation of early English Language Learners, African American students and homeless students. Through our outreach efforts and the new seats available, we have tripled the number of African American students at LWP for the 16-17 school year.

In 2015 the school piloted a number of family and community subcommittees to increase family engagement. Our

African American Family Unity Support group and our Spanish language outreach group have supported student recruitment and staff hiring. The school’s work with diverse student organizations like BUILD, BAUDL, and IGNITE as well as our early college partnership with College of Alameda and our community partnership with the Sobrante Park Leadership Council increase our outreach with more diverse communities.

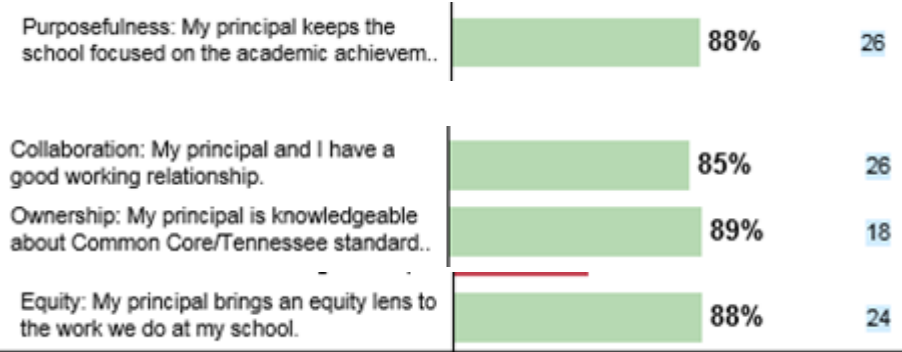
In 2015, the region piloted a series of enrollment workshops and school tours to increase visibility of our offerings. Within Aspire, this allowed us to target elementary schools with higher populations of underrepresented communities for enrollment.

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

|  |          |   |   |   |   |   |                |
|--|----------|---|---|---|---|---|----------------|
| Evaluation:<br><br>t<br><br>How do you know? | Excellen | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|  |          |   |   | X |   |   |                |

How do you know?

The Principal, Michelle Cortez, has now been leading the school for five years. She led the school through significant changes including transitions to the Common Core, a move away from punitive discipline and suspensions toward restorative practices, and significant shifts in school structures and programs responsive to students and families. Aspire and the school leadership team use formative and summative surveys to monitor effectiveness. The most recent end of the year principal survey feedback responses include indicators of effectiveness as detailed below:

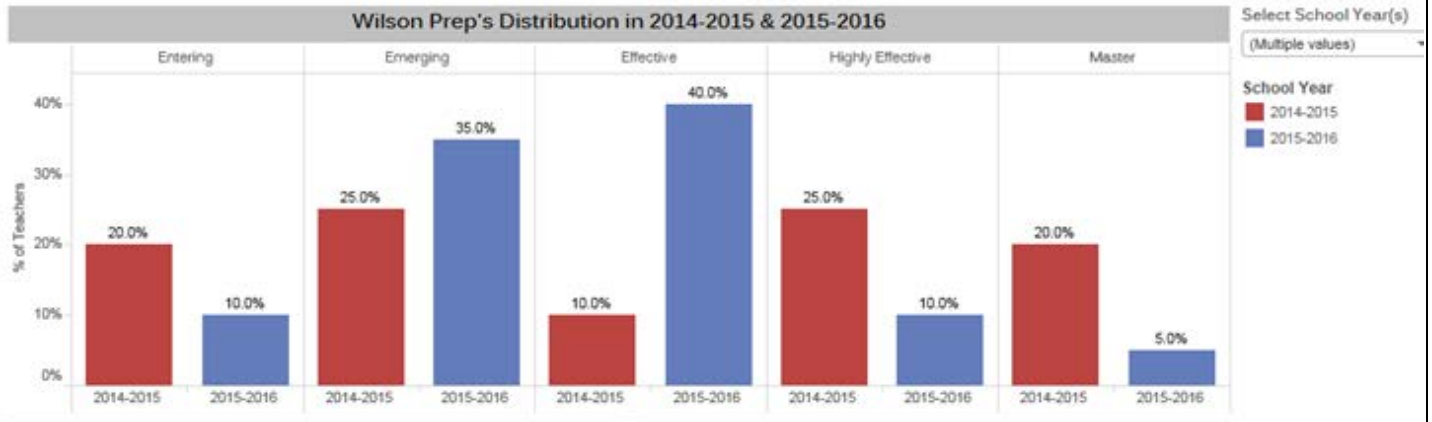


In addition to leader feedback surveys, the school contracted with Seneca in 2015 and 2016 to measure growth in key school climate indicators during significant times of change. The prompts above demonstrate growth in the perception of staff toward effective leadership and management of the school

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

All Aspire schools including LWP observe teachers regularly informally and formally. We use a rubric to monitor and evaluate teacher implementation of the school’s curriculum with domains dedicated to Planning, Classroom Culture,

Instruction and Assessment, and Reflection. The school uses several indicators to determine a teacher's overall effectiveness including student achievement test scores, observations, and peer, student, and family survey data combined to define a teacher's effectiveness level. Below is a chart indicating the distribution of teacher effectiveness level. Notice the distribution change as leaders monitored and accounted for shifts in the curricular needs of the Common Core.



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

All staff set goals with their supervisor using a Professional Learning Plan (PLP). If school administrators and teachers are not effectively implementing the curriculum, the Superintendent or Principal may conduct consultancies or place the administrator or teacher on corrective review and create an action plan for immediate improvement with supports.

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

The skill and will of the administrative and teaching staff to engage in coaching conversations with a growth mindset allow us to use data throughout the school year to monitor and adjust instruction to serve students.

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

|             |           |   |   |   |   |   |                |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|             |           |   | X |   |   |   |                |

|   |                   |
|---|-------------------|
| QUESTION<br>> Communication to home from school is easy to understand.  | <b>2.75</b><br>/3 |
| QUESTION<br>> My child is getting a good education at this school.  | <b>2.74</b><br>/3 |
| QUESTION<br>> I feel comfortable discussing my child's needs with their teacher(s) and/or other school staff.           | <b>2.74</b><br>/3 |
| QUESTION<br>> I am well informed about the progress my child is making in their class(es).                              | <b>2.74</b><br>/3 |
| QUESTION<br>> Teachers at the school help me understand what my child needs to learn to be successful at his/her grade. | <b>2.71</b><br>/3 |
| QUESTION<br>> Adults at the school have high expectations for my child.   | <b>2.70</b><br>/3 |
| QUESTION<br>> Teachers at the school are available to parents and willing to listen.                                    | <b>2.70</b><br>/3 |

**How do you know?**

LWP does a lot to collaborate with parents to encourage active participation in their student's education including the following:

- Two Saturday Schools a year for families to meet with teachers and attend workshops on active participation and college readiness.
- Parent leadership groups including our Parent Advisory Committee (PAC), African American Family Support Group, Alameda Families United Group, ELAC, and Mothers United group
- Monthly family meetings
- Student-led conferences twice a year to monitor student progress
- School-wide distribution of progress reports every three weeks to keep parents abreast of progress
- Monthly newsletters
- Weekly all calls or emails for all families
- Targeted engagement with families of students struggling academically or behaviorally

The survey data to the left shows family satisfaction with their engagement with the teachers and school.

**Which are the strongest features, and why?**

Our parent engagement and leadership is one of our strongest features. They believe strongly in the school's mission and vision and passionately support the school. Families are engaged through workshops focused on literacy, CCSS and college readiness. Many of the family subcommittees do strong work in advocating for community involvement resulting in tangible improvements in community support by participating in the Sobrante Park Leadership Council and Resident Action Committee.

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

Our Parent Advisory Committee, or PAC, is still moderately sized. This year we have moved away from assigning parent outreach duties to one Parent Coordinator to distributing family engagement duties among Assistant Principals and Lead Teachers. This shift has already resulted in more communication between teachers and families and family engagement in school pride events like our Student Retreat, Senior Breakfast and 8<sup>th</sup> grade family promotion committee.

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

Evaluation:

Excellent

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|   |   | X |   |   |

Unsatisfactory

**How do you know?**

The collection, analysis and integration of assessment data are common practice at LWP and at all of Aspire's schools. Our teachers and leaders receive professional development to enhance their ability to understand and analyze data during Summer Institutes, PD on Fridays, and on Regional Collaboration Days. Additionally, in the past couple of years, our Director of Data and Assessment, John Ericson, has trained a Data Driver at each site. The purpose of this initiative has been to have someone on site, who understands the data after interims and benchmarks, and to give autonomy to this person to train the rest of the staff on how to best use their data to improve instruction at the school. This year, our Regional Team supported the development of new data dashboards and tools to set accelerated goals and monitoring progress.

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

- Inform teachers of diagnostic information about student learning levels
- Inform teachers of where students are performing on standards at given times of the year
- Inform students of where they are performing on specific standards at given times of the year
- Improve instruction and to make time for much needed re-teaching
- Inform where Assistant Principals and onsite Coaches are most needed once the first quarter of school has been completed.

**Improve Instruction**

Internal Assessment data is critical in supporting individual teacher instructional growth. This happens through the strategic use of data analysis and team time. Time is set aside for teachers to use Internalization Protocols to deeply understand the content in a unit including taking the assessment themselves to identify the way in which rigor shows up in the assessment. At the conclusion of a unit, after the Internal Assessments have been administered and scored, so that teachers and their supports can work to analyze the data. Teacher teams, Instructional Coaches, Leads, Dean and Principal analyze the data to achieve two specific goals:

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

This process happens in ongoing cycles throughout the school year.

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



At our Professional Development days before school started, the staff looked at a variety of data including SBAC projected levels, Star Ren reading growth data, the Aspire Writing Snapshot and other measures from the previous year as a school and as individual teachers. Our Regional Curriculum, Instruction and Assessment team provides analysis tools and differentiated training and support as well. We use that to drive instruction and to address strand level weakness. We are looking at Student Growth Percentiles for teachers who have data from two years ago to help inform teachers about their strengths and weaknesses.

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

In years past, Aspire has leveraged site-based Data Drivers to meet with our Director of Data and Assessment quarterly to go over new and improved ways for teachers to examine our internal results. They were taught how to talk about teacher specific student data with the staff and they are trained with a “train the trainer” model on how to use and disseminate our analysis tools so that the whole school can use them to drive their work with the data. We also depended on teacher leaders in the school to run cycles of inquiry with their grade level counterparts using common assessments or other student work. With the shift to a regional model and more defined curriculum, in 2016 Aspire Bay Area has established leader communities of practice to refine leaders ability to understand and use new assessment data.

Additionally, the superintendent with support from the Director of Curriculum, Instruction and Assessment , work with the principal after the results of each major assessment have been analyzed. As an organization, we are beginning to look at student growth percentiles through our work with TCRP. This proves powerful because we can now measure growth of students in many areas based upon a great number of students at the same levels in the state.

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

Student Led Conferences are held twice per year and provides the family a formal time to come in and meet to discuss their students’ progress with teachers and, most importantly, with the student. Student Led Conferences are a time when the student gives evidence of progress, sets goals, and stays accountable to his/her family regarding areas of improvement. In addition, we comply with all regulations on communication to families about achievement loss. During the 2016-2017 school year, each student and family has already been engaged to understand the scholar’s beginning of year reading level and their accelerated growth goal.

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

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

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

|             |           |   |   |   |   |   |                |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|             |           |   | X |   |   |   |                |

**How do you know?**

Aspire utilizes a full inclusion model of SPED to ensure that all students are provided excellent, differentiated in-class supports in the least restrictive environment. Our SPED team has grown to three Ed Specialists and three Independence Facilitators who support our caseload of students by pushing into classes to co-teach and provide service minutes.

Students are also supported by a SLP, OT, DHH, School Counselor, School Psychologist, and two counseling intern to assure that all physical and mental health support needs are met.

Our school has done an intensive analysis of ELL progress and discovered disproportionate Representation of ELLS in lower performance bands on the SBAC, benchmarks, and other School wide assessments.

**Which are the strongest features, and why?**

Our Home Office support for Special Education is strong and helps the school with monitoring. Although at LWP, the Principal has a great deal of Special Education knowledge, the coach model and the monitoring of services overall from our Home Office allows for the school leader to concentrate on instruction and delivery.

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

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

**13 How effective is your education program at diagnosing and addressing the needs of the following students:  
English**

**Language Learners, students with disabilities, gifted students, and students in need of remediation.**

|             |           |   |   |   |   |   |                |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|             |           |   | X |   |   |   |                |

**How do you know?**

We use universal screeners to diagnose and assess English Language Learners using the CELDT. Once scores come in, we use CELDT data to identify and monitor students who need more support in English Language acquisition. To address the needs of these learners, teachers integrate universal access strategies like guided notes, word walls, sentence frames, and models into their classroom. Teachers and Instructional Assistant Principals also work to coach teachers on using preview and review strategies to support EL students and others in need of remediation.

Two years ago (2105), we switched from SRI to Star Ren in measuring reading comprehension and lexile level. This assessment helps us diagnose those who need additional literacy supports ) Spring of 2016, we redesigned the school day schedule to prioritize literacy instruction and ensure that the bottom quartile of readers at our school are further tested using Fountas and Pinelle then receive targeted literacy small group instruction using LLI (Leveled Literacy Intervention)

Students in need of remediation in content classes receive extra support through teacher office hours, small group instruction, and use of targeted universal access engagement strategies integrated into the classroom.

Our Early College classes are available to all students and are especially well suited for gifted students who are able to take college classes off-site once they successfully complete an onsite option.

**Which are the strongest features, and why?**

The strongest features of the way we diagnose and address the diverse needs of our students is in our evolving response to individual and group data and requests. Especially in our high school, we engage learners to explore their passion and pathway then match relevant class content, extracurricular opportunities, and developing partnerships to learners to help them find the purpose and support necessary to build internal motivation and resilience.

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

Our supports of English Language Learners are often integrated into our regular course content and school systems using SDAI strategies. Historically most English Learners come to us scoring at the Intermediate to Early Advanced level on the CELDT. Occasionally, we receive students at Early Intermediate and Beginning levels. We support these students with buddy learners, extra office hours, and in class supports but would like to offer more robust supports in the future. This year, we will run a targeted English Learners small group literacy block during our Wilson Reads session. We will also assign veteran staff to teach shadow support classes for high school English classes to provide extra time and support. These veteran staff will be trained in language acquisition strategies to refine their skills in teaching early ELs.

**14 How effective is the governing board of the school?**

|             |           |   |   |   |   |   |                |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|             |           |   | X |   |   |   |                |

**How do you know?**

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

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

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

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

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

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

**Fundraising Capacity** – All board members are required to give a personally meaningful gift, and support the fundraising program of the organization.

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

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

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

The Board is responsible for:

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

Aspire’s Board of Directors is highly qualified, engaged and plays a significant role in the organization’s strategic decision making. In 2011-12, the Board engaged significantly in the organization’s strategic planning process as they

provided strategic guidance and insight into the decision-making process to expand out of state. The Board helped to identify key risks and gauge the organizations' ability to effectively mitigate and manage those risks. They subsequently approved expansion to Tennessee.

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

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

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

The governing board is very effective in its work with Aspire's Senior Leadership Team.

The Aspire governing board has a number of key policy statements that impact decisions at the school level, including the "Must Achieves," the "Rigor Arch," and the graduation requirements. All are aligned to the Aspire-wide mission of "College for Certain." The implementation of these policies is then delegated to the Area Superintendents, content-area coaches, school-level administrators, and teachers. The Board does not have regular contact with the principals of Aspire's schools due to the scope of the organization, however, Board members visit school sites in order to maintain familiarity with the program and connected to the on the ground work.

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

|             |           |   |   |   |   |   |                |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|             |           |   |   | X |   |   |                |

**How do you know?**

Aspire and LWP devote significant resources of time and energy to develop our equity lens to better identify, discuss, and address equity issues impacting our students, parents, teachers, and community members. These efforts foster a growth mindset about who and how we govern the school.

Families provide input via monthly Parent Advisory Council (PAC), at monthly general Family Meetings and, starting in 2015, strategic parent committees so that parent voice is heard and incorporated into our planning and actions. At the monthly PAC meetings, we request and receive feedback from families about how they feel the school is going that is then incorporated into improvement planning and action plans. Subcommittees like the Family College Awareness Council, ELAC, the African American Family Support Group, and the Saturday Mothers group also provide opportunities to organize and directly advocate for issues that are important to subgroups of our families.

Aspire and LWP embrace and utilize teacher leaders to shape and implement several elements of the school program. We distribute leadership to increase our shared responsibility for outcomes and engage teachers in the goals and action plan

LWP is an active member of the Sobrante Park Leadership Council as well as an active partner of diverse groups such as BUILD, IGNITE, College of Alameda, ect.. Through our partnership does not provide direct governance, partners are pleased with the proactive stance and our responsiveness

**Which are the strongest features, and why?** Family involvement and participation in their student’s education is very strong. The parents at our school, in coordination with the teachers and administration, help to organize and run community events throughout the year. These events, such as our Saturday School, Student Retreat, College Real Talks, field trips, graduation and promotion, help to honor and celebrate the diversity of our school community and include parents as partners in their students’ education.

One other strong and remarkable feature is alumni governance. Several alumni have returned as employees. More still return annually to give back and offer sage wisdom to students, families and teachers. Though none officially sit on governing boards, the advice and efforts of our alumni helps us continually improve our program offerings, curriculum, instruction, and assessment

**What most needs improvement, and what action is being taken?** The area that needs the most improvement is connecting our families, school, and community in partnership. In order to work on this, we are utilizing Aspire’s Bay Area Family Coordinator who is curating and coordinating family advocacy groups in a train the trainer model. We are also opening our doors to community partners and integrating mixed stakeholder events in order to work on solutions to school AND community challenges.

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

|             |           |   |   |   |   |   |
|-------------|-----------|---|---|---|---|---|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 |
|             |           |   |   |   |   |   |

|   |  |  |  |  |
|---|--|--|--|--|
| X |  |  |  |  |
|---|--|--|--|--|

Unsatisfactory

**How do you know?**

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

Budget Process and Fiscal Management

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

The CFO and Controller have implemented various fiscal control policies and procedures that provide guidance on processes that have financial impact. These policies and procedures are reviewed and updated on a yearly and/or as needed basis. The fiscal control policies and procedures are communicated to the school through various trainings and the organization intranet.

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

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

**Which are the strongest features, and why?**

The strongest features of the school’s fiscal management are the fiscal controls and policies, compliance reviews, and dedicated financial analyst monitoring the school’s finances on a daily basis. These three items allow the schools to be monitored by Management at any time. In addition, the Senior Leadership at Aspire Public Schools takes a very conservative approach to funding rate assumptions, and plans ahead to mitigate the impact of the state cash flow deferrals.

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

Communication of updated policies and procedures needs the most improvement. We are working to build a clear understanding of the allotment of Title I funds and parent/community input in how these funds are used.

**17 How effectively is the school managed fiscally?**

|                      |          |   |   |   |   |   |                |
|----------------------|----------|---|---|---|---|---|----------------|
| Evaluation:<br><br>t | Excellen | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
|                      |          | X |   |   |   |   |                |

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

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

The continuous accounting and analysis of the school's financial information works best. Our Finance Analyst meets quarterly with principals to monitor budget, make adjustments and reconcile expenses.

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

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



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

Our most significant aid to raising student achievement is

- the skill and dedication of our leadership and teaching staff
- the commitment of our Instructional Leaders to effectively coach and improve instruction
- our school-wide literacy initiatives: Wilson Reads and small group reading intervention
- dedicated and supportive families
- developing strong school culture
- innovative approach to early college and career pathways
- aligned regional approach toward developing leaders and teachers

Our barriers to raising student achievement include

- recruitment and retention of high qualified teaching staff
- time it takes to master new Common Core aligned curriculum, instruction and assessments

# Charter Renewal Data Document

|   |   |                                       |  |   |   |                                 |
|---|---|---------------------------------------|--|---|---|---------------------------------|
| <b>Name of school: Aspire Lionel Wilson College Preparatory Academy</b>                     |   |                                       |  | <b>Name of School Leader: Michelle Cortez</b> |   |                                 |
| <b>Financial Information</b>  |   |                                       |  | <b>Year: 2016</b>                             |   | <b>2016-2017</b>                |
| Total Operational Budget  | \$6,489,677                                   |                                       | Per Student Revenue                            |   | \$12,577  |                                 |
| Total Expenditure   | \$6,627,619                                   |                                       | Expenditure Per Student                        |   | \$12,844  |                                 |
| Balance brought forward from previous year  | \$2,700,000                                   |                                       | Projected balance carried forward to next year |   | \$2,689,000   |                                 |
| <b>Special Populations</b>  | <b>1<sup>st</sup> year of renewal</b>         | <b>2<sup>nd</sup> year of renewal</b> | <b>3<sup>rd</sup> year of renewal</b>          | <b>4<sup>th</sup> year of renewal</b>         | <b>5<sup>th</sup> year of renewal</b>               |                                 |
| Percentage of students receiving <b>free/reduced lunch</b>                                  | 95%   | 94%                                   | 96%  | 91%   | 83%   |                                 |
| Percentage of ELL students  | 15%   | 16%                                   | 28%  | 26%   | 23%   |                                 |
| Percentage of students with IEPS  | 9%  | 10%                                   | 11%  | 13%   | 12%   |                                 |
| Percentage of students with 504 plans   | 0.0%  | 0.0%                                  | 0.2%   | 0.4%  | 0.0%  |                                 |
| <b>Pupil mobility in the school in prior year</b>   |   |                                       |  | <b>Number of students</b>                     |   |                                 |
| Students who joined the school other than at the usual time of first admission              |   |                                       |  | 10  |   |                                 |
| Students who left the school other than at the usual time of leaving (excluding expulsions) |   |                                       |  | 19  |   |                                 |
| <b>Attendance for current and prior year P-2 ADA</b>  | <b>1<sup>st</sup> year of renewal</b>         | <b>2<sup>nd</sup> year of renewal</b> | <b>3<sup>rd</sup> year of renewal</b>          | <b>4<sup>th</sup> year of renewal</b>         | <b>5<sup>th</sup> year of renewal (most recent)</b> | <b>Attendance Rate to Date</b>  |
| School data   | 486.21  | 486.73                                | 470.86   | 455.30  | 501.2   | 97.0%                           |
| <b>Background of students 4<sup>th</sup> year of renewal</b>                                | <b>Number of students/Percent of Students</b> |                                       | <b>Discipline - prior school year</b>          |   | <b>Suspension # of incidents</b>                    | <b>Expulsion # of incidents</b> |
| African-American  | 29/5.5%                                       |                                       | African-American                               |   | 1   | 0                               |
| Asian/Pacific Islander  | 6/1.1%  |                                       | Asian/Pacific Islander                         |   | 1   | 0                               |
| Hispanic  | 489/92.1%                                     |                                       | Hispanic                                       |   | 49  | 0                               |
| White   | 1/0.9%  |                                       | White  |   | 0   | 0                               |
| Mixed/ No Response  | 5/0.9%  |                                       | Mixed/ No Response                             |   | 0   | 0                               |
| Gender (male/female)  | 233/298                                       |                                       | ELL  |   | 27  | 0                               |
| Homeless Students   | 14/2.6%                                       |                                       | SPED   |   | 17  | 0                               |

|                      |      |     |
|----------------------|------|-----|
| Gender (male/female) | 46/5 | 0/0 |
| Homeless Students    | 4    | 0   |

| <b>Lottery/Waitlist Information</b>     |                        |                             |   |   |   |
|---|------------------------|-----------------------------|---|---|---|
|   | <b>Date of Lottery</b> | <b>Grades of Applicants</b> | <b>Number of Applicants (per grade)</b> | <b>Number of Available Spaces (per grade)</b> | <b>Number of Students on Waiting List (per grade)</b> |
| 1 <sup>st</sup> year of renewal (12-13) |                        | 6                           | 156                                     | 60  | 96  |
|   |                        | 7                           | 39                                      | 0   | 39  |
|   |                        | 8                           | 24                                      | 0   | 24  |
|   |                        | 9                           | 47                                      | 0   | 47  |
|   |                        | 10                          | 16                                      | 0   | 16  |
|   |                        | 11                          | 8                                       | 0   | 8   |
|   |                        | 12                          | 0                                       | 0   | 0   |
| 2 <sup>nd</sup> year of renewal (13-14) |                        | 6                           | 142                                     | 60  | 82  |
|   |                        | 7                           | 32                                      | 0   | 32  |
|   |                        | 8                           | 19                                      | 0   | 19  |
|   |                        | 9                           | 33                                      | 0   | 33  |
|   |                        | 10                          | 9                                       | 0   | 9   |
|   |                        | 11                          | 8                                       | 0   | 8   |
|   |                        | 12                          | 0                                       | 0   | 0   |
| 3 <sup>rd</sup> year of renewal (14-15) | 3/11/15                | 6                           | 152                                     | 60  | 92  |
|   |                        | 7                           | 31                                      | 0   | 31  |
|   |                        | 8                           | 30                                      | 0   | 30  |
|   |                        | 9                           | 52                                      | 0   | 52  |
|   |                        | 10                          | 9                                       | 0   | 9   |
|   |                        | 11                          | 7                                       | 0   | 7   |
|   |                        | 12                          | 0                                       | 0   | 0   |
| 4 <sup>th</sup> year of renewal (15-16) | 3/9/16                 | 6                           | 210                                     | 62  | 74  |
|   |                        | 7                           | 14                                      | 0   | 14  |
|   |                        | 8                           | 24                                      | 0   | 24  |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   |  | 9  | 28   | 0  | 28   |
|   |  | 10   | 17   | 0  | 17   |
|   |  | 11   | 7  | 0  | 7  |
|   |  | 12   | 3  | 0  | 3  |
| <b>Graduation Information</b>   | <b>1<sup>st</sup> year of renewal</b>          | <b>2<sup>nd</sup> year of renewal</b>          | <b>3<sup>rd</sup> year of renewal</b>          | <b>4<sup>th</sup> year of renewal</b>          | <b>5<sup>th</sup> year of renewal</b>          |
| HS only Graduation Rate – 12 <sup>th</sup> Grade  | 85%  | 95%  | 95%  | NA   | 85%  |
| Retention Rate (% of 12 <sup>th</sup> grade enrolled since grade 9)   | 79%  | 86%  | 88%  | NA   | 79%  |
| <b>Post-Graduation Plans – HS Only</b> (source: A combination of National Student Clearinghouse and alumni self-reported data via survey) |  |  |  |  |  |
| % attending 4-year college  | 35%  | 54%  | 45%  | TBD  |  |
| % attending 2-year college  | 39%  | 36%  | 23%  | TBD  |  |
| % attending vocational/ technical training  | 2%   | 3%   | 5%   | TBD  |  |
| % joined military   | 0%   | 0%   | 0%   | TBD  |  |
| % working exclusively   | 0%   | 0%   | 0%   | TBD  |  |
| <b>Teacher Recruitment/Retention</b>  |  |  |  |  |  |
|   | <b>1<sup>st</sup> year of renewal<br/>2012</b> | <b>2<sup>nd</sup> year of renewal<br/>2013</b> | <b>3<sup>rd</sup> year of renewal<br/>2014</b> | <b>4<sup>th</sup> year of renewal<br/>2015</b> | <b>5<sup>th</sup> year of renewal<br/>2016</b> |
| <b>Total # of Teachers</b>  | 21   | 21   | 24   | 22   | 25   |
| <b>#/% New Hires</b>  | 3/15%  | 7/30%  | 9/38%  | 8/36%  | 7/28%  |
| <b>#/% Retained from Prior Year</b>   | 18/85%   | 14/61%   | 15/62%   | 14/63%   | 16/64%   |
| Total number of vacant teaching posts currently (FTE)   |  |  |  |  | 2/8%   |

|  |                                       |                                       |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| <b>AYP</b>                                 | <b>1<sup>st</sup> year of renewal</b> | <b>2<sup>nd</sup> year of renewal</b> | <b>3<sup>rd</sup> year of renewal</b> | <b>4<sup>th</sup> year of renewal</b> | <b>5<sup>th</sup> year of renewal</b> |
| <b>AYP Met?</b>                            | No                                    | No                                    | N/A                                   | N/A                                   | N/A                                   |
| <b>% AMOS Met</b>                          | 55.6%                                 | 55.6%                                 | N/A                                   | N/A                                   | N/A                                   |
| <b>% Proficient-AMOS: African-American</b> | 57.7%                                 | N/A                                   | N/A                                   | N/A                                   | N/A                                   |
| <b>% Proficient-AMOS: Asian/PI</b>         | N/A                                   | N/A                                   | N/A                                   | N/A                                   | N/A                                   |

|  |                                       |                                       |                                       |                                       |                                       |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| % Proficient-AMOS: Hispanic                        | 59.3%                                 | 53.8%                                 | N/A                                   | N/A                                   | N/A                                   |
| % Proficient-AMOS: Mixed/No response               | N/A                                   | N/A                                   | N/A                                   | N/A                                   | N/A                                   |
| % Proficient-AMOS: White                           | N/A                                   | N/A                                   | N/A                                   | N/A                                   | N/A                                   |
| % Proficient-AMOS: Socioeconomically Disadvantaged | 58.6%                                 | 54.0%                                 | N/A                                   | N/A                                   | N/A                                   |
| ELL  | 48.3%                                 | 35.6%                                 | N/A                                   | N/A                                   | N/A                                   |
| Students with disabilities                         | 30.8%                                 | 31.5%                                 | N/A                                   | N/A                                   | N/A                                   |
| <b>API</b>   | <b>1<sup>st</sup> year of renewal</b> | <b>2<sup>nd</sup> year of renewal</b> | <b>3<sup>rd</sup> year of renewal</b> | <b>4<sup>th</sup> year of renewal</b> | <b>5<sup>th</sup> year of renewal</b> |
| API  | 828                                   | 807                                   | N/A                                   | N/A                                   | N/A                                   |
| Statewide rank                                     | 8                                     | 8                                     | N/A                                   | N/A                                   | N/A                                   |
| Similar schools rank                               | 10                                    | 10                                    | N/A                                   | N/A                                   | N/A                                   |
| <b>CST</b>   | <b>1<sup>st</sup> year of renewal</b> | <b>2<sup>nd</sup> year of renewal</b> | <b>3<sup>rd</sup> year of renewal</b> | <b>4<sup>th</sup> year of renewal</b> | <b>5<sup>th</sup> year of renewal</b> |
| <b>ELA</b>   |                                       |                                       |                                       |                                       |                                       |
| Proficient/Advanced                                | 21%                                   | 21%                                   | 10%                                   | 12%                                   | N/A                                   |
| Basic/Proficient/Advanced                          | 69%                                   | 69%                                   | 29%                                   | 24%                                   | N/A                                   |
| Below Basic/Far Below Basic                        | 10%                                   | 10%                                   | 62%                                   | 64%                                   | N/A                                   |
| <b>MATH</b>  |                                       |                                       |                                       |                                       |                                       |
| Proficient/Advanced                                | 28%                                   | 20%                                   | 4%                                    | 7%                                    | N/A                                   |
| Basic/Proficient/Advanced                          | 63%                                   | 70%                                   | 23%                                   | 17%                                   | N/A                                   |
| Below Basic/Far Below Basic                        | 9%                                    | 10%                                   | 73%                                   | 76%                                   | N/A                                   |
| <b>CAHSEE</b>                                      | <b>1<sup>st</sup> year of renewal</b> | <b>2<sup>nd</sup> year of renewal</b> | <b>3<sup>rd</sup> year of renewal</b> | <b>4<sup>th</sup> year of renewal</b> | <b>5<sup>th</sup> year of renewal</b> |
| 10 <sup>th</sup> grade pass rate                   | 95.5%                                 | 89.5%                                 | 83.5%                                 | N/A                                   | N/A                                   |

## Measurable Pupil Outcomes and LCAP Goals

### Measurable Pupil Outcomes (MPOs)

Insert MPOs for the charter term under review, including data from the 2015- 2016 school-year\*. Indicate whether the goals were “met” or “not met” and include valid data as evidence.

### Measured and Recorded on an Annual Basis

| Measurable Pupil Outcomes | Instrument | Target | 2012-2013 | 2013-2014 | 2014-2015 |
|---------------------------|------------|--------|-----------|-----------|-----------|
|---------------------------|------------|--------|-----------|-----------|-----------|

|   |                                |  |  |  |   |
|---|--------------------------------|--|--|--|---|
| <i>Annual Basis: 95% Student Attendance</i>   | P1, P2, Annual                 | 95% Attendance Rate  | P1=98%,<br>P2=97.78%<br>Annual=97.23%  | P1= 97.85%<br>P2=97.83<br>Annual=96.91                     | P1= 97.50<br>P2= 94.1<br>Annual =95.8%                              |
| <i>Semester Basis: 90% of students meet UC A-G requirements by graduation</i>               | Course loads                   | 90% of students meet A-G requirements                                  | 100%   | Semester 1=<br>9th-90%<br>10th-63%<br>11th-67%<br>12th-71% | Semester 1 =<br>9th = 69%<br>10th = 53%<br>11th = 70%<br>12th = 84% |
| <i>Annual Basis: Increase the number of students that will graduate within 5 years</i>      | Graduation rate                | 95% of students will graduate within 5 years                           | 98%  | 93%  | 93%   |
| <i>Annual Basis: State target for API growth</i>  | API                            | State Target Every Year  | API of 828   | API of 807   | N/A   |
| <i>Annual Basis: Increase proficiency levels on CST-ELA</i>                                 | Percent P/A on CST             | State Target   | CST ELA Results,2012-13<br>6th=41%<br>7th=51%<br>8th=47%<br>9th=64%<br>10th=51%<br>11th=72%                    | N/A  | N/A   |
| <i>Annual Basis: Increase proficiency levels on CST-Math</i>                                | Percent P/A on CST             | State Target   | CST Math Results,2012-13<br>6th=53%<br>7th=79%<br>Alg-34%<br>Alg2=25%<br>Geometry=27%<br>Summ Math=39%         | N/A  | N/A   |
| <i>Annual Basis: Increase proficiency levels on CST-Science</i>                             | Percent P/A on CST             | State Target   | CST Science Results,2012-13<br>8th=77%<br>Life Science-10th=90%<br>Biology=83%<br>Chemistry=26%<br>Physics=92% | N/A  | N/A   |
| <i>Annual Basis: Increase proficiency levels on CST-Social Science</i>                      | Percent P/A on CST             | State Target   | CST- Social Science, Results 2012-13<br>8th grade<br>History= 41%<br>World History=56%<br>US History=74%       | N/A  | N/A   |
| <i>Annual Basis: 95% of all 10th graders will pass CAHSEE</i>                               | CAHSEE Pass Rate               | 95% of students pass CAHSEE  | 2012-13 Results<br>ELA=93%<br>Math=98%   | 2013-14 Results<br>ELA=89%<br>Math=90%                     | 2014-2015 Results<br>ELA = 82%<br>Math = 85%                        |
| <i>Annual Basis: 90% of students who take an AP exam will receive a score of 3 or above</i> | Advanced Placement test scores | 90% of students who take an AP exam will receive a score of 3 or above | AP Spanish= 34/38=90%<br>AP English=2/19=11%<br>AP Calculus=1/18=6%<br>Total=37/75=50%                         | 60% pass rate  | 91% pass rate   |

|  |  |  |   |   |   |
|--|--|--|---|---|---|
| Annual Basis: 90% of students who take a post-secondary level class online or in a community college will pass | EOY  | 90% passing rate for post-secondary courses                            | 90% pass rate   | 92% of total classes passed   | 94% of total classes passed   |
| Annual Basis: Students engage in co/extra-curricular activities  | Participation in co/extra-curricular activities rate | 100% of students participate in at least one extra-curricular activity | 2012-13 Data<br>Middle school= 60%<br>High School= 100%<br>Whole school= 82%  | 100%  | 100%  |
| Annual Basis: 95% of families and students are satisfied   | Annual surveys                                       | 95% of parents and students are satisfied                              | 88% of families strongly agreed to the statement "my child is getting a good education at this school." on our annual parent survey | 96% of families strongly agreed to the statement "my child is getting a good education at this school." on our annual parent survey | 94% of families strongly agreed to the statement "my child is getting a good education at this school." on our annual parent survey |

| 1   | Measurable Pupil Outcome | Lionel Wilson   |
|---|--------------------------|---|
| <p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least __3%__ percent or achieve a level of __45%__ percent.*</p>  |                          | <p><b>2015-2016: 36% of students scored level 3 or level 4.</b></p> |
| <p>Amount 1:<br/>3%</p>   | <p>Amount 2:<br/>45%</p> |   |
| 3   | Measurable Pupil Outcome | Lionel Wilson   |
| <p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least __3%__ percent or achieve a level of __33%__ percent.*</p> |                          | <p><b>2015-2016: 24% of students score level 3 or level 4.</b></p>  |
| <p>Amount 1:<br/>3%</p>   | <p>Amount 2:<br/>33%</p> |   |



| 2   | Measurable Pupil Outcome |                         | Lionel Wilson   |
|---|--------------------------|-------------------------|---|
| By the end of the charter term, for each statistically significant student subgroup,** increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.* |                          |                         |   |
| Native American Asian or Alaska Native  | Amount 1:                | Amount 2:               |   |
| Asian   | Amount 1:                | Amount 2:               |   |
| Pacific Islander  | Amount 1:                | Amount 2:               |   |
| Filipino  | Amount 1:                | Amount 2:               |   |
| Hispanic or Latino  | Amount 1:<br><b>3%</b>   | Amount 2:<br><b>43%</b> | <b>2015-2016: 36% of Hispanic or Latino scored level 3 or level 4.</b>  |
| African American  | Amount 1:                | Amount 2:               |   |
| White   | Amount 1:                | Amount 2:               |   |
| Two or More Races   | Amount 1:                | Amount 2:               |   |
| English Learners  | Amount 1:<br><b>2%</b>   | Amount 2:<br><b>15%</b> | <b>2015-2016: 4% of English Learners scored level 3 or level 4.</b>     |
| Students in Foster Care   | Amount 1:                | Amount 2:               |   |
| Low-Income Students   | Amount 1: 3%             | Amount 2: <b>43%</b>    | <b>2015-2016: 37% of low-income students scored level 3 or level 4.</b> |
| Special Education   | Amount 1:                | Amount 2:               |   |

| 4   | Measurable Pupil Outcome |                         | Lionel Wilson   |
|---|--------------------------|-------------------------|---|
| By the end of the charter term, for each statistically significant student group,** increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least ____ percent or achieve a level of ____ percent.* |                          |                         |   |
| Native American Asian or Alaska Native  | Amount 1:                | Amount 2:               |   |
| Asian   | Amount 1:                | Amount 2:               |   |
| Pacific Islander  | Amount 1:                | Amount 2:               |   |
| Filipino  | Amount 1:                | Amount 2:               |   |
| Hispanic or Latino  | Amount 1:<br><b>3%</b>   | Amount 2:<br><b>32%</b> | <b>2015-2016: 24% of Hispanic or Latino scored level 3 or level 4.</b>  |
| African American  | Amount 1:                | Amount 2:               |   |
| White   | Amount 1:                | Amount 2:               |   |
| Two or More Races   | Amount 1:                | Amount 2:               |   |
| English Learners  | Amount 1:<br><b>2%</b>   | Amount 2:<br><b>10%</b> | <b>2015-2016: 4% of English Learners scored level 3 or level 4.</b>     |
| Students in Foster Care   | Amount 1:                | Amount 2:               |   |
| Low-Income Students   | Amount 1:<br><b>3%</b>   | Amount 2:<br><b>32%</b> | <b>2015-2016: 24% of low-income students scored level 3 or level 4.</b> |
| Special Education   | Amount 1:                | Amount 2:               |   |

| 5 | Measurable Pupil Outcome |  | Lionel Wilson |
|---|--------------------------|--|---------------|
|---|--------------------------|--|---------------|

|   |   |   |
|---|---|---|
| Each year, students will take an SBAC-aligned performance task in ELA and Math and performance will increase +10% over baseline |   |   |
|   | SBAC-aligned performance task in ELA and Math |   |
| <b>7</b>  | <b>Measurable Pupil Outcome</b>               | <b>Lionel Wilson</b>  |
| Each year, <u>50</u> percent of ELs will improve one overall proficiency level on CELDT.  |   |   |
| Amount 1: 50%   |   | <b>2015-2016: 36% of ELs made annual growth</b>   |
| <b>8</b>  | <b>Measurable Pupil Outcome</b>               | <b>Lionel Wilson</b>  |
| Each year, have less than <u>3%</u> percent of students absent more than 10% of the school days (chronic absence).              |   |   |
| Amount 1: 3%  |   | <b>2015-2016: 9%</b>  |
| <b>10</b>   | <b>Measurable Pupil Outcome</b>               | <b>Lionel Wilson</b>  |
| Each year, achieve a High School cohort graduation rate of at least <u>90%</u> .  |   |   |
| Amount 1: 90%   |   | <b>2014-2015: 100%</b><br><b>2015-2016: Data pending until Spring 2017 when it will be published.</b> |
| <b>12</b>   | <b>Measurable Pupil Outcome</b>               | <b>Lionel Wilson</b>  |
| Each year, <u>80%</u> percent of 10th graders will pass the CAHSEE.   |   |   |
| Amount 1: 80%   |   | <b>2015-2016: No longer using CAHSEE</b>  |

| 14   | Measurable Pupil Outcome  |  | Lionel Wilson  |
|--|---|--|--|
| Each year, <u>50%</u> percent of 10th graders will achieve proficiency on the CAHSEE.  |   |  |  |
| Amount 1: 50%  |   |  | 2015-2016: No longer using CAHSEE  |
| 16   | Measurable Pupil Outcome  |  | Lionel Wilson  |
| Each year, at least <u>85%</u> percent of students and families positively rate school safety.   |   |  | Data pending. Current surveys are geared for instructional feedback from parents. We are including safety in upcoming surveys.   |
| Amount 1:<br>85%   | Student Survey Question:<br>I feel safe at this school  | Family Survey Question:<br>The school provides a safe environment for my child     |  |
| 17   | Measurable Pupil Outcome  |  | Lionel Wilson  |
| Each year, at least <u>90%</u> percent of students and families positively rate academic instruction.  |   |  | 2015-2016: 84% of students and families positively rate academic instruction   |
| Amount 1:<br>90%   | Student Survey Question:<br>The methods we use to learn new things in the class are helpful to me | Family Survey Question:<br>My child is getting a good education at this school     |  |
| 18   | Measurable Pupil Outcome  |  | Lionel Wilson  |
| Each year, at least <u>75%</u> percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback. |   |  | 2015-2016: 85% of students and families feel staff is available to listen. based on  |
| Amount 1:<br>75%   | Student Survey Question:<br>My voice is heard and valued at my school                             | Family Survey Question:<br>I am encouraged to share my opinion and feedback in the |  |
|  |   |  | <ul style="list-style-type: none"> <li>•Student: "My teacher listens to what I have to say when it is the appropriate time to share my ideas."</li> <li>•Family: "Teachers at the school are available to parents and willing to listen."</li> </ul> |

|  |  |                            |   |
|--|--|----------------------------|---|
|  |  | school decision<br>process | <b>Upcoming survey will incorporate new<br/>MPO survey questions.</b> |
|--|--|----------------------------|---|

| 6  | Measurable Pupil Outcome |                  | Lionel Wilson   |
|--|--------------------------|------------------|---|
| Each year, for each statistically significant student group,** _____ percent of students will increase _____ on the ___Writing Snapshot___ or achieve proficiency. |                          |                  |   |
| Native American Asian or Alaska Native   | Amount 1:                | Amount 2:        |   |
| Asian  | Amount 1:                | Amount 2:        |   |
| Pacific Islander   | Amount 1:                | Amount 2:        |   |
| Filipino   | Amount 1:                | Amount 2:        |   |
| Hispanic or Latino   | Amount 1:<br>80%         | Amount 2:<br>10% | <b>73% grew a proficiency yea between 14-15 and 15-16</b> |
| African American   | Amount 1:                | Amount 2:        |   |
| White  | Amount 1:                | Amount 2:        |   |
| Two or More Races  | Amount 1:                | Amount 2:        |   |
| English Learners   | Amount 1:<br>80%         | Amount 2:<br>10% | <b>86% grew a proficiency yea between 14-15 and 15-16</b> |
| Students in Foster Care  | Amount 1:                | Amount 2:        |   |
| Low-Income Students  | Amount 1:<br>80%         | Amount 2:<br>10% | <b>73% grew a proficiency yea between 14-15 and 15-16</b> |
| Special Education  | Amount 1:                | Amount 2:        |   |

| 9 | Measurable Pupil Outcome |  | Lionel Wilson |
|---|--------------------------|--|---------------|
|---|--------------------------|--|---------------|

|  |                          |                      |
|--|--------------------------|----------------------|
| Each year, for each statistically significant student group,** have less than _____ percent of students absent more than 10% of the school days (chronic absence). |                          |                      |
| Native American Asian or Alaska Native   | Amount 1:                |                      |
| Asian  | Amount 1:                |                      |
| Pacific Islander   | Amount 1:                |                      |
| Filipino   | Amount 1:                |                      |
| Hispanic or Latino   | Amount 1:<br><b>2.9%</b> | <b>2015-2016: 9%</b> |
| African American   | Amount 1:                |                      |
| White  | Amount 1:                |                      |
| Two or More Races  | Amount 1:                |                      |
| English Learners   | Amount 1:<br><b>1%</b>   | <b>2015-2016: 9%</b> |
| Students in Foster Care  | Amount 1:                |                      |
| Low-Income Students  | Amount 1:<br><b>3%</b>   | <b>2015-2016: 9%</b> |
| Special Education  | Amount 1:                |                      |

|  |                                 |                      |
|--|---------------------------------|----------------------|
| <b>11</b>  | <b>Measurable Pupil Outcome</b> | <b>Lionel Wilson</b> |
| Each year, for each statistically significant student group,** achieve a High School cohort graduation rate of at least _____. |                                 |                      |

|  |                         |   |
|--|-------------------------|---|
| Native American Asian or Alaska Native | Amount 1:               |   |
| Asian                                  | Amount 1:               |   |
| Pacific Islander                       | Amount 1:               |   |
| Filipino                               | Amount 1:               |   |
| Hispanic or Latino                     | Amount 1:<br><b>90%</b> | <b>2015-2016: Data pending until Spring 2017 when it will be published.</b> |
| African American                       | Amount 1:               |   |
| White                                  | Amount 1:               |   |
| Two or More Races                      | Amount 1:               |   |
| English Learners                       | Amount 1:<br><b>85%</b> | <b>2015-2016: Data pending until Spring 2017 when it will be published.</b> |
| Students in Foster Care                | Amount 1:               |   |
| Low-Income Students                    | Amount 1:<br><b>90%</b> | <b>2015-2016: Data pending until Spring 2017 when it will be published.</b> |
| Special Education                      | Amount 1:               |   |

|   |                                 |  |
|---|---------------------------------|--|
| <b>13</b>   | <b>Measurable Pupil Outcome</b> | <b>Lionel Wilson</b>                         |
| Each year, for each statistically significant student group,**<br>_____ percent of 10 <sup>th</sup> graders will pass the CAHSEE. |                                 | <b>2015-2016: No longer using the CAHSEE</b> |



|  |                                 |  |
|--|---------------------------------|--|
| Native American Asian or Alaska Native   | Amount 1:                       |  |
| Asian  | Amount 1:                       |  |
| Pacific Islander   | Amount 1:                       |  |
| Filipino   | Amount 1:                       |  |
| Hispanic or Latino   | Amount 1:<br>80%                |  |
| African American   | Amount 1:                       |  |
| White  | Amount 1:                       |  |
| Two or More Races  | Amount 1:                       |  |
| English Learners   | Amount 1:<br>80%                |  |
| Students in Foster Care  | Amount 1:                       |  |
| Low-Income Students  | Amount 1:<br>80%                |  |
| Special Education  | Amount 1:                       |  |
| <b>15</b>  | <b>Measurable Pupil Outcome</b> |  |
| Each year, for each statistically significant student group,** _____ percent of 10 <sup>th</sup> graders will achieve proficiency on the CAHSEE. |                                 | <b>2015-2016: No longer using the CAHSEE</b> |
| Native American Asian or Alaska Native   | Amount 1:                       |  |

|                         |                         |  |
|-------------------------|-------------------------|--|
| Asian                   | Amount 1:               |  |
| Pacific Islander        | Amount 1:               |  |
| Filipino                | Amount 1:               |  |
| Hispanic or Latino      | Amount 1:<br><b>55%</b> |  |
| African American        | Amount 1:               |  |
| White                   | Amount 1:               |  |
| Two or More Races       | Amount 1:               |  |
| English Learners        | Amount 1:<br><b>10%</b> |  |
| Students in Foster Care | Amount 1:               |  |
| Low-Income Students     | Amount 1:<br><b>55%</b> |  |
| Special Education       | Amount 1:               |  |

### Introduction:

LEA: Aspire Lionel Wilson College Preparatory Academy    Contact (Name, Title, Email, Phone Number):Michelle Cortez, Principal, [michelle.cortez@aspirepublicschools.org](mailto:michelle.cortez@aspirepublicschools.org), 510-635-7737    LCAP Year: 2016-2019

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was*

considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

**Charter School Official Name:** Aspire Lionel Wilson College Preparatory Academy    **Signature:** Michelle Cortez    **Date:** 6/15/16

## Section 1: Stakeholder Engagement

### State Priorities

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement

processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process  | Impact on LCAP  |
|--|---|
| <p><b><u>QUANTITATIVE MEASURES</u></b></p> <ul style="list-style-type: none"> <li>• Annual Family Survey – this survey is administered at the end of each school year. It includes questions such as <i>The school has a clear code of conduct/set of rules; My child is learning what he/she needs to know in order to succeed in later grades and after high school; and The school has clear goals for students which are known by the parents.</i></li> <li>• Annual Student Survey – this survey is administered at the end of each school year. It includes questions such as <i>When students in this class misbehave, my teacher addresses the behavior and helps them improve their behavior; I feel safe at this school; and My teacher reviews what we have learned to help us remember. The school also administers a similar survey at midyear with some site based questions on reading and support.</i></li> <li>• Teammate Survey – this online survey is taken by all staff in the school. It includes questions such as <i>I have the materials and equipment to do my job right; My sites goals for student achievement are well-defined and clear; and I feel adequately supported by parents.</i></li> <li>• LCAP survey – This survey was sent to all teammates in early April. Stakeholders were given at least two weeks to provide input into how we could reach the state priorities. Questions asked stakeholders to prioritize programs existing and those that could be started at the school.</li> </ul> <p><b><u>QUALITATIVE MEASURES</u></b></p> <ul style="list-style-type: none"> <li>• Regular Parent Meetings – Parents meet on a regular basis to discuss challenges at the school. These may be through formal committee structures (ASC, ELAC, PTA) or meetings called around a specific challenge, topic or plan. This information is</li> </ul> | <ul style="list-style-type: none"> <li>• Annual Family Survey – This survey informs area of needs as they relate to the Engagement, Conditions for Learning and Pupil Outcomes. It provides a starting point for areas of need. For example, families were interested in having their students better engaged in learning. We believe this will increase our ability to retain 9<sup>th</sup> graders.</li> <li>• Annual Student Survey – This information impacts all areas of the LCAP as it not only points us to areas of need, but underlying causes as well. The lower results on the formative survey had a significant impact on our LCAP change of focus from writing to reading.</li> <li>• Annual Teammate Survey – This information impacts all areas of the LCAP and also may address specific needs at a grade level or teacher level.</li> <li>• LCAP survey – All of the LCAP survey questions are explicitly aligned with a state priority. The information from the survey helped us revise the LCAP in every priority area.</li> <li>• Regular Parent Meetings – As a school of choice, parents have already provided input into their priorities by choosing our school. Regular parent meetings provide qualitative evidence that provide input into school priorities around how engaged parents feel;</li> </ul> |

|  |   |
|--|---|
| <p>gathered and analyzed primarily by the principal in coordination with the full time family coordinator. It often includes other leaders in the building.</p> <ul style="list-style-type: none"> <li>• Staff Meetings – Staff members often see data or issues first hand. Their presence on the school site gives us a detailed look into the school. These issues are often brought up, addressed or discussed at staff meetings. These forums provide important information particularly around student achievement.</li> </ul> | <p>how safe and satisfied their children are with their experience; and their students’ academic performance.</p> <ul style="list-style-type: none"> <li>• Staff Meetings – Most staff meetings on the school site include an analysis of data whether it is student performance on standardized tests, internal assessments, behavior data or classroom assessments or school culture as measured by suspensions, tardies or classroom behavior. This data, as well as the solutions, informed all parts of the LCAP, but primarily student climate and pupil achievement.</li> </ul>  |
| <p><b>Annual Update:</b></p> <p>SAIC survey – With significant turn over between spring of 2015 and fall of 2015, the school contracted with Seneca to administer the School Climate Assessment Instrument with students, parents, staff and admin on nine domains.</p> <p>Weekly staff surveys – In addition to the Aspire surveys mentioned above, this year, the Admin team sent a weekly survey to all staff measuring key indicators to progress monitor and adjust efforts around school climate and culture in real time.</p> | <p><b>Annual Update:</b></p> <p>SAIC survey – The Principal used the SAIC survey to adjust implementation of the LCAP plan including staff roles, communication, and stakeholder engagement. One significant improvement as a result of this survey is a shared focus on supporting students with interventions before suspension and expulsion and engaging all families. This also informed our change from an LCAP writing goal to an LCAP reading goal as all stakeholders demonstrated reading as a key obstacle to academic achievement.</p> <p>Weekly staff surveys – The Dean team reviewed weekly staff input and made adjustments to communication, coaching, and even staffing. The weekly data and anecdotal comments helped us track priorities around student climate and pupil achievement</p> |

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the

program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.



The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the

LEA's goals for all pupils?

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

|                             |  |     |  |
|-----------------------------|--|-----|--|
| GOAL 1:                     | Increase the reading proficiency of all students to match the rigor of reading demands of the Common Core and college success.   |     | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need :           | Increase reading proficiency of students<br>Metric: Star Renaissance Lexile Level  |     |  |
| Goal Applies to:            | Schools:   | LWP |  |
|                             | Applicable Pupil Subgroups:  | ALL |  |
| <b>LCAP Year 1: 2016-17</b> |  |     |  |
| Expected Annual Measurable  | <ul style="list-style-type: none"> <li>100% of all students will take the Star Ren reading assessment at least twice for formative and summative reading data</li> <li>33% more students will score proficient or above on the Star Renaissance Reading Inventory test</li> <li>Improved reading instruction for all students</li> <li>Students in the bottom quartile will make 1.5 - 2.0 years growth in one year</li> </ul> |     |  |

| Outcomes:   |                  |   |  |
|---|------------------|---|--|
| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
| Professional Development – all Aspire secondary teachers will receive training on Reading Apprenticeships through West Ed in order to integrate literacy strategies into all content areas  | Charter-wide     | <input checked="" type="checkbox"/> ALL   | On Site Instructional Coaching<br>\$50,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1200 |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____                       |  |
| Professional Development – all English teachers will receive training on Fountas and Pinell's Leveled Literacy Intervention in order to implement intervention groups with fidelity so that they will deliver small group reading intervention during the Reading Block | Charter-wide     | <input type="checkbox"/> ALL  | PD offsite<br>\$5,000<br><br>Resource:<br>0000<br><br>Object codes:<br>5200, 5800                |
|   |                  | OR:<br><br><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |

|   |   |  |
|---|---|--|
| Data Informed Instruction – Instructional Literacy Coach will monitor Star Renaissance reading data quarterly and use the data to coordinate schoolwide literacy block ensuring both bottom quartile of students receive effective targeted instruction and tier one instruction is effective | __ALL   | Literacy Coach<br>\$30,000<br><br>Resources: 0000<br><br>Object Codes:<br>1200 |
|   | OR:<br><br>__Low Income pupils __English Learners<br><br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |  |

**LCAP Year 2: 2017-18**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 100% of all students will take the Star Ren reading assessment at least twice for formative and summative reading data</li> <li>• 50% more students will score proficient or above on the Star Renaissance Reading Inventory test</li> <li>• 50% of all students taking the SBAC English test will score proficient or above</li> <li>• Students in the bottom quartile will make 1.5 - 2.0 years growth in one year</li> </ul> |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Use data from the Star Ren Reading Test to plan and implement targeted professional development to improve tier one and tier two literacy instruction | Charter-wide     | __x__ALL  | On Site Instructional Coaching<br>\$50,000<br><br>Resource:<br>0000 |
|   |                  | OR:<br><br>__Low Income pupils __English Learners<br><br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |   |

|   |              |  |                       |
|---|--------------|--|-----------------------|
|   |              |  | Object Codes:<br>1200 |
| Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower reading scores and tailor supports                  | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |                       |
| Curriculum – School will adapt common core aligned curriculum in all content areas to ensure all students receive rigorous instruction and appropriate supports |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |                       |

**LCAP Year 3: 2018-19**

|                                      |  |  |          |
|--------------------------------------|--|--|----------|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 100% of all students will take the Star Ren reading assessment quarterly for formative and summative reading data</li> <li>• 70% of all students will score proficient or above on the Star Renaissance Reading Inventory test by the end of the year</li> <li>• 65% of all students taking the SBAC English test will score proficient or above</li> <li>• Students in the bottom quartile will make 1.5 - 2.0 years growth in one year</li> </ul> |  |          |
| Actions/Services                     | Scope of Service   | Pupils to be served within identified scope of service | Budgeted |

|  |              |  | Expenditures   |
|--|--------------|--|--|
| Use data from the Star Ren Reading Test to plan and implement targeted professional development to improve tier one, tier two, and tier three literacy instruction | Charter-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | On Site Instructional Coaching<br>\$50,000<br>Resource:<br>0000<br>Object Codes:<br>1200 |
| Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower reading scores and tailor supports                     | Charter-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
|  |              | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |  |

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|                             |   |  |  |
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| GOAL 2 :                    | Maintain consistent retention of 9 <sup>th</sup> grade students at 90 %.  | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |  |
| Identified Need :           | Increase graduation rate<br>Metric: Cohort Graduation Rates   |  |  |
| Goal Applies to:            | Schools:  | LWP  |  |
|                             | Applicable Pupil Subgroups:   | ALL  |  |
| <b>LCAP Year 1: 2016-17</b> |   |  |  |
| Expected Annual Measurable  | <ul style="list-style-type: none"> <li>• All students will have access to college counselor.</li> <li>• Students with D's and F's will receive additional instruction to pass classes.</li> <li>• More equitable grading practices will be in place for students.</li> <li>• Teachers will be evaluated in student engagement.</li> </ul> |  |  |

| Outcomes:   |                  | <ul style="list-style-type: none"> <li>• Students who are chronically off track will receive targeted supports to pass classes</li> <li>• Students and families will have access to robust supports aligned to consistent grading practices</li> </ul>            |   |
|---|------------------|---|---|
| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
| Continue to monitor monthly the % of students receiving D's and F's               | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Assistant Principal   |
|   |                  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$25,000<br><br>College Counselor<br>\$40,000<br><br>Tech Solutions<br>\$10,000<br><br>Resource:<br>0000, 3010<br><br>Object Codes:<br>1300, 3000, 7000 |
| Disaggregate data by subgroups and create a plan to address any inequities found. | Charter-wide     | <input checked="" type="checkbox"/> ALL   |   |
|   |                  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                               |   |



|  |  |   |
|--|--|---|
|  |  | Subgroups: (Specify) _____  |
| School will pilot targeted supports for 9 <sup>th</sup> graders to improve communication loop and response to students at risk |  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |

**LCAP Year 2: 2017-18**

|   |   |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> <li>• All students will have access to college counselor.</li> <li>• Students with D's and F's will receive additional instruction to pass classes.</li> <li>• More equitable grading practices will be in place for students.</li> <li>• Teachers will be evaluated in student engagement.</li> <li>• Students who are chronically off track will receive targeted supports to pass classes</li> <li>• Students and families will have access to robust supports aligned to consistent grading practices</li> </ul> |
|---|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Disaggregate data by subgroups and create a plan to address any inequities found. | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Assistant Principal   |
|   |                  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$25,000<br><br>College Counselor<br><br>\$40,000<br><br>Tech Solutions |

|   |  |   |                                   |
|---|--|---|-----------------------------------|
|   |  |   | \$10,000                          |
|   |  |   | Resource:<br>0000, 3010           |
|   |  |   | Object Codes:<br>1300, 3000, 7000 |
| Students identified as at risk will receive additional counseling and strategic placement in early college classes to identify career pathway and increase intrinsic motivation |  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |                                   |
| Increase mentoring opportunities to include I-Mentor 1:1 mentoring for juniors and seniors and middle school/high school mentoring  |  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |                                   |
| <b>LCAP Year 3: 2018-19</b>   |  |   |                                   |

| <p>Expected Annual Measurable Outcomes:</p>  | <ul style="list-style-type: none"> <li>• All students will have access to college counselor.</li> <li>• Students with D's and F's will receive additional instruction to pass classes.</li> <li>• More equitable grading practices will be in place for students.</li> <li>• Teachers will be evaluated in student engagement.</li> <li>• Students who are chronically off track will receive targeted supports to pass classes</li> <li>• Students and families will have access to robust supports aligned to consistent grading practices</li> </ul> |   |   |
|--|---|---|---|
| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
| <p>Disaggregate data by subgroups and create a plan to address any inequities found.</p> | <p>Charter-wide</p>   | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Assistant Principal</p> <p>\$25,000</p> <p>College Counselor</p> <p>\$40,000</p> <p>Tech Solutions</p> <p>\$10,000</p> <p>Resource:</p> <p>0000, 3010</p> <p>Object Codes:</p> <p>1300, 3000, 7000</p> |
| <p>Expand mentoring and other counseling opportunities across all</p>                    |   | <p><input type="checkbox"/> ALL</p>   |   |

|               |  |   |  |
|---------------|--|---|--|
| grade levels. |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____                                       |  |
|               |  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |

|         |               |  |
|---------|---------------|--|
| GOAL 3: | Early College | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---------|---------------|--|

|                   |   |     |  |
|-------------------|---|-----|--|
| Identified Need : | Students mastering rigorous content           |     |  |
|                   | Metric: College Ready designation for seniors |     |  |
| Goal Applies to:  | Schools:                                      | LWP |  |
|                   | Applicable Pupil Subgroups:                   | ALL |  |

**LCAP Year 1: 2016-17**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <p>Increase percentage of seniors who are considered college ready in English:</p> <ul style="list-style-type: none"> <li>○ 60% Seniors will be considered College Ready in English by one or more measures (SBAC, ERWC, ACT, Compass, or College class)</li> <li>○ 30% Seniors will be considered College Ready in Math by one or more measures (ERWC, ACT, Compass, College Class, or AP)</li> </ul> |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Provide academic intervention to 9 <sup>th</sup> and 10 <sup>th</sup> grade students in the bottom quartile | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Assistant Principal  |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$20,000<br><br>Tech Solutions<br><br>\$10,000<br><br><br>Resource:<br><br>0000<br><br><br>Object Codes: |

|  |              |  |                  |
|--|--------------|--|------------------|
|  |              |  | 1300, 3000, 7000 |
| Analyze "College Ready" data by subgroups to inform differentiated tier one instruction in senior English (ERWC) | Charter-wide | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |                  |
| Pilot senior ELA shadow class for select seniors to assist in A-G coursework and foundational skills.            |              | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |                  |

**LCAP Year 2: 2017-18**

|  |   |  |                       |
|--|---|--|-----------------------|
| Expected Annual Measurable Outcomes:                             | Increase percentage of seniors who are considered college ready in Math to 40% in one or more measures (ERWC, ACT, Compass, or College Class) |  |                       |
| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Provide specific and differentiated math classes for high school | Charter-wide  | <input checked="" type="checkbox"/> ALL                | Assistant             |

|   |                     |  |  |
|---|---------------------|--|--|
| <p>students in grades 10 – 12.</p>  |                     | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br/>Subgroups: (Specify) _____</p>  | <p>Principal<br/>\$20,000</p> <p>Tech Solutions<br/>\$10,000</p> <p>Resource:<br/>0000</p> <p>Object Codes:<br/>1300, 3000, 7000</p> |
| <p>Analyze data by subgroups on students college ready, conditionally read, and not ready; create a plan if inequities are found.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br/>Subgroups: (Specify) _____</p> |  |
|   |                     | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>   |  |

Subgroups: (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

|   |  |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Increase percentage of seniors who are considered college ready in English:</p> <ul style="list-style-type: none"> <li>○ 70% Seniors will be considered College Ready in English by one or more measures (SBAC, ERWC, ACT, Compass, or College class)</li> <li>○ 50% Seniors will be considered College Ready in Math by one or more measures (ERWC, ACT, Compass, College Class, or AP)</li> </ul> |
|---|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| Use COMPASS and SBAC data to identify pathways linking high school student work to college and career of choice and aptitude | Charter-wide     | <input checked="" type="checkbox"/> ALL  | Assistant Principal   |
|  |                  | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>\$20,000</p> <p>Tech Solutions</p> <p>\$10,000</p> <p>Resource:</p> <p>0000</p> <p>Object Codes:</p> <p>1300, 3000, 7000</p> |



|   |                     |   |  |
|---|---------------------|---|--|
| <p>Analyze data by subgroups on students college ready, conditionally read, and not ready; create a plan if inequities are found.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> |  |
|   |                     | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>            |  |

|                |  |  |
|----------------|--|--|
| <p>GOAL 4:</p> | <p>Increase parent participation through family effort unit tracking and completion.</p> | <p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> |
|----------------|--|--|

|                   |   |     |  |
|-------------------|---|-----|--|
| Identified Need : | Parent Participation in School events     |     |  |
|                   | Metric: Attendance rate for Family Events |     |  |
| Goal Applies to:  | Schools:                                  | LWP |  |
|                   | Applicable Pupil Subgroups:               | ALL |  |

**LCAP Year 1: 2016-17**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | 90% of families will participate in at least four family events including one aligned to whole school literacy initiative |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Family Coordinator will work with family PAC committee to develop and coordinate a Family University scope and sequence for the year to include Literacy family workshops, wrap around workshops, and college readiness workshops | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Assistant Principal  |
|   |                  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$20,000<br><br>Business Manager<br>\$40,000<br><br>Tech Solutions<br>\$10,000<br><br>Parent Coordinator |

|   |             |   |   |
|---|-------------|---|---|
|   |             |   | <p>\$20,000</p> <p>Resource:</p> <p>0000</p> <p>Object Codes:</p> <p>1300, 2400,<br/>3000, 7000</p> |
| Family Coordinator and Office Manager will track family effort units and issue quarterly progress reports to families | School-wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> |   |
|   |             | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>            |   |

**LCAP Year 2: 2017-18**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 95% of families will participate in at least four family events including a college readiness event and a literacy event</li> <li>• Develop mixed committees of parents, students and staff meeting at least once per semester</li> </ul> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Culture Committee members to recruit additional family and student members to increase size and effectiveness of committee | School-wide      | <input checked="" type="checkbox"/> ALL   | Assistant Principal   |
|  |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$20,000<br><br>Business Manager<br>\$40,000<br><br>Tech Solutions<br>\$10,000<br><br>Parent Coordinator<br>\$20,000<br><br>Resource:<br>0000 |

|  |  |   |  |
|--|--|---|--|
|  |  |   | Object Codes:<br>1300, 2400,<br>3000, 7000 |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |

**LCAP Year 3: 2018-19**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Students and families will serve on a Culture Committee to increase family participation</li> <li>• 95% of families will participate in at least four family events</li> <li>• 95% of families will agree or strongly agree in key survey metrics</li> </ul> |
|--------------------------------------|---|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|------------------|--|--|
| Culture Committee members to recruit additional family and student members to increase size and effectiveness of committee | School-wide      | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | Assistant Principal<br>\$20,000<br>Business Manager<br>\$40,000<br>Tech Solutions<br>\$10,000<br>Parent Coordinator<br>\$20,000<br>Resource:<br>0000<br>Object Codes:<br>1300, 2400,<br>3000, 7000 |
| Increase parent engagement in weekly volunteer   |                  | <input type="checkbox"/> ALL   |  |

|                         |  |  |  |
|-------------------------|--|--|--|
| opportunities on campus |  | OR:<br>__Low Income pupils __English Learners<br><br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____              |  |
|                         |  | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br><br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |  |

|                   |  |  |
|-------------------|--|--|
| GOAL 5:           | Attendance rate 95% for all subgroups. | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | Students in school to learn            |  |

|  | Metric: Attendance rate  |   |  |
|--|--|---|--|
| Goal Applies to:   | Schools:   | LWP   |  |
|  | Applicable Pupil Subgroups:  | ALL   |  |
| <b>LCAP Year 1: 2016-17</b>  |  |   |  |
| Expected Annual Measurable Outcomes:   | Students and families who miss more than three unexcused absences will receive additional communication and school support.<br>Families will be notified sooner about truanancies. |   |  |
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
| If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school. | Charter-wide   | <input checked="" type="checkbox"/> ALL   | Assistant Principal<br>\$20,000<br>Business Manager<br>\$40,000<br>Tech Solutions<br>\$10,000<br>Resource:<br>0000 |
|  |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |



|  |  |  |  |
|--|--|--|--|
|  |  |  | Object Codes:<br>1300, 2400,<br>3000, 7000 |
| Students and families who miss more than three unexcused absences will receive additional communication and school support.<br><br>Families will be notified sooner about truanancies. | Charter-wide   | <input checked="" type="checkbox"/> ALL<br><br>OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
|  |  | <input type="checkbox"/> ALL<br><br>OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |  |
| <b>LCAP Year 2: 2017-18</b>  |  |  |  |
| Expected Annual Measurable Outcomes:   | Students and families who miss more than three unexcused absences will receive additional communication and school support.<br><br>Families will be notified sooner about truanancies. |  |  |
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service   | Budgeted Expenditures                      |

|   |                     |   |   |
|---|---------------------|---|---|
| <p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p>   | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Assistant Principal<br/>\$20,000</p> <p>Business Manager<br/>\$40,000</p> <p>Tech Solutions<br/>\$10,000</p> <p>Resource:<br/>0000</p> <p>Object Codes:<br/>1300, 2400,<br/>3000, 7000</p> |
| <p>Students and families who miss more than three unexcused absences will receive additional communication and school support.</p> <p>Families will be notified sooner about truanancies.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> |   |
|   |                     | <p><input type="checkbox"/> ALL</p>   |   |

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient  Other

Subgroups: (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

|   |   |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Students and families who miss more than three unexcused absences will receive additional communication and school support.</p> <p>Families will be notified sooner about truanancies.</p> |
|---|---|

| Actions/Services  | Scope of Service    | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|---|---------------------|--|--|
| <p>If the attendance goal is not met, the school will create a plan for addressing the support needed by students missing school.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p>   | <p>Assistant Principal</p>   |
|   |                     | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>\$20,000</p> <p>Business Manager</p> <p>\$40,000</p> <p>Tech Solutions</p> <p>\$10,000</p> <p>Resource:</p> |

|   |              |  |  |
|---|--------------|--|--|
|   |              |  | 0000<br><br>Object Codes:<br><br>1300, 2400,<br>3000, 7000 |
| Students and families who miss more than three unexcused absences will receive additional communication and school support.<br><br>Families will be notified sooner about trancies. | Charter-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
| Initiate home visits and other intensive supports for chronically truant students   |              | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |

|   |  |  |  |                       |
|---|--|--|--|-----------------------|
| GOAL 6:   | All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act |  | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |                       |
| Identified Need :                               | Students taught by highly qualified teachers<br>Metric: Teacher credential rate  |  |  |                       |
| Goal Applies to:                                | Schools:   | LWP  |  |                       |
|   | Applicable Pupil Subgroups:  | ALL  |  |                       |
| <b>LCAP Year 1: 2016-17</b>                     |  |  |  |                       |
| Expected Annual Measurable Outcomes:            | All students will be taught by highly qualified personnel.   |  |  |                       |
| Actions/Services                                | Scope of Service   | Pupils to be served within identified scope of service |  | Budgeted Expenditures |
| Continue to hire only highly qualified teachers | Charter-wide   | <input checked="" type="checkbox"/> ALL<br>OR:         |  | Principal<br>\$40,000 |

|   |   |   |   |
|---|---|---|---|
|   |   | <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>   | <p>Resource:<br/>0000</p> <p>Object Codes:<br/>1300, 3000</p> |
| <p>Current teachers not deemed highly qualified are put on contracts to ensure clear pathway to the college readiness</p> |   | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> |   |
|   |   | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>            |   |
| <b>LCAP Year 2: 2017-18</b>   |   |   |   |
| <p>Expected Annual<br/>Measurable</p>   | <p>All students will be taught by highly qualified personnel.</p> |   |   |

| Outcomes:                                       |                  |   |                             |
|---|------------------|---|-----------------------------|
| Actions/Services                                | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures       |
| Continue to hire only highly qualified teachers | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Principal                   |
|   |                  | OR:   | \$40,000                    |
|   |                  | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____  | Resource:<br>0000           |
|   |                  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | Object Codes:<br>1300, 3000 |
|   |                  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |                             |

Foster Youth  
  Redesignated fluent English proficient  
  Other  
 Subgroups: (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | All students will be taught by highly qualified personnel. |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Continue to hire only highly qualified teachers                                     | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Principal  |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$40,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 3000 |
| If necessary, write a plan to increase quantity and diversity of teacher candidates |                  | <input checked="" type="checkbox"/> ALL   |  |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                               |  |



|  |  |   |  |
|--|--|---|--|
|  |  | Subgroups: (Specify) _____  |  |
|  |  | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify) _____ |  |

|                   |   |  |
|-------------------|---|--|
| GOAL 7:           | All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory | Related State and/or Local Priorities:<br>1__ x 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | All students have appropriate instructional materials<br>Metric: % of students with standards-aligned materials                           |  |

|                  |                             |     |
|------------------|-----------------------------|-----|
| Goal Applies to: | Schools:                    | LWP |
|                  | Applicable Pupil Subgroups: | ALL |

**LCAP Year 1:2016-17**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | All pupils will have NGSS aligned texts. |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Additional materials including computer Chromebooks, software, graphing calculators, books, readers, and hands-on science kits will be purchased | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Materials and resources,<br>IT support<br>\$50,000<br><br>Resource:<br>0000, 6300<br><br>Object Codes:<br>4200, 4301,<br>4410, 7000 |
|  |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |
|  |                  | <input type="checkbox"/> ALL  |   |

|  |  |   |
|--|--|---|
|  |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____                                       |
|  |  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |

**LCAP Year 2: 2017-18**

| Expected Annual Measurable Outcomes:                                      | All pupils will have NGSS aligned texts. |   |  |
|---|--|---|--|
| Actions/Services  | Scope of Service                         | Pupils to be served within identified scope of service  | Budgeted Expenditures                              |
| Any additional NGSS materials needed, including technology, will be made. | Charter-wide                             | <input checked="" type="checkbox"/> ALL   | Materials and resources,<br>IT support<br>\$50,000 |
|   |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other |  |

|  |  |   |   |
|--|--|---|---|
|  |  | Subgroups: (Specify) _____  | Resource:<br>0000, 6300<br><br>Object Codes:<br>4200, 4301,<br>4410, 7000 |
|  |  | __ALL<br><br>OR:<br><br>__Low Income pupils __English Learners<br><br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify) _____ |   |

**LCAP Year 3: 2018-19**

|  |  |  |                       |
|--|--|--|-----------------------|
| Expected Annual Measurable Outcomes:                             | All pupils will have NGSS aligned texts. |  |                       |
| Actions/Services   | Scope of Service                         | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Any additional NGSS materials needed, including technology, will | Charter-wide                             | <input checked="" type="checkbox"/> ALL                | Materials and         |

be made.

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient  Other

Subgroups: (Specify) \_\_\_\_\_

resources,

IT support

\$50,000

Resource:

0000, 6300

Object Codes:

4200, 4301,  
4410, 7000

ALL

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient  Other

Subgroups: (Specify) \_\_\_\_\_

|                                      |   |                  |   |                       |
|--------------------------------------|---|------------------|---|-----------------------|
| GOAL 8:                              | All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department |                  | Related State and/or Local Priorities:<br>1 <u>x</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |                       |
| Identified Need :                    | School facilities that honor the students<br>Metric: School facilities in good repair   |                  |   |                       |
| Goal Applies to:                     | Schools:  | LWP              |   |                       |
|                                      | Applicable Pupil Subgroups:   | ALL              |   |                       |
| <b>LCAP Year 1: 2016-17</b>          |   |                  |   |                       |
| Expected Annual Measurable Outcomes: | 5% of school budget will be appropriated for upkeep of the building   |                  |   |                       |
|                                      | Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures |

|   |  |   |   |
|---|--|---|---|
| <p>School will invest in maintenance in the school as identified through student focus groups and surveys</p> | <p>Charter-wide</p>  | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Building Manager, Custodian, Maintenance \$100,000</p> <p>Resource: 0000</p> <p>Object Codes: 2900, 3000, 5610</p> |
|   |  | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>            |   |
| <p><b>LCAP Year 2: 2017-18</b></p>  |  |   |   |
| <p>Expected Annual Measurable Outcomes:</p>   | <p>5% of school budget will be appropriated for upkeep of the building</p> |   |   |

| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|---|--|---|
| School will invest in maintenance in the school as identified through family, student and teacher surveys. | Charter-wide  | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | Building Manager,<br>Custodian,<br>Maintenance<br>\$100,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>2900, 3000, 5610 |
|  |   | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |   |
| <b>LCAP Year 3: 2018-19</b>  |   |  |   |
| Expected Annual  | 5% of school budget will be appropriated for upkeep of the building |  |   |



| Measurable Outcomes:   |                  |  |   |
|--|------------------|--|---|
| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
| School will invest in maintenance in the school as identified through family, student and teacher surveys. | Charter-wide     | <input checked="" type="checkbox"/> ALL  | Building Manager,<br>Custodian,<br>Maintenance<br>\$100,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>2900, 3000, 5610 |
|  |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify)_____ |   |
|  |                  | <input type="checkbox"/> ALL   |   |
|  |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify)_____ |   |

|   |  |   |  |
|---|--|---|--|
| <b>GOAL 9:</b>                              | All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards.<br><br>100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards. |   | Related State and/or Local Priorities:<br><br>1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__<br><br>COE only: 9__ 10__<br><br>Local : Specify _____ |
| <b>Identified Need :</b>                    | Implementation of the Common Core State Standards and California English Language Development Standards<br><br>Metric: Hours of professional development   |   |  |
| <b>Goal Applies to:</b>                     | <b>Schools:</b>  | LWP   |  |
|   | <b>Applicable Pupil Subgroups:</b>   | ELs   |  |
| <b>LCAP Year 1: 2016-17</b>                 |  |   |  |
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Instruction will be more effective in teaching the CCSS.</li> <li>• English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</li> </ul>  |   |  |
| <b>Actions/Services</b>                     | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b> | <b>Budgeted Expenditures</b>   |

|   |                     |   |   |
|---|---------------------|---|---|
| <p>Teachers will learn how to implement the new EL assessment tool.</p>                               | <p>Charter-wide</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Lead Teachers</p> <p>\$1,000 per teacher</p> <p>Resource:</p> <p>0000, 4305</p> <p>Object Codes:</p> <p>1100, 3000, 5200</p> |
| <p>Teachers will receive professional development on using the data from the new assessment tool.</p> | <p>Charter-wide</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> |   |
|   |                     | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>            |   |

**LCAP Year 2: 2017-18**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Instruction will be more effective in teaching the CCSS.<br><br>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT/ELPAC. |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|---|------------------|--|--|
| Teachers will receive professional development on early release days on how to adapt instruction to the different levels of language acquisition as determined by the CA EL assessment. | Charter-wide     | <input type="checkbox"/> ALL<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | Lead Teachers<br><br>\$1,000 per teacher<br><br>Resource:<br>0000, 4305<br><br>Object Codes:<br>1100, 3000, 5200 |
|   |                  | <input type="checkbox"/> ALL<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |  |

**LCAP Year 3: 2018-19**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Instruction will be more effective in teaching the CCSS.<br><br>English Learners will receive improved instruction aligned with their language levels as measured by the CELDT/ELPAC. |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|---|------------------|--|--|
| Teachers will receive professional development on early release days on how to adapt instruction to the different levels of language acquisition as determined by the CA EL assessment. | Charter-wide     | <input type="checkbox"/> ALL<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | Lead Teachers<br><br>\$1,000 per teacher<br><br>Resource:<br>0000, 4305<br><br>Object Codes:<br>1100, 3000, 5200 |
|   |                  | <input type="checkbox"/> ALL<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |  |

|  |  |   |  |
|--|--|---|--|
|  |  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
|--|--|---|--|

|                             |   |  |  |
|-----------------------------|---|--|--|
| GOAL<br>10:                 | Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually |  | Related State and/or Local Priorities:<br>1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|                             | Identified Need :   | Maintain parent satisfaction with the school<br>Metric: Parent Satisfaction Survey |  |
| Goal Applies to:            | Schools:  | LWP  |  |
|                             | Applicable Pupil Subgroups:   | ALL  |  |
| <b>LCAP Year 1: 2016-17</b> |   |  |  |

| <p>Expected Annual Measurable Outcomes:</p>                                 | <ul style="list-style-type: none"> <li>• Students will feel safer and more cared for at school.</li> <li>• Families will be more satisfied with the school's academic program.</li> <li>• Family satisfaction will increase 5% if below 90% in 15-16.</li> </ul> |   |  |
|---|--|---|--|
| Actions/Services  | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
| <p>If below 90%, a plan will be created to address any family concerns.</p> | <p>Charter-wide</p>  | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Assistant Principal<br/>\$10,000</p> <p>Counselor<br/>\$10,000</p> <p>Parent Outreach<br/>\$2,500</p> <p>Resource:<br/>0000, 3010</p> <p>Object Codes:<br/>1300, 2200, 3000, 5200</p> |
|   |  | <p><input type="checkbox"/> ALL</p>   |  |

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient  Other

Subgroups: (Specify) \_\_\_\_\_

**LCAP Year 2: 2017-18**

Expected Annual  
Measurable  
Outcomes:

- Students will feel safer and more cared for at school.
- Families will be more satisfied with the school's academic program.
- Family satisfaction will increase 5% if below 90% in 16-17.

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|--|------------------|---|--|
| If below 90%, a plan will be created to address any family concerns. | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Assistant Principal  |
|  |                  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$10,000<br>Counselor<br>\$10,000<br>Parent Outreach<br>\$2,500<br><br>Resource:<br>0000, 3010 |



|  |  |   |  |
|--|--|---|--|
|  |  |   | Object Codes:<br>1300, 2200,<br>3000, 5200 |
|  |  | __ALL   |  |
|  |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |  |

**LCAP Year 3: 2018-19**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Students will feel safer and more cared for at school.</li> <li>• Families will be more satisfied with the school’s academic program.</li> <li>• Family satisfaction will increase 5% if below 90% in 17-18.</li> </ul> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures             |
|--|------------------|---|-----------------------------------|
| If below 90%, a plan will be created to address any family concerns. | Charter-wide     | __x__ALL  | Assistant Principal               |
|  |                  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ | \$10,000<br>Counselor<br>\$10,000 |

|  |  |  |   |
|--|--|--|---|
|  |  |  | Parent Outreach<br>\$2,500<br><br>Resource:<br>0000, 3010<br><br>Object Codes:<br>1300, 2200,<br>3000, 5200 |
|  |  | __ALL<br><hr/> OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |   |

|  |  |  |  |
|--|--|--|--|
| GOAL<br>11:  | Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended             |  | Related State and/or Local Priorities:<br>1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need :  | Increased student achievement on the SBAC assessment<br>Metric: SBAC assessment  |  |  |
| Goal Applies to:   | Schools:   | LWP  |  |
|  | Applicable Pupil Subgroups:  | ALL  |  |
| <b>LCAP Year 1: 2016-17</b>  |  |  |  |
| Expected Annual<br><br>Measurable<br>Outcomes:   | Student scores on the SBAC in ELA and Math will increase 5% in all subgroups<br>Students will receive effective and varied methods to practice skills at their own skill and DOK level |  |  |
| Actions/Services   | Scope of<br>Service  | Pupils to be served within identified scope of service   | Budgeted<br>Expenditures   |
| A plan will be made for instructional changes based on the 15-16 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity. | Charter-wide   | __x__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify) _____ | Teacher Training,<br>Technology,<br>Software<br>Lead Teachers,<br>Assistant<br>Principal                                 |

|  |  |  |   |
|--|--|--|---|
|  |  |  | \$50,000  |
|  |  |  | Resource:<br>0000, 4035                                   |
|  |  |  | Object Codes:<br>1100, 1300,<br>3000, 4410,<br>4310, 5200 |
|  |  | __ALL  |   |
|  |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify) _____ |   |
| <b>LCAP Year 2: 2017-18</b>                |  |  |   |
| Expected Annual<br>Measurable<br>Outcomes: | Student scores on the SBAC in ELA and Math will increase 5% in all subgroups<br>Students will receive effective and varied methods to practice skills at their own skill and DOK level |  |   |
| Actions/Services                           | Scope of   | Pupils to be served within identified scope of service   | Budgeted  |

|   | Service             |   | Expenditures  |
|---|---------------------|---|---|
| <p>A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Teacher Training,<br/>Technology,<br/>Software<br/>Lead Teachers,<br/>Assistant<br/>Principal<br/>\$50,000<br/><br/>Resource:<br/>0000, 4035<br/><br/>Object Codes:<br/>1100, 1300,<br/>3000, 4410,<br/>4310, 5200</p> |
|   |                     | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>            |   |

**LCAP Year 3: 2018-19**

|  |   |
|--|---|
| <p align="center">Expected Annual<br/>Measurable<br/>Outcomes:</p> | <p>Student scores on the SBAC in ELA and Math will increase 5% in all subgroups</p> <p>Students will receive effective and varied methods to practice skills at their own skill and DOK level</p> |
|--|---|

| Actions/Services  | Scope of Service    | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|---------------------|---|--|
| <p>A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Teacher Training,<br/>Technology,<br/>Software</p> <p>Lead Teachers,<br/>Assistant<br/>Principal</p> <p>\$50,000</p> <p>Resource:<br/>0000, 4035</p> <p>Object Codes:<br/>1100, 1300,<br/>3000, 4410,</p> |

|  |  |   |            |
|--|--|---|------------|
|  |  |   | 4310, 5200 |
|  |  | __ALL   |            |
|  |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |            |

|                  |  |   |  |
|------------------|--|---|--|
| GOAL<br>12:      | Increase the percentage of students on track to graduation which includes the A-G requirements met. Increase by 10% percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education until 90%. After the school reaches 90%, increase 5 % each year. |   | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7_x 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|                  | Identified Need :  | Increased college readiness<br>Metric: % of students on-track to graduation |  |
| Goal Applies to: | Schools:   | LWP   |  |
|                  | Applicable Pupil Subgroups:  | ALL   |  |

**LCAP Year 1: 2016-17**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• More students will be poised to graduate able to apply to UC/CSU and be college ready.</li> <li>• Students will receive counseling on A-G requirement completion.</li> <li>• Increase of 5% of students reaching A-G progress if not at 90%.</li> </ul> |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Assistant Principal  |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$25,000<br><br>College Counselor<br><br>\$40,000<br><br>Principal<br><br>\$10,000<br><br>Tech Solutions<br><br>\$10,000<br><br>Resource:<br><br>0000<br><br>Object Codes: |



|  |   |  |                       |
|--|---|--|-----------------------|
|  |   |  | 1300, 3000, 7000      |
| Analyze data of students not reaching graduation requirements and address any inequities uncovered | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |                       |
|  |   | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |                       |
| <b>LCAP Year 2: 2017-18</b>  |   |  |                       |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>• More students will be poised to graduate able to apply to UC/CSU and be college ready.</li> <li>• Students will receive counseling on A-G requirement completion.</li> </ul> Increase of 5% of students reaching A-G progress if not at 90%. |  |                       |
| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service   | Budgeted Expenditures |
| Provide professional development to college counselors and   | Charter-wide  | <input checked="" type="checkbox"/> ALL  | Assistant             |

advisors about graduation requirements, including A-G requirements

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient  Other  
Subgroups: (Specify) \_\_\_\_\_

Principal

\$25,000

College Counselor

\$40,000

Principal

\$10,000

Tech Solutions

\$10,000

Resource:

0000

Object Codes:

1300, 3000, 7000

Analyze data of students not reaching graduation requirements and address any inequities uncovered

Charter-wide

ALL

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient  Other  
Subgroups: (Specify) \_\_\_\_\_

|  |  |   |  |
|--|--|---|--|
|  |  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
|--|--|---|--|

**LCAP Year 3: 2018-19**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• More students will be poised to graduate able to apply to UC/CSU and be college ready.</li> <li>• Students will receive counseling on A-G requirement completion.</li> </ul> <p>Increase of 5% of students reaching A-G progress if not at 90%.</p> |
|---|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Assistant Principal  |
|   |                  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$25,000<br><br>College Counselor<br>\$40,000<br><br>Principal<br>\$10,000<br><br>Tech Solutions |

|  |              |  |  |
|--|--------------|--|--|
|  |              |  | \$10,000<br><br>Resource:<br><br>0000<br><br>Object Codes:<br><br>1300, 3000, 7000 |
| Analyze data of students not reaching graduation requirements and address any inequities uncovered | Charter-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
|  |              | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |  |

|   |   |  |  |                                       |
|---|---|--|--|---------------------------------------|
| GOAL<br>13:   | English Learners will increase their mastery of the English language  |  | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |                                       |
| Identified Need :   | Increased English proficiency<br>Metric: CELDT  |  |  |                                       |
| Goal Applies to:  | Schools:  | LWP  |  |                                       |
|   | Applicable Pupil Subgroups:   | Els  |  |                                       |
| <b>LCAP Year 1: 2016-17</b>   |   |  |  |                                       |
| Expected Annual<br>Measurable<br>Outcomes:  | <ul style="list-style-type: none"> <li>• CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.</li> <li>• Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.</li> </ul> |  |  |                                       |
| Actions/Services  | Scope of Service  | Pupils to be served within identified scope of service |  | Budgeted Expenditures                 |
| Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation. | Charter-wide  | __ALL<br>OR:   |  | New Teacher Training,<br>Lead Teacher |

|  |                     |   |   |
|--|---------------------|---|---|
|  |                     | <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>   | <p>Training,<br/>Lead Teachers,<br/>Assistant<br/>Principal</p> <p>\$20,000</p> <p>Resource:<br/>0000, 3010, 4035</p> <p>Object Codes:<br/>1100, 1300,<br/>3000, 5200</p> |
| <p>For English learners:<br/>Intervention Support – All English learners identified through the RTI process will receive additional academic support</p> | <p>Charter-wide</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>On site Coach of<br/>Instruction</p> <p>\$20,000</p> <p>Resource:<br/>0000, 4203</p> <p>Object Codes:<br/>1200, 3000</p>   |
|  |                     | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p>  |   |

Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  Other  
 Subgroups: (Specify) \_\_\_\_\_

**LCAP Year 2: 2017-18**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.</li> <li>• Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.</li> <li>•</li> </ul> |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation. | Charter-wide     | <input type="checkbox"/> ALL  | New Teacher Training,<br>Lead Teacher Training,<br>Lead Teachers,<br>Assistant Principal<br>\$20,000<br>Resource:<br>0000, 3010, 4035 |
|   |                  | OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |

Object Codes:

1100, 1300,  
3000, 5200

**LCAP Year 3: 2018-19**

Expected Annual  
Measurable  
Outcomes:

- CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.
- Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.
- 

| Actions/Services   | Scope of Service    | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|---------------------|--|---|
| <p>Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation.</p> | <p>Charter-wide</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>New Teacher Training,</p> <p>Lead Teacher Training,</p> <p>Lead Teachers,</p> <p>Assistant Principal</p> <p>\$20,000</p> <p>Resource:</p> <p>0000, 3010, 4035</p> <p>Object Codes:</p> |



|  |  |   |                           |
|--|--|---|---------------------------|
|  |  |   | 1100, 1300,<br>3000, 5200 |
|  |  | __ALL   |                           |
|  |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |                           |

|                   |   |  |
|-------------------|---|--|
| GOAL<br>14:       | Eliminate non-mandatory expulsions                              | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|                   | Increase proactive interventions for Tier 2 and Tier 3 students |  |
| Identified Need : | Decrease pupil expulsion  |  |

|  |  |  |   |
|--|--|--|---|
|  | Metric: # of students with one or more expulsion annually  |  |   |
| Goal Applies to:   | Schools:   | LWP  |   |
|  | Applicable Pupil Subgroups:  | ALL  |   |
| <b>LCAP Year 1: 2016-17</b>                                      |  |  |   |
| Expected Annual Measurable Outcomes:                             | <ul style="list-style-type: none"> <li>• Eliminate # of students who will miss school due to expulsions.</li> <li>• Students at risk for behavior incidents will receive support and behavior interventions</li> <li>• Students will feel safer at school</li> </ul> |  |   |
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
| If the % of students expelled increases, a plan will be created. | Charter-wide   | <input checked="" type="checkbox"/> ALL  | Counselor   |
|  |  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify)_____ | \$25,000<br><br>Principal<br><br>\$10,000<br><br>Resource:<br><br>0000<br><br>Object Codes:<br><br>1300, 2200, 3000 |

**LCAP Year 2: 2017-18**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Eliminate # of students who will miss school due to expulsions.</li> <li>• Students at risk for behavior incidents will receive support and behavior interventions</li> <li>• Students will feel safer at school</li> </ul> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| If the % of students expelled increases, a plan will be created. | Charter-wide     | <input checked="" type="checkbox"/> ALL   | Counselor   |
|  |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | \$25,000<br><br>Principal<br><br>\$10,000<br><br>Resource:<br><br>0000<br><br>Object Codes:<br><br>1300, 2200, 3000 |

**LCAP Year 3: 2018-19**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Eliminate # of students who will miss school due to expulsions.</li> <li>• Students at risk for behavior incidents will receive support and behavior interventions</li> <li>• Students will feel safer at school</li> </ul> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|------------------|--|--|
| If the % of students expelled increases, a plan will be created. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | Counselor<br>\$25,000<br>Principal<br>\$10,000<br>Resource:<br>0000<br>Object Codes:<br>1300, 2200, 3000 |
|  |                  | <input type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____            |  |

|   |  |                  |  |                       |
|---|--|------------------|--|-----------------------|
| GOAL<br>15:   | Reduce percentage of students suspended 1 time or more   |                  | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |                       |
| Identified Need :                                       | Decrease pupil suspension days<br>Metric: % of students suspended 1 time or more   |                  |  |                       |
| Goal Applies to:  | Schools:   | LWP              |  |                       |
|   | Applicable Pupil Subgroups:  | ALL              |  |                       |
| <b>LCAP Year 1 : 2016-17</b>                            |  |                  |  |                       |
| Expected Annual<br>Measurable<br>Outcomes:              | <ul style="list-style-type: none"> <li>• Reduce pupil suspension days to 75 or less days missed of school due to suspensions.</li> <li>• Students will interact with more support staff who will help them meet immediate needs</li> </ul> |                  |  |                       |
| Actions/Services  |  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures |
| If the rate of students suspended increases, a plan for |  | Charter-wide     | _x_ALL   | Counselor             |

|                               |  |   |
|-------------------------------|--|---|
| intervention will be created. | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify)_____ | \$25,000<br><br>Principal<br><br>\$10,000<br><br>Resource:<br><br>0000<br><br>Object Codes:<br><br>1300, 2200, 3000 |
|-------------------------------|--|---|

**LCAP Year 2: 2017-18**

|  |  |
|--|--|
| Expected Annual<br><br>Measurable<br>Outcomes: | <ul style="list-style-type: none"> <li>• Reduce pupil suspension days to 75 or less days missed of school due to suspensions.</li> <li>• Students will interact with more support staff who will help them meet immediate needs</li> </ul> |
|--|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures                                      |
|---|------------------|---|--|
| If the rate of students suspended increases, a plan for intervention will be created. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify)_____ | Counselor<br><br>\$25,000<br><br>Principal<br><br>\$10,000 |

|  |  |  |  |
|--|--|--|--|
|  |  |  | Resource:<br><br>0000<br><br>Object Codes:<br><br>1300, 2200, 3000 |
|--|--|--|--|

**LCAP Year 3: 2018-19**

|   |  |
|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Reduce pupil suspension days to 75 or less days missed of school due to suspensions.</li> <li>• Students will interact with more support staff who will help them meet immediate needs</li> </ul> |
|---|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures                      |
|---|------------------|--|--|
| If the rate of students suspended increases, a plan for intervention will be created. | Charter-wide     | <input checked="" type="checkbox"/> ALL  | Counselor                                  |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify)_____ | \$25,000<br><br>Principal<br><br>\$10,000  |
|   |                  |  | Resource:<br><br>0000<br><br>Object Codes: |

|  |  |   |                  |
|--|--|---|------------------|
|  |  |   | 1300, 2200, 3000 |
|  |  | __ALL   |                  |
|  |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |                  |

|                  |  |  |  |
|------------------|--|--|--|
| GOAL<br>16:      | Increase the percentage of students on track to graduation which includes 15 community college credits |  | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|                  | Identified Need :  | Increase students taking community college courses<br>Metric: % of students taking 15 credits of community college credits |  |
| Goal Applies to: | Schools:   | LWP  |  |
|                  | Applicable Pupil Subgroups:  | ALL  |  |



**LCAP Year 1: 2016-17**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 60% of students will visit a college campus.</li> <li>• Students in grades 9-12 will be more academically prepared for college by taking community college classes.</li> <li>• 60% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</li> </ul> |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.                           | School-wide      | <input checked="" type="checkbox"/> ALL   | Early College High School Program<br>\$20,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>5800 |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |
| Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies | School-wide      | <input checked="" type="checkbox"/> ALL   |   |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |

**LCAP Year 2: 2017-18**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• 70% of students will visit a college campus</li> <li>• Students in grades 9-12 will be more academically prepared for college by taking community college classes.</li> <li>• 70% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</li> </ul> |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.                           | School-wide      | <input checked="" type="checkbox"/> ALL   | Early College High School Program<br><br>\$20,000<br><br>Resource:<br><br>0000<br><br>Object Codes:<br><br>5800 |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |
| Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies | School-wide      | <input checked="" type="checkbox"/> ALL   |   |
|   |                  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                               |   |

Subgroups: (Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

Expected Annual  
Measurable  
Outcomes:

- 80% of students will visit a college campus
- Students in grades 9-12 will be more academically prepared for college by taking community college classes.
- 80% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|---|------------------|--|---|
| Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.                           | School-wide      | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ | Early College High School Program<br>\$20,000<br>Resource:<br>0000<br>Object Codes:<br>5800 |
| Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies | School-wide      | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |   |

|  |  |   |
|--|--|---|
|  |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____  |
|  |  | <input type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |

|                   |   |  |
|-------------------|---|--|
| GOAL<br>17:       | Teachers will be trained to implement the Next Generation Science Standards.                  | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | Implement the Next Generation Science Standards<br>Metric: Aspire science interim assessments |  |

|  |  |   |   |  |
|--|--|---|---|--|
| Goal Applies to:   | Schools:   | LWP   |   |  |
|  | Applicable Pupil Subgroups:  | ALL   |   |  |
| <b>LCAP Year 1: 2016-17</b>  |  |   |   |  |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>• Students will receive science instruction aligned with the CA Science Framework and NGSS.</li> <li>• Teachers will be more effective teachers science.</li> <li>• Student scores on the Aspire internal science benchmarks will increase 5%.</li> </ul> |   |   |  |
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures   |  |
| Home Office coaches will begin due diligence on high school content to align to NGSS. Will participate in the NGSS Early Implementers grant. | Charter-wide   | <input checked="" type="checkbox"/> ALL   | Teacher Training,<br>Science Teaching,<br>Principal<br>\$50,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1100, 1300, 3000 |  |
|  |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |   |  |
| NGSS Interim assessments will be created and administered.   | Charter-wide   | <input checked="" type="checkbox"/> ALL   |   |  |

|  |  |  |
|--|--|--|
|  |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____          |
|  |  | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups: (Specify)_____ |

**LCAP Year 2: 2017-18**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Students will receive science instruction aligned with the CA Science Framework and NGSS.</li> <li>• Teachers will be more effective teachers science.</li> <li>• Student scores on the Aspire internal science benchmarks will increase 5%.</li> </ul> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures                               |
|--|------------------|--|---|
| Implement NGSS in high school courses as determined in 16-17 | Charter-wide     | <input checked="" type="checkbox"/> ALL  | Teacher Training,<br>Science Teaching,<br>Principal |
|  |                  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other |   |

|   |              |  |  |
|---|--------------|--|--|
|   |              | Subgroups: (Specify) _____   | \$50,000<br><br>Resource:<br><br>0000<br><br>Object Codes:<br><br>1100, 1300, 3000 |
| Participate in NGSS Early Implementers grant                                      | Charter-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
| Based on NGSS Interim assessments, a plan for student achievement will be created | Charter-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |
| <b>LCAP Year 3: 2018-19</b>   |              |  |  |

| <p>Expected Annual Measurable Outcomes:</p>                         | <ul style="list-style-type: none"> <li>• Students will receive science instruction aligned with the CA Science Framework and NGSS.</li> <li>• Teachers will be more effective teachers science.</li> <li>• Student scores on the Aspire internal science benchmarks will increase 5%.</li> </ul> |   |   |
|---|--|---|---|
| Actions/Services  | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
| <p>Implement NGSS in high school courses as determined in 16-17</p> | <p>Charter-wide</p>  | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> | <p>Teacher Training,<br/>Science Teaching,<br/>Principal<br/>\$50,000</p> <p>Resource:<br/>0000</p> <p>Object Codes:<br/>1100, 1300, 3000</p> |
| <p>Participate in NGSS Early Implementers grant</p>                 | <p>Charter-wide</p>  | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p> |   |



|   |              |  |  |
|---|--------------|--|--|
|   |              |  |  |
| Based on NGSS Interim assessments, a plan for student achievement will be created | Charter-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups: (Specify) _____ |  |

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

|                                       |   |          |  |   |
|---------------------------------------|---|----------|--|---|
| Original GOAL 1 from prior year LCAP: | Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric.   |          | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |   |
| Goal Applies to:                      | Schools:  | LWP      |  |   |
|                                       | Applicable Pupil Subgroups:   | ALL      |  |   |
| Expected Annual Measurable Outcomes:  | 85% of all students will have formative and summative writing snapshot scores<br><br>55% of all students will score proficient or above on the Aspire Writing Assessment<br><br>Improved writing instruction for all students |          | Actual Annual Measurable Outcomes:   | 8% of students scored proficient or above |
| <b>LCAP Year: 2015-16</b>             |   |          |  |   |
| Planned Actions/Services              |   |          | Actual Actions/Services  |   |
|                                       |   | Budgeted | Estimated Actual Annual  |   |

|   |             | Expenditures  |   |             | Expenditures   |
|---|-------------|---|---|-------------|--|
| Professional Development: <ul style="list-style-type: none"> <li>teachers will receive differentiated professional development through coaching and early release professional development.</li> <li>all new teachers will receive one week of Aspire training including writing instruction</li> </ul> |             | Home Office Coaching<br>\$50,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>7000  | Teachers received differentiated professional development including 1:1 coaching via Deans of Instruction and small groups established via formative data and teacher written goals.<br><br>All teachers received one week of training aligned to Common Core including writing instruction |             | Home Office Coaching<br>\$50,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>7000 |
| Scope of service:   | Charterwide |   | Scope of service:   | Charterwide |  |
| <input checked="" type="checkbox"/> ALL   |             |   | <input checked="" type="checkbox"/> ALL   |             |  |
| OR:<br>___Low Income pupils ___English Learners<br><br>___Foster Youth ___Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____   |             |   | OR:<br>___Low Income pupils ___English Learners<br><br>___Foster Youth ___Redesignated fluent English proficient ___Other<br>Subgroups:(Specify)_____   |             |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | We are shifting our focus from writing to reading in order to address baseline and foundational data we analyzed via professional development and admin cycles of inquiry |   |             |  |

|  |  |   |  |   |                                      |
|--|--|---|--|---|--------------------------------------|
| Original GOAL 2 from prior year LCAP:  | Increase retention of 9 <sup>th</sup> grade students to 90 % |   | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |   |                                      |
| Goal Applies to:   | Schools:   | LWP   |  |   |                                      |
| Expected Annual Measurable Outcomes:   | Applicable Pupil Subgroups: ALL                              |   | Actual Annual Measurable Outcomes:   | The retention rate is 96.8%<br><br>15% of all HS grades are D's and F's |                                      |
| <b>LCAP Year: 2015-16</b>  |  |   |  |   |                                      |
| <b>Planned Actions/Services</b>  |  |   | <b>Actual Actions/Services</b>   |   |                                      |
|  |  | Budgeted Expenditures   |  |   | Estimated Actual Annual Expenditures |
| 1. Continue to monitor monthly the % of students receiving D's and F's<br>2. Provide professional development to teachers on the quality of grading practices. | Dean<br><br>\$25,000   | 1. Shift of grading scale from 100 point scale to 4 point scale; created rubrics and toolkits to support transition<br>2. Admin monitored monthly % of students receiving Ds and Fs | Dean<br><br>\$25,000   |   |                                      |

|  |  |  |   |
|--|--|--|---|
| <p>3. Home Office to refine college counselor training and support</p>   | <p>College Counselor<br/>\$40,000<br/>Tech Solutions<br/>\$10,000<br/><br/>Resource:<br/>0000, 3010<br/><br/>Object Codes:<br/>1300, 3000, 7000</p>  | <p>3. Counselor received training from HO</p>  | <p>College Counselor<br/>\$40,000<br/>Tech Solutions<br/>\$10,000<br/><br/>Resource:<br/>0000, 3010<br/><br/>Object Codes:<br/>1300, 3000, 7000</p> |
| <p>Scope of service:</p>   | <p>Charterwide</p>   | <p>Scope of service:</p>   | <p>Charterwide</p>  |
| <p><input checked="" type="checkbox"/> ALL</p>   |  | <p><input checked="" type="checkbox"/> ALL</p>   |   |
| <p>OR:<br/><br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  | <p>OR:<br/><br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br/> Subgroups:(Specify)_____</p> |   |
| <p>What changes in actions, services, and expenditures will be made as a result of</p>   | <p>We will continue to provide training and norming sessions to all staff regarding feedback and grading policies. Address how grades should align to the rigor of the Common Core standards via lesson plan study</p> |  |   |

|  |  |
|--|--|
| reviewing past progress and/or changes to goals? |  |
|--|--|

|                                       |   |  |
|---------------------------------------|---|--|
| Original GOAL 3 from prior year LCAP: | CAHSEE – At least 85% of 10 <sup>th</sup> grade students will achieve a passing score on each ELA and Math, or show 10% overall growth towards 85% on each. | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---------------------------------------|---|--|

|                  |                             |     |
|------------------|-----------------------------|-----|
| Goal Applies to: | Schools:                    | LWP |
|                  | Applicable Pupil Subgroups: | ALL |

|                                      |  |                                    |                      |
|--------------------------------------|--|------------------------------------|----------------------|
| Expected Annual Measurable Outcomes: | Students in danger of failing the CAHSEE will receive additional tutoring. | Actual Annual Measurable Outcomes: | CAHSEE was cancelled |
|--------------------------------------|--|------------------------------------|----------------------|

**LCAP Year: 2015-16**

| Planned Actions/Services   |                                    | Actual Actions/Services   |                                      |
|--|------------------------------------|---|--------------------------------------|
|  | Budgeted Expenditures              |   | Estimated Actual Annual Expenditures |
| 1. Provide academic intervention to all students in danger of failing the CAHSEE.<br>2. Analyze data by subgroups on students not passing and create a plan if inequities are found. | Dean<br>\$20,000<br>Tech Solutions | 1. Adopted the STAR Ren reading assessment to measure foundational literacy skills.<br>2. Analyzed data by subgroups on students far below grade level in order to create a literacy plan | Dean<br>\$20,000<br>Tech Solutions   |

|   |   |                                   |   |                                   |
|---|---|-----------------------------------|---|-----------------------------------|
|   |   | \$10,000                          |   | \$10,000                          |
|   |   | Resource:<br>0000                 |   | Resource:<br>0000                 |
|   |   | Object Codes:<br>1300, 3000, 7000 |   | Object Codes:<br>1300, 3000, 7000 |
| Scope of service:   | Charterwide   |                                   | Scope of service:   | Charterwide                       |
| <input checked="" type="checkbox"/> ALL   |   |                                   | <input checked="" type="checkbox"/> ALL   |                                   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |                                   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups:(Specify)_____ |                                   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  | School will implement a change in the master schedule in order to provide literacy support for all students based on schoolwide results; newly hired literacy coach will provide direct student supports to students most at risk and coach teachers to effectively provide literacy support in all classes. Overall shift to reading goals |                                   |   |                                   |

|                 |  |  |
|-----------------|--|--|
| Original GOAL 4 | Increase parent participation through family effort unit tracking and completion | Related State and/or Local Priorities: |
|-----------------|--|--|

|                       |  |  |
|-----------------------|--|--|
| from prior year LCAP: |  | 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|-----------------------|--|--|

|                  |                             |     |
|------------------|-----------------------------|-----|
| Goal Applies to: | Schools:                    | LWP |
|                  | Applicable Pupil Subgroups: | ALL |

|                                      |   |                                    |   |
|--------------------------------------|---|------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>Students and families will track Family Participation throughout the year</li> <li>Families will enjoy improved communication between home and school</li> </ul> 85% of families will participate in at least four family events | Actual Annual Measurable Outcomes: | 90% of families accumulated Family Effort Units from Dec to June, 2016.<br><br>86% families participated in Spring, 2016 SLCs |
|--------------------------------------|---|------------------------------------|---|

**LCAP Year: 2015-16**

| Planned Actions/Services  |  | Actual Actions/Services   |  |
|---|--|---|--|
|   | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures   |
| <ol style="list-style-type: none"> <li>Family Coordinator and Business Manager will develop, implement and celebrate Family Effort Unit program guidelines, protocols, and progress monitoring</li> <li>Analyze data then create outreach plan to engage families not meeting minimum Family Effort unit expectations</li> <li>Create Tier Three family/community engagement program for families of students who need to give back to the community</li> </ol> | Dean<br>\$20,000<br><br>Business Manager<br>\$40,000<br><br>Tech Solutions<br>\$10,000 | <ol style="list-style-type: none"> <li>Business Manager and Family Coordinator fully implemented Family Effort Units including quarterly family progress reports and 3 celebrations with certificates</li> <li>Altered way we reward units to increase involvement in leverage meetings</li> <li>Developed and implemented homogenous special interest family groups including "Grupo de Madres" and African American Family Support Group</li> </ol> | Dean<br>\$20,000<br><br>Business Manager<br>\$40,000<br><br>Tech Solutions<br>\$10,000<br><br>Family Coordinator |



|   |             |  |  |             |   |
|---|-------------|--|--|-------------|---|
|   |             | Resource:<br><br>0000<br><br>Object Codes:<br><br>1300, 2400, 3000,<br>7000  |  |             | \$20,000<br><br>Resource:<br><br>0000<br><br>Object Codes:<br><br>1300, 2400, 3000,<br>7000 |
| Scope of service:   | Charterwide |  | Scope of service:  | Charterwide |   |
| <input checked="" type="checkbox"/> ALL   |             |  | <input checked="" type="checkbox"/> ALL  |             |   |
| OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |             |  | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ |             |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | We need to fine-tune the way we use Family Effort Units for consistency and to engage families equitably. Move from responsive meetings to development of a Family University offerings of workshops and meetings planned early and marketed consistently. |  |             |   |

|                                       |                                       |  |
|---------------------------------------|---------------------------------------|--|
| Original GOAL 5 from prior year LCAP: | Attendance rate 95% for all subgroups | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---------------------------------------|---------------------------------------|--|

|                  |                             |     |
|------------------|-----------------------------|-----|
| Goal Applies to: | Schools:                    | LWP |
|                  | Applicable Pupil Subgroups: | ALL |

|                                      |   |                                    |                         |
|--------------------------------------|---|------------------------------------|-------------------------|
| Expected Annual Measurable Outcomes: | Attendance rate for all subgroups will be 95% or higher | Actual Annual Measurable Outcomes: | Attendance rate: 95.87% |
|--------------------------------------|---|------------------------------------|-------------------------|

**LCAP Year: 2015-16**

| Planned Actions/Services   |  | Actual Actions/Services  |  |
|--|--|--|--|
|  | Budgeted Expenditures  |  | Estimated Annual Expenditures  |
| Students and families who miss more than three unexcused absences will receive additional communication and school support.<br><br>Families will be notified sooner about truanancies. | Dean<br>\$20,000<br><br>Business Manager<br>\$40,000<br><br>Tech Solutions<br>\$10,000 | New Business Manager reported absences weekly during Admin meeting and partnered with Deans to communicate with families and support attendance. | Dean<br>\$20,000<br><br>Business Manager<br>\$40,000<br><br>Tech Solutions<br>\$10,000 |

|   |             |   |  |  |
|---|-------------|---|--|--|
|   |             | Resource:<br>0000   |  | Resource:<br>0000                          |
|   |             | Object Codes:<br>1300, 2400, 3000,<br>7000  |  | Object Codes:<br>1300, 2400, 3000,<br>7000 |
| Scope of service:   | Charterwide |   | Scope of service:  | Charterwide                                |
| <input checked="" type="checkbox"/> ALL   |             |   | <input checked="" type="checkbox"/> ALL  |  |
| OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |             |   | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br><input type="checkbox"/> Subgroups:(Specify)_____ |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | We will stay the course on our action plan with one slight adjustment – better communication with the SPED department so that the team equitably communicates and supports all students and families and improve SPED student attendance. |  |  |

|                                       |  |   |
|---------------------------------------|--|---|
| Original GOAL 6 from prior year LCAP: | All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act | Related State and/or Local Priorities:<br>1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---------------------------------------|--|---|

|                  |                             |     |
|------------------|-----------------------------|-----|
| Goal Applies to: | Schools:                    | LWP |
|                  | Applicable Pupil Subgroups: | ALL |

|                                      |  |                                    |                                       |
|--------------------------------------|--|------------------------------------|---------------------------------------|
| Expected Annual Measurable Outcomes: | All students will be taught by highly qualified personnel. | Actual Annual Measurable Outcomes: | 69.8% teachers were highly qualified. |
|--------------------------------------|--|------------------------------------|---------------------------------------|

**LCAP Year: 2015-16**

| Planned Actions/Services                        |  | Actual Actions/Services  |  |
|---|--|--|--|
|   | Budgeted Expenditures                          |  | Estimated_Actual Annual Expenditures           |
| Continue to hire only highly qualified teachers | Principal<br>\$40,000<br><br>Resource:<br>0000 | <ol style="list-style-type: none"> <li>1. Struggled to clear hire all highly qualified teachers given the teacher shortage</li> <li>2. Created Support Plans for all teachers on emergency credential in order to support attainment of highly qualified status</li> </ol> | Principal<br>\$40,000<br><br>Resource:<br>0000 |

|  |   |  |                             |
|--|---|--|-----------------------------|
|  | Object Codes:<br>1300, 3000   |  | Object Codes:<br>1300, 3000 |
| Scope of service: Charterwide  |   | Scope of service: Charterwide  |                             |
| <input checked="" type="checkbox"/> ALL  |   | <input checked="" type="checkbox"/> ALL  |                             |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups:(Specify) _____ |                             |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | The Aspire regional office adopted policies to ensure teachers are appropriately credentialed including monthly reports and support plans. In addition, we began the hiring process much earlier in order to meet the goal this year. |  |                             |

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|---------------------------------------|--|---|
| Original GOAL 7 from prior year LCAP: | 100% of students will have access to standards aligned materials as measured by school inventory | Related State and/or Local Priorities:<br>1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Goal Applies to:                      | Schools: LWP   |   |

|  |  |  |   |             |
|--|--|--|---|-------------|
| Applicable Pupil Subgroups:  |  | ALL  |   |             |
| Expected Annual Measurable Outcomes:   | All pupils will have CCSS aligned ELA text sets. | Actual Annual Measurable Outcomes:   | <ol style="list-style-type: none"> <li>1. By the end of the year, all students used CCSS aligned ELA text sets in English class</li> <li>2. ELA teachers implemented independent reading for all 6<sup>th</sup> – 10<sup>th</sup> grade students</li> </ol>   |             |
| <b>LCAP Year: 2015-16</b>  |  |  |   |             |
| Planned Actions/Services   |  |  | Actual Actions/Services   |             |
|  |  | Budgeted Expenditures  | Estimated Actual Annual Expenditures  |             |
| Additional materials including computer Chromebooks, software, graphing calculators, books, readers, and hands-on science kits will be purchased |  | Materials and resources,<br>IT support<br>\$50,000<br><br>Resource:<br>0000, 6300<br><br>Object Codes:<br>4200, 4301, 4410, 7000 | <ol style="list-style-type: none"> <li>1. Hired Blended Learning Coach to design Interdisciplinary Learning Lab using Chromebooks and online books and readers and coach teachers</li> <li>2. Deans of Instruction revised the PD plan to work on ensuring all teachers aligned texts and lessons to the rigor of the CCSS</li> </ol> |             |
| Scope of service:  | Charterwide                                      |  | Scope of service:   | Charterwide |

|   |   |   |  |
|---|---|---|--|
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |  |
| OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups:(Specify)_____ |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  | Adopting Study Sync and enrolled all ELA teachers in ensuring consistent implementation and support for EL students. Working with the Home Office team to select LLI as intervention for struggling readers while ensuring high expectations through Study Sync |   |  |

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| Original GOAL 8 from prior year LCAP: | All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department | Related State and/or Local Priorities:<br><br>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |  |
| Goal Applies to:                      | Schools: LWP  |  |  |
|                                       | Applicable Pupil Subgroups: ALL   |  |  |
| Expected Annual Measurable Outcomes:  | 5% of school budget will be appropriated for upkeep of the building   | Actual Annual Measurable Outcomes:   | 5% of the school budget was allocated for upkeep |

**LCAP Year: 2015-16**

| Planned Actions/Services  |   | Actual Actions/Services   |   |
|---|---|---|---|
|   | Budgeted Expenditures   |   | Estimated Actual Annual Expenditures  |
| Human Resources will help refine the job expectations and performance of the building managers        | Building Manager,<br>Custodian,<br>Maintenance<br>\$100,000<br>Resource:<br>0000<br>Object Codes:<br>2900, 3000, 5610 | Reassigned staff to increase support in managing building and maintenance performance.<br>Increased monitoring and feedback to building manager in order to improve performance | Building Manager,<br>Custodian,<br>Maintenance<br>\$100,000<br>Resource:<br>0000<br>Object Codes:<br>2900, 3000, 5610 |
| Scope of service:   | Charterwide   | Scope of service:   | Charterwide   |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |   |
| OR:   |   | OR:   |   |
| <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners                  |   | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |   |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient |   | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  |   |
| <input type="checkbox"/> Other Subgroups:(Specify)_____   |   | <input type="checkbox"/> Other Subgroups:(Specify)_____   |   |



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We are working with the Home Office to implement major improvements to the buildings courtyard and increasing seating and shade for students. We will maintain the goal and explore alternative funding to improve facilities. |  |  |

|                                       |   |                       |   |  |
|---------------------------------------|---|-----------------------|---|--|
| Original GOAL 9 from prior year LCAP: | All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards. |                       | Related State and/or Local Priorities:<br>1__ 2__ <u>x</u> 3__ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |  |
| Goal Applies to:                      | Schools:  | LWP                   |   |  |
|                                       | Applicable Pupil Subgroups:   | ELs                   |   |  |
| Expected Annual Measurable Outcomes:  | Instruction will be more effective in teaching the CCSS.  |                       | Actual Annual Measurable Outcomes:  | Instruction in teaching the CCSS improved as measured by teacher evaluations and instructional rounds. |
|                                       | English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.   |                       |   | ELs benefitted from improved lesson planning and student discourse strategies                          |
| <b>LCAP Year: 2015-16</b>             |   |                       |   |  |
| Planned Actions/Services              |   |                       | Actual Actions/Services   |  |
|                                       |   | Budgeted Expenditures |   | Estimated_Actual Annual Expenditures   |

|  |  |   |   |
|--|--|---|---|
| <p>1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June</p> <p>2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.</p>  | <p>Lead Teachers</p> <p>\$1,000 per teacher</p> <p>Resource:</p> <p>0000, 4305</p> <p>Object Codes:</p> <p>1100, 3000, 5200</p>  | <p>1. EL development offered as a workshop option at the Lead Retreat in June</p> <p>2. Implemented digital badges as a way to differentiate instruction and access to text sets.</p>   | <p>Lead Teachers</p> <p>\$1,000 per teacher</p> <p>Resource:</p> <p>0000, 4305</p> <p>Object Codes:</p> <p>1100, 3000, 5200</p> |
| <p>Scope of service:</p>   | <p>Charterwide</p>   | <p>Scope of service:</p>  | <p>Charterwide</p>  |
| <p><input type="checkbox"/> ALL</p>  |  | <p><input type="checkbox"/> ALL</p>   |   |
| <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> |  | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> |   |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>  | <p>We will change our master schedule to ensure all students will have a literacy block with either independent reading or small group LLI instruction every morning. Use what we learned from digital badge pilot to iterate and apply to math blended learning components next year. Ensure EL struggling readers have small group instruction</p> |   |   |

|  |   |   |   |  |
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| Original GOAL 10 from prior year LCAP:                               | Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually   |   | Related State and/or Local Priorities:<br>1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____  |  |
| Goal Applies to:   | Schools:  | LWP   |   |  |
|  | Applicable Pupil Subgroups:   | ALL   |   |  |
| Expected Annual Measurable Outcomes:                                 | <ul style="list-style-type: none"> <li>Students will feel safer and more cared for at school.</li> <li>Families will be more satisfied with the school's academic program.</li> <li>Family satisfaction will increase 5% if below 90% in 14-15</li> </ul> |   | Actual Annual Measurable Outcomes:  | % Satisfaction rate on the family satisfaction survey (results not in yet) |
| <b>LCAP Year: 2015-16</b>  |   |   |   |  |
| <b>Planned Actions/Services</b>                                      |   |   | <b>Actual Actions/Services</b>  |  |
|  |   | Budgeted Expenditures   | Estimated Actual Annual Expenditures  |  |
| If below 90%, a plan will be created to address any family concerns. |   | Dean<br>\$10,000<br>Counselor<br>\$10,000<br>Parent Outreach<br>\$2,500 | 1. Consistently held family meetings and communicated with families via weekly all calls, monthly newsletters and initiating family focus groups<br>Dean<br>\$10,000<br>Counselor<br>\$10,000<br>Parent Outreach<br>\$2,500 |  |

|  |  |  |  |
|--|--|--|--|
|  | Resource:<br>0000, 3010  |  | Resource:<br>0000, 3010                    |
|  | Object Codes:<br>1300, 2200, 3000,<br>5200   |  | Object Codes:<br>1300, 2200, 3000,<br>5200 |
| Scope of service:  | Charterwide  | Scope of service:  | Charterwide                                |
| <input checked="" type="checkbox"/> ALL  |  | <input checked="" type="checkbox"/> ALL  |  |
| OR:  |  | OR:  |  |
| <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |  | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |  |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient                            |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other |  |
| <input type="checkbox"/> Other Subgroups:(Specify) _____   |  | <input type="checkbox"/> Other Subgroups:(Specify) _____   |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The school will create a plan for meeting parent's needs based on the family survey. |  |  |

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| Original GOAL 11 | Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as | Related State and/or Local Priorities: |
|------------------|--|--|

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|-----------------------|---|--|
| from prior year LCAP: | certified by SBE) and the Academic Performance Index (API) as amended | 1__ 2__x 3__ 4__x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|-----------------------|---|--|

|                  |                                 |
|------------------|---------------------------------|
| Goal Applies to: | Schools: LWP                    |
|                  | Applicable Pupil Subgroups: ALL |

|                                      |  |                                    |  |
|--------------------------------------|--|------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>• Student scores on the SBAC in ELA and Math will increase 5% in all subgroups</li> <li>• Students will receive effective and varied methods to practice skills at their own skill and DOK level</li> </ul> | Actual Annual Measurable Outcomes: | 14-15' ELA: 38% met or exceeded grades 6 – 8, 11 but 63% for just grade 11<br><br>14-15" Math: 27% met or exceeded<br><br>15-16': Results available mid-July |
|--------------------------------------|--|------------------------------------|--|

**LCAP Year: 2015-16**

| Planned Actions/Services  |   | Actual Actions/Services  |   |
|---|---|--|---|
|   | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures  |
| A plan will be made for instructional changes based on the 14-15 SBAC results | Teacher Training,<br><br>Technology, Software<br><br>Lead Teachers,<br><br>Dean<br><br>\$50,000 | PD and Instructional Coaching focused on increasing rigor and aligning all lessons to CCSS.<br><br>Teachers provided more targeted support and varied methods so that students could build their own skill and comfort with all DOK levels | Teacher Training,<br><br>Technology, Software<br><br>Lead Teachers,<br><br>Dean<br><br>\$50,000 |

|   |             |   |  |             |   |
|---|-------------|---|--|-------------|---|
|   |             | Resource:<br>0000, 4035<br><br>Object Codes:<br>1100, 1300, 3000,<br>4410, 4310, 5200 |  |             | Resource:<br>0000, 4035<br><br>Object Codes:<br>1100, 1300, 3000,<br>4410, 4310, 5200 |
| Scope of service:   | Charterwide |   | Scope of service:  | Charterwide |   |
| <input checked="" type="checkbox"/> ALL   |             |   | <input type="checkbox"/> ALL   |             |   |
| OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |             |   | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ |             |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | Adopt CCSS aligned curriculum and continue to monitor progress                        |  |             |   |

|                                  |  |   |
|----------------------------------|--|---|
| Original GOAL 12 from prior year | Increase the percentage of students on track to graduation which includes the A-G requirements met | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7_x 8__ |
|----------------------------------|--|---|

LCAP:

COE only: 9\_\_ 10\_\_

Local : Specify \_\_\_\_\_

Goal Applies to:

Schools: LWP

Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:

- More students will be poised to graduate able to apply to UC/CSU and be college ready.
- Students will receive counseling on A-G requirement completion.
- Increase of 5% of students reaching A-G progress if not at 90%.

Actual Annual Measurable Outcomes:

- 2014 – 100% reaching A-G progress
- 2015 – 100% reaching A-G progress
- 2016 – Data not available until after July 1, 2016

**LCAP Year: 2015-16**

**Planned Actions/Services**

**Actual Actions/Services**

Budgeted Expenditures

Estimated Actual Annual Expenditures

1. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements
2. Analyze data of students not reaching graduation requirements and address any inequities uncovered

Dean  
\$25,000  
College Counselor  
\$40,000  
Principal  
\$10,000  
Tech Solutions  
\$10,000

1. Aspire provided PD to college counselors
2. We looked at monthly data for seniors including grades, on track status, early college program challenges and successes

Dean  
\$25,000  
College Counselor  
\$40,000  
Principal  
\$10,000  
Tech Solutions  
\$10,000

|   |             |   |  |             |                                   |
|---|-------------|---|--|-------------|-----------------------------------|
|   |             | Resource:<br>0000   |  |             | Resource:<br>0000                 |
|   |             | Object Codes:<br>1300, 3000, 7000   |  |             | Object Codes:<br>1300, 3000, 7000 |
| Scope of service:   | Charterwide |   | Scope of service:  | Charterwide |                                   |
| <input checked="" type="checkbox"/> ALL   |             |   | <input checked="" type="checkbox"/> ALL  |             |                                   |
| OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |             |   | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ |             |                                   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | We will reassign oversight of college counseling and early college proctors to new High School Assistant Principal of Instruction in order to build capacity among the team to set systems and progress monitor senior data points aligned to on time graduation and college acceptances. |  |             |                                   |

|                                 |  |   |
|---------------------------------|--|---|
| Original GOAL13 from prior year | CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ |
|---------------------------------|--|---|



LCAP:

COE only: 9\_\_ 10\_\_

Local : Specify \_\_\_\_\_

Goal Applies to:

Schools: LWP

Applicable Pupil Subgroups: ELs

Expected Annual Measurable Outcomes:

- CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.
- Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.

Actual Annual Measurable Outcomes:

36% of EL students met their AMAO target

**LCAP Year: 2015-16**

**Planned Actions/Services**

**Actual Actions/Services**

Budgeted Expenditures

Estimated Actual Annual Expenditures

1. Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June
2. For English learners:  
Intervention Support – All English learners identified through the RTI process will receive additional academic support

New Teacher Training,  
Lead Teacher Training,  
Lead Teachers,  
Dean  
\$20,000

Resource:

1. Lead Teachers were offered PD sessions in EL development at the June Teacher REtreat
2. English Learners received small group reading pull out in 9<sup>th</sup> and 10<sup>th</sup> grade

New Teacher Training,  
Lead Teacher Training,  
Lead Teachers,  
Dean  
\$20,000

Resource:

|   |   |   |  |
|---|---|---|--|
|   | 0000, 3010, 4035  |   | 0000, 3010, 4035                           |
|   | Object Codes:<br>1100, 1300, 3000,<br>5200  |   | Object Codes:<br>1100, 1300, 3000,<br>5200 |
| Scope of service:   | Charterwide   | Scope of service:   | Charterwide                                |
| <input type="checkbox"/> ALL  |   | <input type="checkbox"/> ALL  |  |
| OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   | OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  | We revamped the school day schedule to ensure all students receive improved literacy instruction and more EL students have the opportunity to receive small group pull out using LLI curriculum |   |  |

|  |   |  |
|--|---|--|
| Original GOAL 14 from prior year LCAP: | Eliminate non-mandatory expulsions<br>Increase proactive interventions for Tier 2 and Tier 3 students | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|--|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
| Goal Applies to:   | Schools:   | LWP  |  |  |
|  | Applicable Pupil Subgroups:  | ALL  |  |  |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>Eliminate # of students who will miss school due to expulsions.</li> <li>Students at risk for behavior incidents will receive support and behavior interventions</li> <li>Students will feel safer at school</li> </ul> |  | Actual Annual Measurable Outcomes:   | 14-15': 9.7% suspensions for disruption or defiance<br>15-16': 5.6% suspensions for disruption or defiance |
| <b>LCAP Year: 2015-16</b>  |  |  |  |  |
| Planned Actions/Services   |  |  | Actual Actions/Services  |  |
|  |  | Budgeted Expenditures  | Estimated Actual Annual Expenditures   |  |
| The school expulsion rate is currently 0%. If the % increases, a plan will be created. |  | Counselor<br>\$25,000<br><br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200, 3000 | Counselor<br>\$25,000<br><br>Principal<br>\$10,000<br><br>Resource:<br>0000<br><br>Object Codes:<br>1300, 2200, 3000 |  |
|  |  |  | The school expulsion rate is currently .2%. If the % increases, a plan will be created.                              |  |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| Scope of service:  | Charterwide  |  | Scope of service:                       | Charterwide  |  |
| <input checked="" type="checkbox"/> ALL  |  |  | <input checked="" type="checkbox"/> ALL |  |  |
| OR:  | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |  | OR:                                     | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |  |
|  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |   | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups:(Specify)_____ |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We had one expulsion hearing this year. We will utilize cultural action plan to further build supports for at risk students                                      |  |   |  |  |

|                                       |   |     |  |   |
|---------------------------------------|---|-----|--|---|
| Original GOAL15 from prior year LCAP: | Reduce percentage of students suspended 1 time or more  |     | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |   |
| Goal Applies to:                      | Schools:  | LWP |  |   |
|                                       | Applicable Pupil Subgroups:   | ALL |  |   |
| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>Reduce pupil suspension days to 100 or less days missed of school due to suspensions.</li> <li>Students will interact with more support staff who will help them meet immediate needs</li> </ul> |     | Actual Annual Measurable Outcomes:   | 28% of students suspended 1 time or more<br><br>Increased support staff hours and training to more adequately |

support students with immediate needs

LCAP Year: 2015-16

| Planned Actions/Services  |                                   | Actual Actions/Services  |                                      |
|---|-----------------------------------|--|--------------------------------------|
|   | Budgeted Expenditures             |  | Estimated Actual Annual Expenditures |
| If the rate of students suspended increases, a plan for intervention will be created. | Counselor<br>\$25,000             | Implemented restorative practices<br><br>Contracted with Seneca to create a culture and climate action plan<br><br>Implemented SAIC survey to measure growth | Counselor<br>\$25,000                |
|   | Principal<br>\$10,000             |  | Principal<br>\$10,000                |
|   | Resource:<br>0000                 |  | Resource:<br>0000                    |
|   | Object Codes:<br>1300, 2200, 3000 |  | Object Codes:<br>1300, 2200, 3000    |
| Scope of service:   | Charterwide                       | Scope of service:  | Charterwide                          |
| <input checked="" type="checkbox"/> ALL   |                                   | <input checked="" type="checkbox"/> ALL  |                                      |
| OR:   |                                   | OR:  |                                      |
| <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |                                   | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |                                      |

|  |   |   |  |
|--|---|---|--|
| __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_  |   | __Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Work with reorganized Aspire Home Office director and school culture action plan template to increase strategies to support at risk students. Add Cultural Cabinet teacher leader position to support improved teacher consistency and equity lens in working with students |   |  |

|   |   |          |  |  |
|---|---|----------|--|--|
| Original GOAL<br>16from prior<br>year LCAP: | Increase the percentage of students on track to graduation which includes 15 community college credits  |          | Related State and/or Local Priorities:<br><br>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x__<br>COE only: 9__ 10__<br><br>Local : Specify _____ |  |
| Goal Applies to:                            | Schools:  | LWP      |  |  |
|   | Applicable Pupil Subgroups:   | ALL      |  |  |
| Expected Annual Measurable Outcomes:        | <ul style="list-style-type: none"> <li>Students in grades 9-12 will be more academically prepared for college by taking community college classes.</li> <li>55% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</li> <li>50% of 9-12 students will visit a college campus.</li> </ul> |          | Actual Annual Measurable Outcomes:   | 2014 – 11% completed 15 credits<br><br>2015 – 0% completed 15 credits<br><br>2016 – estimated 70% completed 15 credits |
| <b>LCAP Year: 2015-16</b>                   |   |          |  |  |
| Planned Actions/Services                    |   |          | Actual Actions/Services  |  |
|   |   | Budgeted | Estimated_Actual Annual  |  |

|   |             | Expenditures   |   |             | Expenditures   |
|---|-------------|--|---|-------------|--|
| <p>1. Develop strategic school-day schedule that includes time and bi-weekly support for on-campus, online, and off campus college classes.</p> <p>2. Reduce out of pocket costs for families and students to take college classes including ways to pay for registration, transportation, cost of books and supplies</p> |             | <p>Early College High School Program</p> <p>\$20,000</p> <p>Resource:</p> <p>0000</p> <p>Object Codes:</p> <p>5800</p>   | <p>1. Offered 10 college classes onsite each semester integrating early college opportunities into school day schedule</p> <p>2. Directly paid or reimbursed families for all out of pocket fees for families and students including registration, transportation, cost of books and supplies</p> |             | <p>Early College High School Program</p> <p>\$40,000</p> <p>Resource:</p> <p>0000</p> <p>Object Codes:</p> <p>5800</p> |
| Scope of service:   | Charterwide |  | Scope of service:   | Charterwide |  |
| <input checked="" type="checkbox"/> ALL   |             |  | <input checked="" type="checkbox"/> ALL   |             |  |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |             |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____                                      |             |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |             | Continue expanding onsite early college program onsite aligned to college and career pathways. Develop more effective protcoring practices to support success in all college classes |   |             |  |

|  |  |  |
|--|--|--|
| Original GOAL 17 from prior year LCAP: | Teachers will be trained to implement the Next Generation Science Standards. | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|--|--|--|

|                  |                             |     |
|------------------|-----------------------------|-----|
| Goal Applies to: | Schools:                    | LWP |
|                  | Applicable Pupil Subgroups: | ALL |

|                                      |  |                                    |  |
|--------------------------------------|--|------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> <li>Students will receive science instruction aligned with the NGSS instructional practices.</li> <li>Teachers will be more effective teachers science.</li> <li>Students will receive baselines cores on the Aspire internal science benchmarks</li> </ul> | Actual Annual Measurable Outcomes: | All HS students received science instruction aligned with the NGSS instructional practices |
|--------------------------------------|--|------------------------------------|--|

**LCAP Year: 2015-16**

| Planned Actions/Services   |  | Actual Actions/Services   |  |
|--|--|---|--|
|  | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures   |
| <ol style="list-style-type: none"> <li>Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS</li> <li>Invest in onsite science expert teaching position to model project based learning in Science aligned to New Generation Science standards</li> </ol> | Teacher Training,<br>Science Teaching,<br>Principal<br>\$50,000<br><br>Resource: | <ol style="list-style-type: none"> <li>Hired a veteran Science teacher to coach 2 other science teachers</li> <li>Bio teacher attended PD from Exploratorium focusing on changes to NGSS</li> </ol> | Teacher Training,<br>Science Teaching,<br>Principal<br>\$50,000<br><br>Resource: |



|  |   |  |   |
|--|---|--|---|
|  | 0000<br><br>Object Codes:<br>1100, 1300, 3000   |  | 0000<br><br>Object Codes:<br>1100, 1300, 3000 |
| Scope of service: Charterwide  |   | Scope of service: Charterwide  |   |
| <input checked="" type="checkbox"/> ALL  |   | <input checked="" type="checkbox"/> ALL  |   |
| OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |   | OR:<br><br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other<br>Subgroups:(Specify) _____ |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | Changed master schedule to prioritize NGSS instruction in Bio and Physics. The change of sequence more closely aligns to NGSS and allows us to offer Anatomy science course. School will add STEAM pathway and offer science fair internships |  |   |

**Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and

English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

|  |           |
|--|-----------|
| Total amount of Supplemental and Concentration grant funds calculated:   | \$910,000 |
| In the 2016-2017 school year, \$910,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting Assistant Principals, instructional assistants, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students. |           |

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

|    |   |   |
|----|---|---|
| 22 | % | In the 2016-2017 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 22%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided. |
|----|---|---|

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

# FACILITIES AND FUTURE PLANS

| FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)  |     |
|--|-----|
| Is the facility meeting the needs of your staff and students?  | Yes |
| Will the facility continue to accommodate your growth needs?   | Yes |
| If applicable is your current lease still valid?   | Yes |
| Does your lease extend through the end of your requested charter term?   | Yes |
| <p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> <li>· A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or</li> <li>· A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely</li> </ul> |     |
| <p>Describe the condition of your current facility.</p> <p>LWP is in good condition and has full time Building Management and Contracted Service providers for maintenance.</p>  |     |
| <p>What procedures are in place for handling facility repairs?</p> <p>LWP has a full time Building Manager who responds and accesses all facility related issues. LWP has service providers for all major facility needs in the event the Building Manager cannot restore a facility issue to its normal state. These include HVAC, Electrical, Plumbing, General Contractors. These are further supported by service providers available identified by Aspire for use throughout the organization.</p>  |     |

| FUTURE PLANS  |    |
|---|----|
| <p><i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.</p>   | No |
| <p><i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> <li>· Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc.</li> <li>· In order to have the material revision to your charter approved, your school needs to:               <ul style="list-style-type: none"> <li>o State the revision(s) the school’s governing board wishes to make to the charter.</li> <li>o Describe the reasons for the request(s).</li> <li>o Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.</li> </ul> </li> </ul> <p>23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.</p> <p>- If appropriate, describe how student achievement may be impacted by the proposed revision(s).</p> | No |

**Appendix II:**  
**Surrounding Schools Study**

Aspire Lionel Wilson College Preparatory Academy

| Surrounding Schools Demographic and Performance Data |                          |   |                          |  |   |  |                    |                                  |                                 |                                      |                               |                                     |
|--|--------------------------|---|--------------------------|--|---|--|--------------------|----------------------------------|---------------------------------|--------------------------------------|-------------------------------|-------------------------------------|
| Address: 400 105th Ave, Oakland, CA 94603            |                          |   |                          |  |   |  |                    |                                  |                                 |                                      |                               |                                     |
| OSD Schools  | # of Students<br>2015-16 | % Students<br>Eligible for Free/<br>Reduced Lunch | % of English<br>Learners | % Major<br>Ethnicity #1<br>(Latino/Hispanic<br>) | % Major<br>Ethnicity<br>#2(African<br>American) | % Major<br>Ethnicity #3<br>(Asian<br>American) | 2013<br>Growth API | Met Schoolwide<br>Growth Target? | Met Subgroup<br>Growth Targets? | 2011 - 2013<br>API 3 Year<br>Average | 2013<br>API Statewide<br>Rank | 2013<br>API Similar<br>Schools Rank |
| Madison Park Academy 6-12                            | 691                      | 97.0%   | 33.6%                    | 81.2%  | 13.9%   | 2.3%   | 701                | No                               | No                              | 716                                  | 1                             | 3                                   |
| Coliseum College Preparatory Academy 6-12            | 482                      | 95.6%   | 35.7%                    | 85.3%  | 12.0%   | 1.5%   | 665                | No                               | No                              | 665                                  | 2                             | 3                                   |
| Alliance Academy 6-8                                 | 371                      | 94.4%   | 44.7%                    | 66.0%  | 23.0%   | 3.2%   | 627                | No                               | No                              | 666                                  | 1                             | 1                                   |
| Elmhurst Community Prep 6-8                          | 371                      | 94.3%   | 34.2%                    | 61.5%  | 29.1%   | 1.6%   | 686                | No                               | No                              | 683                                  | 1                             | 3                                   |
| Charter Schools                                      |                          |   |                          |  |   |  |                    |                                  |                                 |                                      |                               |                                     |
| Aspire Lionel Wilson College Preparatory Academy     | 531                      | 91.3%   | 26.0%                    | 92.1%  | 5.5%  | 0.8%   | 807                | Yes                              | No                              | 811                                  | 8                             | 10                                  |
| Lighthouse Community Charter High                    | 260                      | 80.4%   | 32.4%                    | 83.8%  | 8.5%  | 2.3%   | 799                | Yes                              | Yes                             | 781                                  | 7                             | 10                                  |



**Appendix III:**  
**Sample School Bell Schedule**



# Lionel Wilson College Preparatory Academy

## 2016-2017 Bell Schedule

| <b>Middle School<br/>Monday-Thursday<br/><i>Lunes - Jueves</i></b> |                      |
|--|----------------------|
| <b>Period / Período</b>  | <b>Time / Tiempo</b> |
| 0 Period / Período 0   | 7:30 AM              |
|  | 8:20 AM              |
| Homeroom   | 8:25 AM              |
|  | 8:45 AM              |
| Wilson Reads Literacy Block  | 8:45 AM              |
|  | 9:30 AM              |
| 1st Period / Período 1   | 9:35 AM              |
|  | 10:50 AM             |
| Break / Descanso   | 10:50 AM             |
|  | 11:00 AM             |
| 2nd Period / Período 2   | 11:05 AM             |
|  | 12:20 PM             |
| Lunch / Almuerzo   | 12:20 PM             |
|  | 12:50 PM             |
| 3rd Period / Período 3   | 12:55 PM             |
|  | 2:10 PM              |
| Break / Descanso   | 2:10 PM              |
|  | 2:20 PM              |
| 4th Period / Período 4   | 2:25 PM              |
|  | 3:40 PM              |
| Beyond the Bell (BtB)  | 3:40 PM              |
|  | 4:30 PM              |
| Beyond the Bell Plus (BtB+)  | 4:30 PM              |
|  | 6:00 PM              |

| <b>Middle School<br/>Friday<br/><i>Viernes</i></b> |                      |
|--|----------------------|
| <b>Period / Período</b>                            | <b>Time / Tiempo</b> |
| 0 Period / Período 0                               | 7:30 AM              |
|  | 8:20 AM              |
| 1st Period / Período 1                             | 8:25 AM              |
|  | 9:20 AM              |
| 2nd Period / Período 2                             | 9:25 AM              |
|  | 10:20 AM             |
| Break / Descanso                                   | 10:25 AM             |
|  | 10:35 AM             |
| 3rd Period / Período 3                             | 10:40 AM             |
|  | 11:35 AM             |
| 4th Period / Período 4                             | 11:40 AM             |
|  | 12:35 PM             |
| Beyond the Bell (BtB)                              | 12:35 PM             |
|  | 6:00 PM              |

| <b>High School<br/><i>MW and TR rotation</i></b> |                      |
|--|----------------------|
| <b>Period / Período</b>                          | <b>Time / Tiempo</b> |
| 0 Period / Período 0                             | 7:25 AM              |
|  | 8:20 AM              |
| 1st Block: Homeroom                              | 8:25 AM              |
|  | 8:50 AM              |
| Wilson Reads                                     | 8:50 AM              |
|  | 9:35 AM              |
| 2nd Block  | 9:40 AM              |
|  | 11:00 AM             |
| HS Lunch   | 11:05 AM             |
|  | 11:35 AM             |
| 3rd Block  | 11:40 AM             |
|  | 1:00 PM              |
| 4th Block  | 1:05 PM              |
|  | 2:25 PM              |
| Snack/bathroom break                             | 2:25 PM              |
|  | 2:35 PM              |
| 5th Block  | 2:35 PM              |
|  | 3:55 PM              |
| Office Hours/BtB/After School Programs           | 4:00 PM              |
|  | 4:55 PM              |
|  | 5:00 PM              |
|  | 6:00 PM              |

| <b>9th to 12th Grade<br/>Friday</b> |                      |
|-------------------------------------|----------------------|
| <b>Period / Período</b>             | <b>Time / Tiempo</b> |
| 0 Period / Período 0                | 7:25 AM              |
|                                     | 8:20 AM              |
| 1st Block                           | 8:25 AM              |
|                                     | 9:30 AM              |
| 2nd Block                           | 9:35 AM              |
|                                     | 10:30 AM             |
| Snack/bathroom break                | 10:35 PM             |
|                                     | 10:40 PM             |
| 3rd Block                           | 10:45 PM             |
|                                     | 11:40 PM             |
| 4th Block                           | 11:45 PM             |
|                                     | 12:40 PM             |

**Appendix IV:  
Sample School Calendar**

## LWP School Year 2016 - 2017

Attendance Policy: Students at Lionel Wilson Prep are expected to be on time to school everyday. Whenever a student is going to be absent, parent should call the office before 9:00am at 510-635-7737 ext. 12805

\*Families - please do not plan early or extended trips. We do not grant absence requests for trips and student learning is negatively impacted

|            |                  | Month | Event |    |    |    |    |                                    |                                       |
|------------|------------------|-------|-------|----|----|----|----|------------------------------------|---------------------------------------|
| Semester 1 | <b>August</b>    |       |       |    |    |    |    |                                    |                                       |
|            |                  | S     | M     | T  | W  | Th | F  | S                                  |                                       |
|            |                  |       | 1     | 2  | 3  | 4  | 5  | 6                                  | 1-9 Office open                       |
|            | Week 1           | 7     | 8     | 9  | 10 | 11 | 12 | 13                                 | 10: First Day of School               |
|            | Week 2           | 14    | 15    | 16 | 17 | 18 | 19 | 20                                 | 10-16: Strong Start Min Days          |
|            | Week 3           | 21    | 22    | 23 | 24 | 25 | 26 | 27                                 | 29: Progress Report Q1.1              |
|            | Week 4           | 28    | 29    | 30 | 31 |    |    |                                    | 31: Picture Day                       |
|            | <b>September</b> |       |       |    |    |    |    |                                    |                                       |
|            |                  | S     | M     | T  | W  | Th | F  | S                                  |                                       |
|            |                  |       |       |    |    | 1  | 2  | 3                                  |                                       |
| Week 5     | 4                | 5     | 6     | 7  | 8  | 9  | 10 | 5: Labor Day (no school)           |                                       |
| Week 6     | 11               | 12    | 13    | 14 | 15 | 16 | 17 |                                    |                                       |
| Week 7     | 18               | 19    | 20    | 21 | 22 | 23 | 24 | 19-Progress Report Q1.2            |                                       |
| Week 8     | 25               | 26    | 27    | 28 | 29 | 30 |    |                                    |                                       |
| Break      | <b>October</b>   |       |       |    |    |    |    |                                    |                                       |
|            |                  | S     | M     | T  | W  | Th | F  | S                                  |                                       |
|            |                  |       |       |    |    |    | 1  |                                    |                                       |
|            | 2                | 3     | 4     | 5  | 6  | 7  | 8  | 3-7: Fall Break (no school)        |                                       |
| Week 9     | 9                | 10    | 11    | 12 | 13 | 14 | 15 | 10: Site Retreat Day (no students) |                                       |
| Week 10    | 16               | 17    | 18    | 19 | 20 | 21 | 22 |                                    |                                       |
| Week 11    | 23               | 24    | 25    | 26 | 27 | 28 | 29 |                                    |                                       |
|            | 30               | 31    |       |    |    |    |    | 31- Progress Report Q2.1           |                                       |
| Semester 1 | <b>November</b>  |       |       |    |    |    |    |                                    |                                       |
|            |                  | S     | M     | T  | W  | Th | F  | S                                  |                                       |
|            |                  |       |       |    |    |    |    |                                    |                                       |
|            |                  |       |       | 1  | 2  | 3  | 4  | 5                                  |                                       |
|            | Week 12          |       |       |    |    |    |    |                                    |                                       |
|            | Week 13          | 6     | 7     | 8  | 9  | 10 | 11 | 12                                 | 11: Veteran's Day (no school)         |
|            | Week 14          | 13    | 14    | 15 | 16 | 17 | 18 | 19                                 |                                       |
|            |                  | 20    | 21    | 22 | 23 | 24 | 25 | 26                                 | 21-25: Thanksgiving Break (no school) |
|            | Week 15          | 27    | 28    | 29 | 30 |    |    |                                    |                                       |
|            | <b>December</b>  |       |       |    |    |    |    |                                    |                                       |
|            | S                | M     | T     | W  | Th | F  | S  |                                    |                                       |
|            |                  |       |       |    | 1  | 2  | 3  |                                    |                                       |
| Week 16    | 4                | 5     | 6     | 7  | 8  | 9  | 10 | Progress Report Q2.2               |                                       |
| Week 17    | 11               | 12    | 13    | 14 | 15 | 16 | 17 |                                    |                                       |
|            | 18               | 19    | 20    | 21 | 22 | 23 | 24 | 12-16: Finals week (minimum days)  |                                       |
| Break      |                  | 25    | 26    | 27 | 28 | 29 | 30 | 31                                 | 19-30: Winter Break (no school)       |
|            | <b>No School</b> |       |       |    |    |    |    |                                    |                                       |

|                     |                 | Month | Event |    |    |    |    |                                  |                                 |
|---------------------|-----------------|-------|-------|----|----|----|----|----------------------------------|---------------------------------|
| Break               | <b>January</b>  |       |       |    |    |    |    |                                  |                                 |
|                     |                 | S     | M     | T  | W  | Th | F  | S                                |                                 |
|                     |                 |       |       |    |    |    |    |                                  |                                 |
|                     | 1               | 2     | 3     | 4  | 5  | 6  | 7  | 2-9 Winter Break (no school)     |                                 |
| Week 18             | 8               | 9     | 10    | 11 | 12 | 13 | 14 |                                  |                                 |
| Week 19             | 15              | 16    | 17    | 18 | 19 | 20 | 21 | 16: ML King Jr. Day (no school)  |                                 |
| Week 20             | 22              | 23    | 24    | 25 | 26 | 27 | 28 |                                  |                                 |
| Week 21             | 29              | 30    | 31    |    |    |    |    |                                  |                                 |
| Semester 2          | <b>February</b> |       |       |    |    |    |    |                                  |                                 |
|                     |                 | S     | M     | T  | W  | Th | F  | S                                |                                 |
|                     |                 |       |       |    |    |    |    |                                  |                                 |
|                     |                 |       |       |    | 1  | 2  | 3  | 4                                |                                 |
|                     | Week 22         | 5     | 6     | 7  | 8  | 9  | 10 | 11                               | 6: Progress Report Q3.1         |
|                     | Week 23         | 12    | 13    | 14 | 15 | 16 | 17 | 18                               |                                 |
|                     | Week 24         | 19    | 20    | 21 | 22 | 23 | 24 | 25                               | 20: Presidents' Day (no school) |
|                     | Week 25         | 26    | 27    | 28 |    |    |    |                                  |                                 |
|                     | <b>March</b>    |       |       |    |    |    |    |                                  |                                 |
|                     |                 | S     | M     | T  | W  | Th | F  | S                                |                                 |
|                     |                 |       |       |    |    |    |    |                                  |                                 |
|                     |                 |       |       | 1  | 2  | 3  | 4  |                                  |                                 |
| Week 26             | 5               | 6     | 7     | 8  | 9  | 10 | 11 | 6: Progress Report Q3.2          |                                 |
| Week 27             | 12              | 13    | 14    | 15 | 16 | 17 | 18 |                                  |                                 |
| Week 28             | 19              | 20    | 21    | 22 | 23 | 24 | 25 |                                  |                                 |
|                     | 26              | 27    | 28    | 29 | 30 | 31 |    | 27-31 Spring Break (no school)   |                                 |
| Break               | <b>April</b>    |       |       |    |    |    |    |                                  |                                 |
|                     |                 | S     | M     | T  | W  | Th | F  | S                                |                                 |
|                     |                 |       |       |    |    |    | 1  |                                  |                                 |
|                     | 2               | 3     | 4     | 5  | 6  | 7  | 8  | 3-7: Spring Break (no school)    |                                 |
| Week 29             | 9               | 10    | 11    | 12 | 13 | 14 | 15 | 10: Site Retreat Day (no school) |                                 |
| Week 30             | 16              | 17    | 18    | 19 | 20 | 21 | 22 |                                  |                                 |
| Week 31             | 23              | 24    | 25    | 26 | 27 | 28 | 29 |                                  |                                 |
|                     | 30              |       |       |    |    |    |    |                                  |                                 |
| Semester 2          | <b>May</b>      |       |       |    |    |    |    |                                  |                                 |
|                     |                 | S     | M     | T  | W  | Th | F  | S                                |                                 |
|                     |                 |       |       |    |    |    |    |                                  |                                 |
|                     |                 |       | 1     | 2  | 3  | 4  | 5  | 6                                | 1: Progress Report Q4.1         |
|                     | Week 32         |       |       |    |    |    |    |                                  |                                 |
|                     | Week 33         | 7     | 8     | 9  | 10 | 11 | 12 | 13                               |                                 |
|                     | Week 34         | 14    | 15    | 16 | 17 | 18 | 19 | 20                               |                                 |
|                     | Week 35         | 21    | 22    | 23 | 24 | 25 | 26 | 27                               | 22: Progress Report Q4.2        |
|                     | Week 36         | 28    | 29    | 30 | 31 |    |    |                                  | 29: Memorial Day                |
|                     | <b>June</b>     |       |       |    |    |    |    |                                  |                                 |
|                     | S               | M     | T     | W  | Th | F  | S  |                                  |                                 |
|                     |                 |       |       |    |    |    |    |                                  |                                 |
|                     |                 |       |       |    | 1  | 2  | 3  |                                  |                                 |
| Week 37             | 4               | 5     | 6     | 7  | 8  | 9  | 10 | 5-16: Minimum days               |                                 |
| Week 38             | 11              | 12    | 13    | 14 | 15 | 16 | 17 | 16 Last day of school            |                                 |
| Break               |                 | 18    | 19    | 20 | 21 | 22 | 23 | 24                               |                                 |
|                     |                 | 25    | 26    | 27 | 28 | 29 |    |                                  |                                 |
| <b>Minimum Days</b> |                 |       |       |    |    |    |    |                                  |                                 |

**Appendix V:**  
**Aspire's Secondary Assessment Calendar**

## Aspire's (California) Secondary 2016-2017 Assessment Calendar

| Aspire Secondary Assessments and Testing Windows |             |   |   |  |   |                         |
|--|-------------|---|---|--|---|-------------------------|
| Wk   | Dates       | ELA Assessments   |   | Math Assessments   | Others/Comments   |                         |
|  | Aug 1-5     |   |   |  | 1 <sup>st</sup> Day of School – CV Aug 1                |                         |
|  | Aug 8-12    | <b>STAR Reading Window</b><br>Grades 6-12                                     |   |  | 1 <sup>st</sup> Day of School – LA Aug 8;<br>Bay Aug 10 |                         |
|  | Aug 15-19   |   |   |  |   |                         |
|  | Aug 22-26   |   |   |  |   |                         |
|  | Aug 29 – 2  |   |   |  |   |                         |
|  | Sept 5-9    |   |   |  |   |                         |
|  | Sept 12-16  |   |   |  |   |                         |
|  | Sept 19-23  | <b>CELDT Window</b><br>Grades 6-12 ELs<br>Should be finished by<br>October 28 |   |  |   |                         |
|  | Sept 26-30  |   |   |  |   |                         |
|  | Oct 3-7     |   |   |  |   | Valley + Bay Fall Break |
|  | Oct 10-14   |   |   |  |   | LA Fall Break           |
|  | Oct 17-21   |   |   |  |   |                         |
|  | Oct 24-28   |   |   |  |   |                         |
|  | Oct 31-4    |   |   |  |   |                         |
|  | Nov 7-11    |   |   |  |   |                         |
|  | Nov 14-18   |   |   |  |   |                         |
|  | Nov 21-25   |   |   |  | Thanksgiving Break – All Regions                        |                         |
|  | Nov 28-2    | <b>ELA IAB Window</b><br>Grades 9-10  | <b>Performance Task #1 Window - Choose ELA or Math</b><br>Grades 6-8 & 11 | <b>Math IAB Window</b><br>Grades 10<br><b>Performance Task Window</b><br>Grade 9 |   |                         |
|  | Dec 5-9     |   |   |  |   |                         |
|  | Dec 12-16   |   |   |  |   |                         |
|  | Dec 19 – 31 |   |   |  | Winter Break – All Regions                              |                         |

### Aspire Secondary Assessments Continued

| Wk | Dates      | ELA Assessments   | Math Assessments                         | Comments  |                                       |
|----|------------|---|--|---|---------------------------------------|
|    | Jan 2-6    |   |  | Valley Returns from Winter Break  |                                       |
|    | Jan 9-13   |   |  | BA/LA Return from Winter Break  |                                       |
|    | Jan 16-20  | <b>Performance Task #2 Window - Choose ELA or Math</b><br>Grades 6-8 & 11 |  |   |                                       |
|    | Jan 23-27  |   |  |   |                                       |
|    | Jan 30-3   |   |  |   |                                       |
|    | Feb 6-10   |   |  |   |                                       |
|    | Feb 13-17  |   |  |   |                                       |
|    | Feb 20-24  | <b>ELA IAB Window</b><br>Grades 9-10                                      | <b>ELA ICA Window</b><br>Grades 6-8 & 11 | <b>Math ICA Window</b><br>Grades 6-8 & 11                               |                                       |
|    | Feb 27-3   |   |  |   |                                       |
|    | Mar 6-10   |   |  |   |                                       |
|    | Mar 13-17  |   |  |   |                                       |
|    | Mar 20-24  |   |  | Valley Spring Break   |                                       |
|    | Mar 27-31  |   |  | Bay Spring Break  |                                       |
|    | Apr 3-7    |   |  | Bay/LA Spring Break   |                                       |
|    | Apr 10-14  |   |  | <b>PFT Window</b><br>Grades 7 and 9<br><br>Should be done by end of May |                                       |
|    | Apr 17-21  | <b>11<sup>th</sup> Grade ACT – April 19th</b>                             |  |   |                                       |
|    | Apr 24-28  |   |  |   |                                       |
|    | May 1-5    | <b>SBAC Window</b><br>Grades 6-8 & 11                                     | <b>SBAC Window</b><br>Grades 6-8 & 11    |   | <b>Math IAB Window</b><br>Grades 9-10 |
|    | May 8-12   |   |  |   |                                       |
|    | May 15-19  |   |  |   |                                       |
|    | May 22-26  |   |  | <b>STAR Reading Window</b><br>Grades 6-12                               |                                       |
|    | May 29-2   |   |  |   |                                       |
|    | June 5-9   |   |  | Valley Last Week of School  |                                       |
|    | June 12-16 |   |  | Bay/LA Last Week of School  |                                       |

\*\*The CDE is designing a new state required science test. They are deciding if this will be optional in 16-17 or if it could replace the 8<sup>th</sup> and 10<sup>th</sup> grade CST science test. The new science test will be more rigorous, take longer to administer, and be given in grade 8 and a high school grade (the exact one is not yet clear)

## Aspire's (California) 16-17 Assessments:

| Assessment (Grades)                                   | Type                    | Purpose                                     | Timing  | Description   |
|---|-------------------------|---|---|---|
| STAR Ren Reading (6-12)                               | Formative/<br>Summative | Diagnostic/<br>Instructional/<br>Predictive | Fall & EOY<br>Required<br>Recommended at<br>least 3x for progress<br>monitoring | STAR Ren will provide an empirical measure of students' reading levels. In the fall it will be a diagnostic measure that can be used for RTI services as well as an instructional measure for differentiation and acceleration. At the end of the year it will be used to measure growth. If used in winter it could also be used for Progress Monitoring.  |
| CA English Language Development Test (6-12 ELs)       | Formative<br>Summative  | Diagnostic                                  | Fall  | Used to measure English Learners' English Fluency and growth from prior year. Schools receiving Title III funds have yearly growth targets. Will be replaced with a new English language development test in 17-18.   |
| SBAC ELA/ Math Performance Tasks (6-8, 9 (Math) & 11) | Formative               | Instructional                               | Winter (Dec & Jan.)<br>9 <sup>th</sup> only Dec.                                | These are SBAC-created performance tasks that will provide students with an opportunity to practice what they will experience on the Summative test at the end of the year and identify skill gaps. These will be administered on-line in Illuminate.   |
| SBAC Block Tests (9 & 10)                             | Formative               | Instructional                               | Winter ELA/Math,<br>Spring ELA, and<br>EOY Math                                 | These are SBAC created tests focused on specific content areas (approximately 15 questions long) that reflect key high school standards. 9 <sup>th</sup> and 10 <sup>th</sup> graders will have the opportunity to continue to practice key Common Core aligned skills they will need to have mastered for the SBAC in 11 <sup>th</sup> grade. These will be administered on-line in Illuminate.  |
| SBAC ELA/Math Interims (6-8 & 11)                     | Formative               | Instructional/<br>Predictive                | Spring  | These are SBAC created interims designed based on the same blueprint specifications as the summative tests. Used to give students practice and identify skill gaps as well as predict future SBAC performance. These will be administered on-line in Illuminate.  |
| ACT District Testing (11)                             | Formative<br>Summative  | Instructional<br>Summative                  | Spring Required<br>Optional Fall  | All Aspire 11 <sup>th</sup> graders will take the ACT through the District testing program at their school sites. Students can choose which scores get sent to colleges so this could be used as their final score, or be used as practice to identify areas of improvement for when they take it again in the fall of their senior year. It is optional for students to take the ACT in the fall to serve as another practice opportunity. |
| State Required Science Test (8 &?)                    | Summative               | Summative                                   | Spring  | The CDE is currently negotiating with the Feds on whether it can replace the 8 <sup>th</sup> and 10 <sup>th</sup> grade science CST assessment with the new NGSS aligned grade science tests it wants to pilot this year. The new test will be piloted in 8 <sup>th</sup> grade and another high school grade (still in the process of confirming). The new assessments will be much more rigorous and longer than the old CST.             |
| SBAC ELA and Math (6-8 & 11)                          | Summative               | Summative                                   | Spring  | Designed to assess students' mastery of the Common Core standards. Consists of the Computer Adaptive Test and Performance Task in each subject. Given on-line in the CAASPP system.   |
| Physical Fitness Test (7 and 9)                       | Fitness                 | Diagnostic/<br>Summative                    | Spring  | Measure students level of physical fitness.   |



**Appendix VI:**  
**Aspire's EL Master Plan**

Appendix VI:  
Aspire's EL Master Plan



College for Certain

## **ENGLISH LEARNERS MASTER PLAN**

### ***Overview***

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

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

Aspire will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and capitalize on students' multilingual and multicultural proficiencies.

### **HOW STUDENTS WHO ARE ENGLISH LEARNERS WILL HAVE THEIR NEEDS IDENTIFIED**

#### ***Home Language Survey***

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

#### ***Transcripts***

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

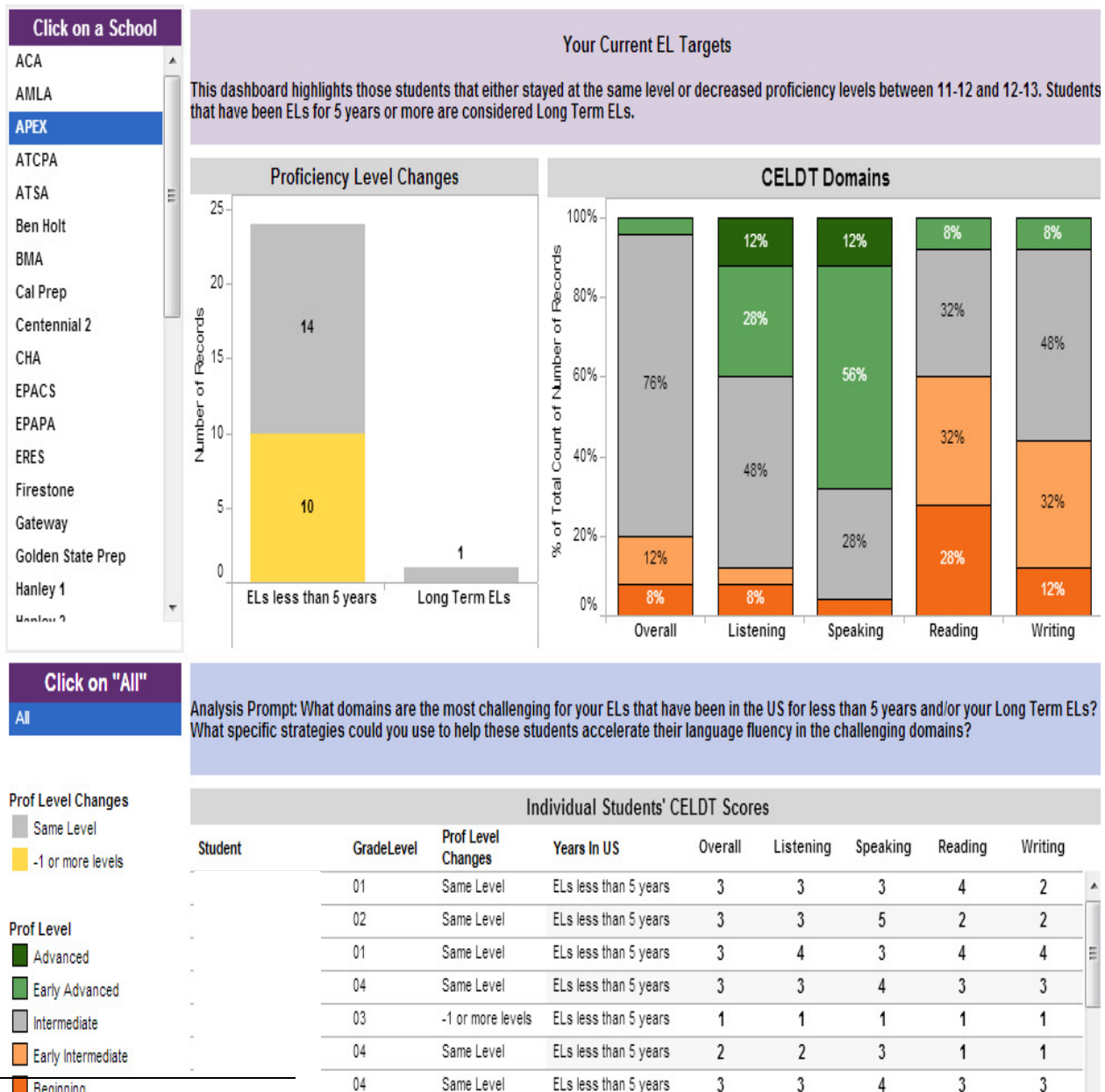
#### ***CELDT Testing***

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

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

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

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



<sup>1</sup> The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

### ***Parental Notification of Initial Assessment Results and Program Placement***

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

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

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

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

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

### ***Parent Confirmation of Program Placement***

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

### ***Annual Language Classification/Status***

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

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

### ***STUDENT ACHIEVEMENT GOALS***

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

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

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

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

The tenets of the program include these guiding principles<sup>2</sup>

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

### ***PLACEMENT AND INSTRUCTIONAL DESIGN***

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

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

Aspire schools makes available an English Learner program<sup>2</sup>Mainstream English Instruction.

The description is as follows:

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

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

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<sup>2</sup> Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

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

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

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

### ***DESIGNATED ENGLISH DEVELOPMENT***

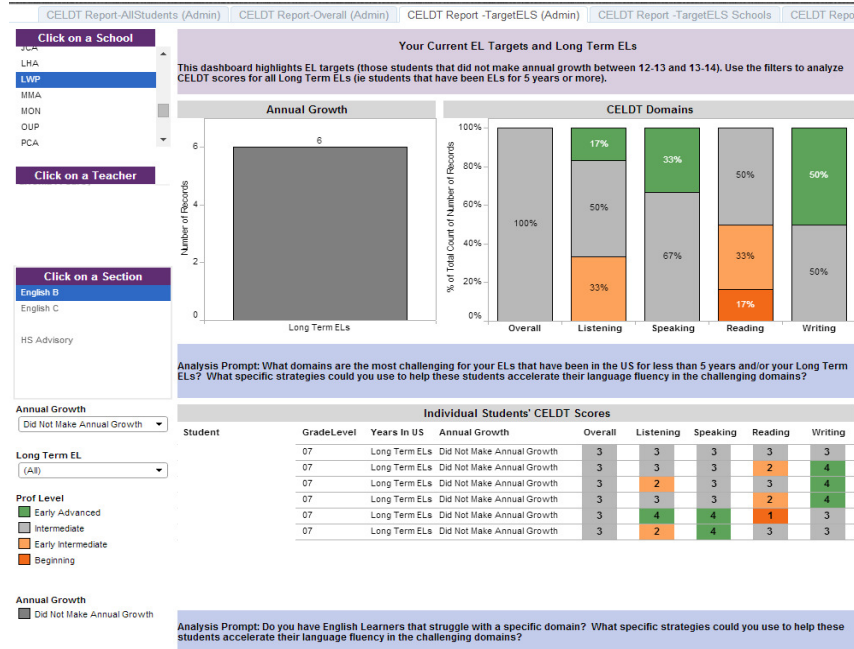
English Learners also need support in how English works. This instruction will take place through daily lessons in the English Language Development. The purpose of this instruction is to develop English language proficiency as rapidly and effectively as possible.

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

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

## Long Term English Learners

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



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

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

## Parental Exception Waivers

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

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



## INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

Aspire will provide EL students full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) to provide full access will include:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps
- Visuals: study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

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

### ***Common Core English Language Arts***

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts<sup>3</sup> and the English Language Development Standards. The School will provide instruction in units of study

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

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

### **Common Core Mathematics**

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

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

### **Next Generation Science Standards**

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

### **Social Studies**

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

### **NEWCOMERS**

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies five important elements for their success<sup>4</sup>. The way our schools address those elements is listed below.

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

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

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

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

### ***Redesignation Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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

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

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

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

### ***Reclassifying English Learners with Disabilities***

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

### ***Specialized Services for English Learners with Disabilities***

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

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

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

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

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

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

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

#### ***Ongoing Assessment of EL Students***

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

#### ***College Readiness Measures for English Learners***

College readiness at Aspire is measured by several different metrics:

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

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

#### ***Monitoring and Evaluation of Program Effectiveness***

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

- Adhere to School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

***Monitoring of Professional Development and Implementation of English Language Development strategies***

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

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

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

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

Observations in the classroom require differentiation specifically listed in:

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

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

**Appendix VII:**  
**Aspire's 504 Procedures**

Appendix VII:  
Aspire's 504 Procedures



## Part I: Quick and Basic 504 Process Procedures

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

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

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

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

### 504 Accommodation Plan Process Steps (done at least annually)

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

### Discipline Steps for Students with 504s

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

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

## Section 504 Process and Procedure Guide: Introduction

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

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

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

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

### Part I: Basic 504 Process Procedures

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

### Part II: Detailed 504 Process Procedures

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

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

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

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

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

## Part I: Quick and Basic 504 Process Procedures

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

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

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

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

### 504 Accommodation Plan Process Steps (done at least annually)

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

### Discipline Steps for Students with 504s

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

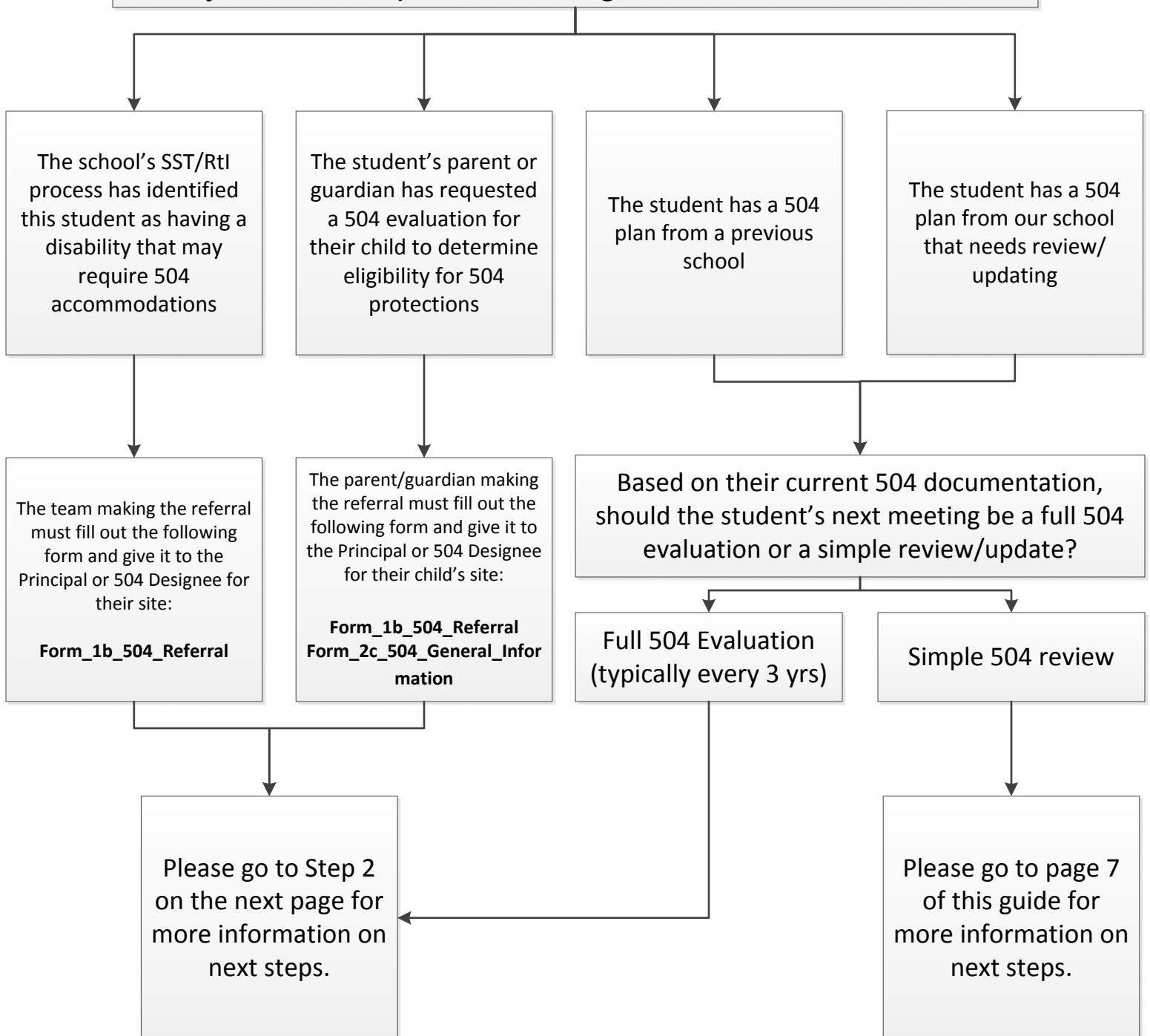
**Need more information on any of these steps? Check out the other process and procedure guides!**

Pre - 504 Meeting Process Steps

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

Step 1: 504 Referral

Why is the 504 process being started for this student?



## Step 2: Determine Evaluation Evidence Needed

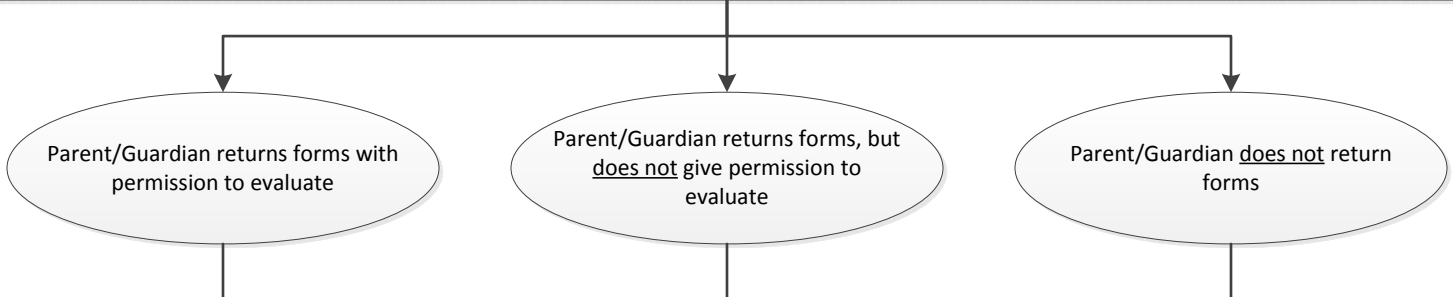
Once the 504 designee receives the referral for new 504s/notice of an existing 504 evaluation, he/she must determine what types of evaluative materials are needed for the 504 team to effectively determine eligibility.

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

## Step 3: Parent Permission for Evaluation

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

**Form\_2a\_504\_Parent\_Permission**  
**Form\_2c\_504\_General\_Information**  
**Form\_2d\_504\_Release\_of\_Information**



## Step 4: Meeting Scheduling and Parent Invitation

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

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

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

**Form\_4\_504\_Parent\_Invite**

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

Send the following form to the parents:

**Form\_2e\_504\_Parent\_Permission\_Refusal**

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

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

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

Document attempts to contact parents.

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

**Form\_2e\_504\_Parent\_Permission\_Refusal**

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

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

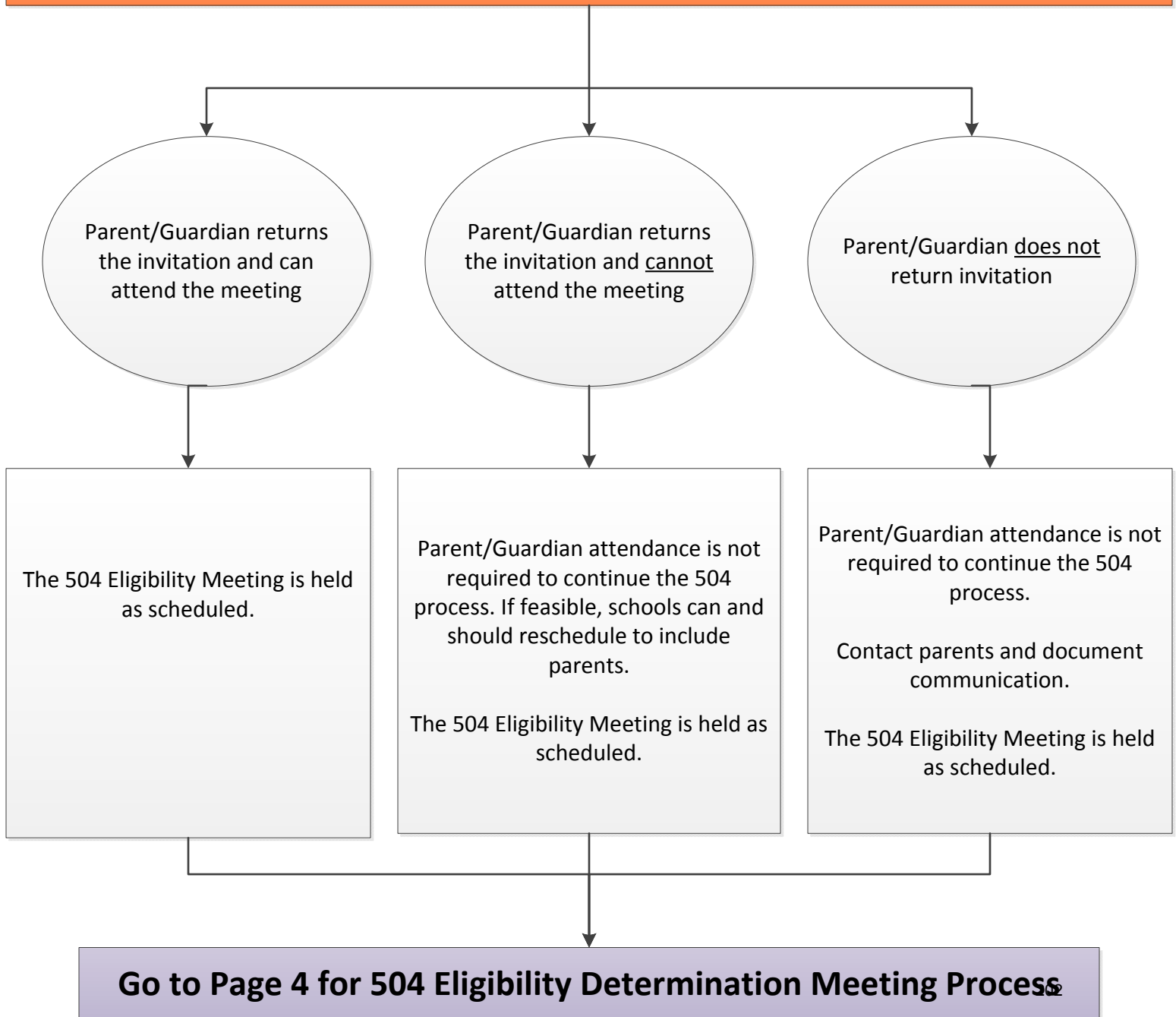
**Continue to page 3 for next steps.**

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

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

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

### Step 6: Final Scheduling the Meeting



504 Eligibility Determination Meeting Process Steps

The Basics of 504 Eligibility Determinations:

The 504 Team meets and uses Form\_5a\_504\_Eligibility Determination to determine whether or not there is **documented evidence** of the following:

1) The student has a diagnosed disability

**AND**

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

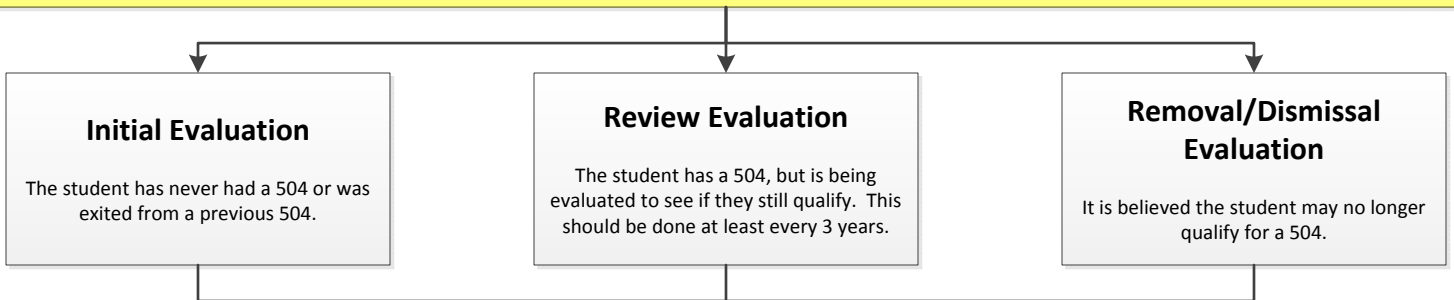
If you have questions about the basics of 504 eligibility, please contact the Director of Student Services! You are not alone 😊

For all 504 Eligibility Determinations, the following form should be used:  
**Form\_5a\_504\_Eligibility\_Determination\_form**

Step 1: Fill Out Necessary Identifying Information

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

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



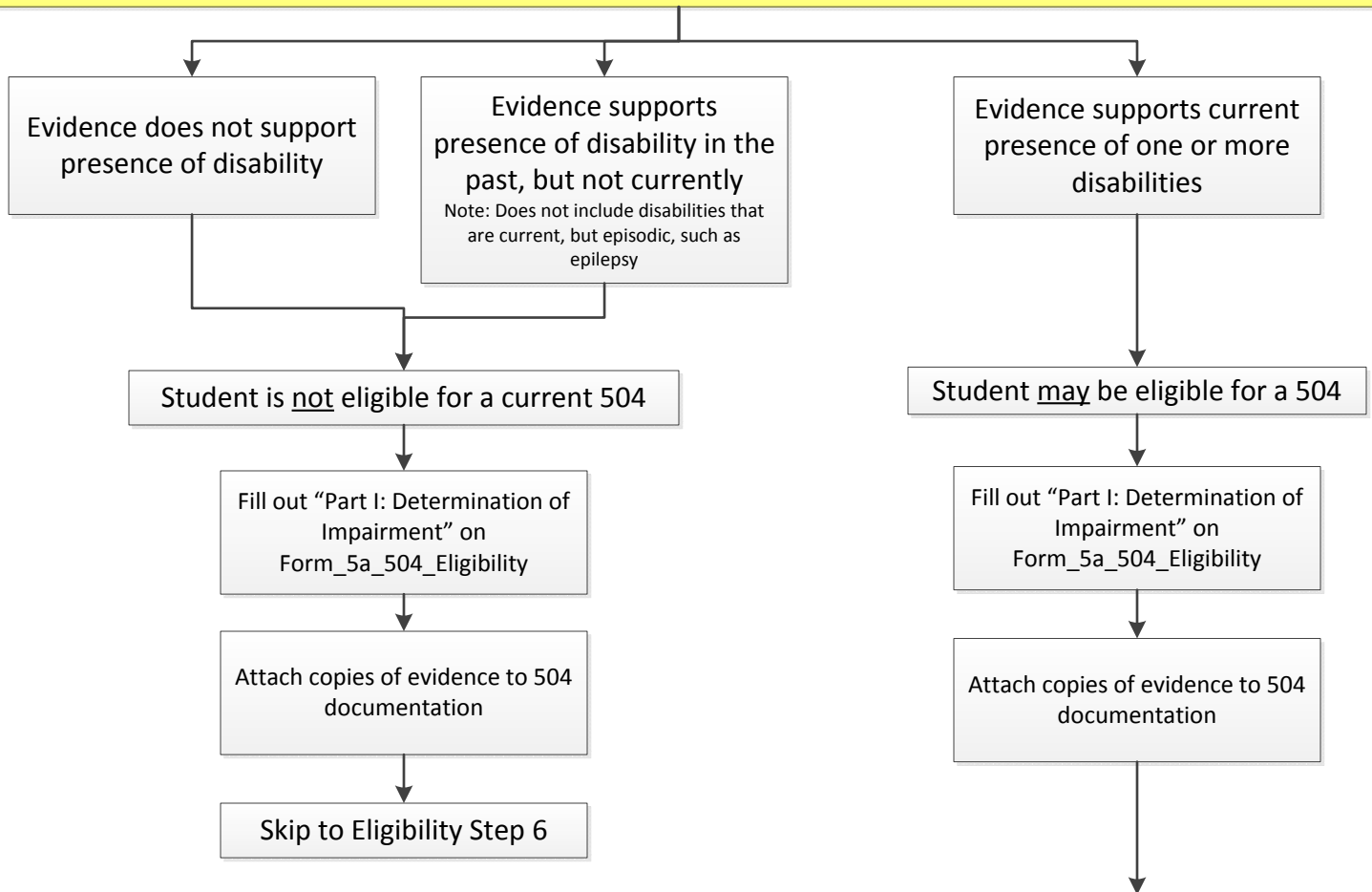
Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights  
This form prints out at the end of Form\_5a\_504\_Eligibility document, but you may also print it out separately as Form\_2b\_504\_Due\_Process\_Rights

Have parents sign on the appropriate line of Form\_5a\_504\_Eligibility\_Determination that they have received their Due Process Rights

Continue to page 5

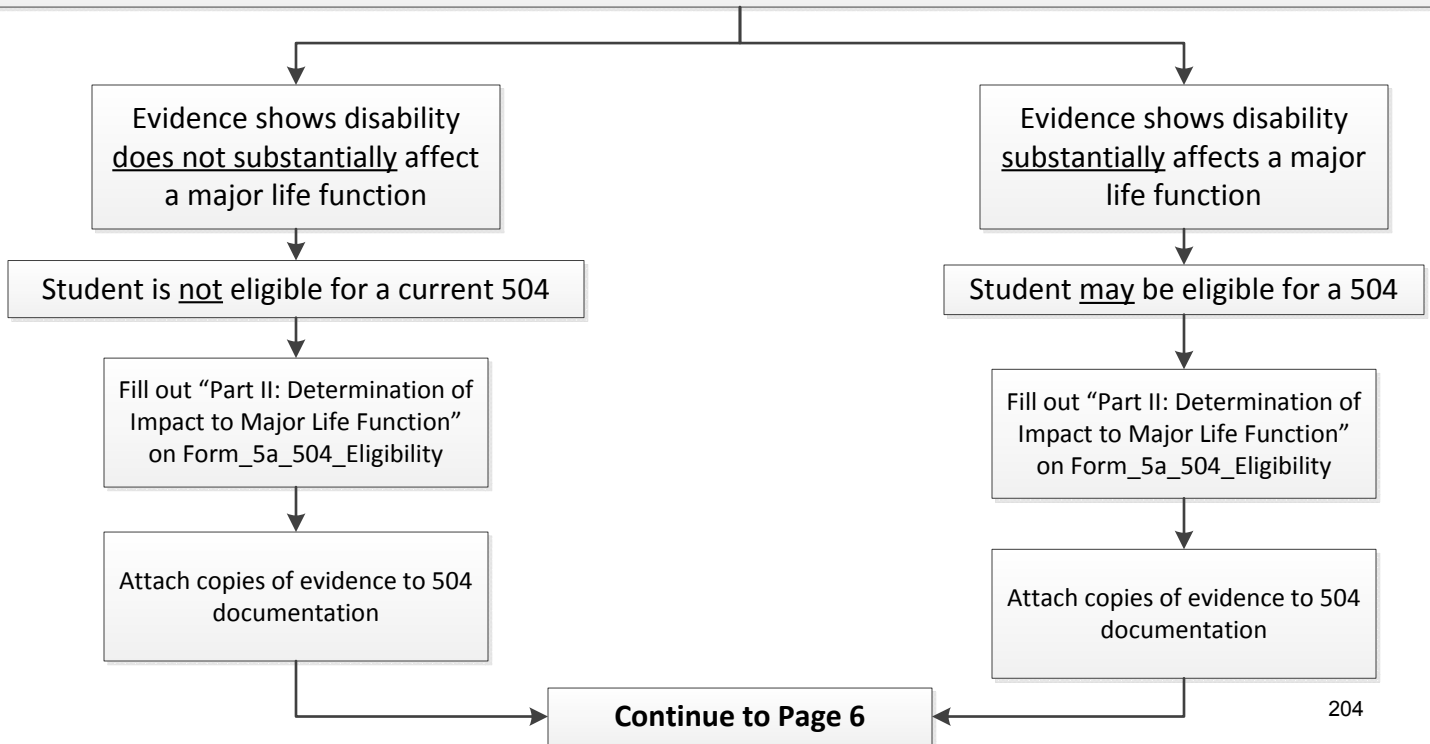
**Step 4: Review the Evidence of Disability**



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

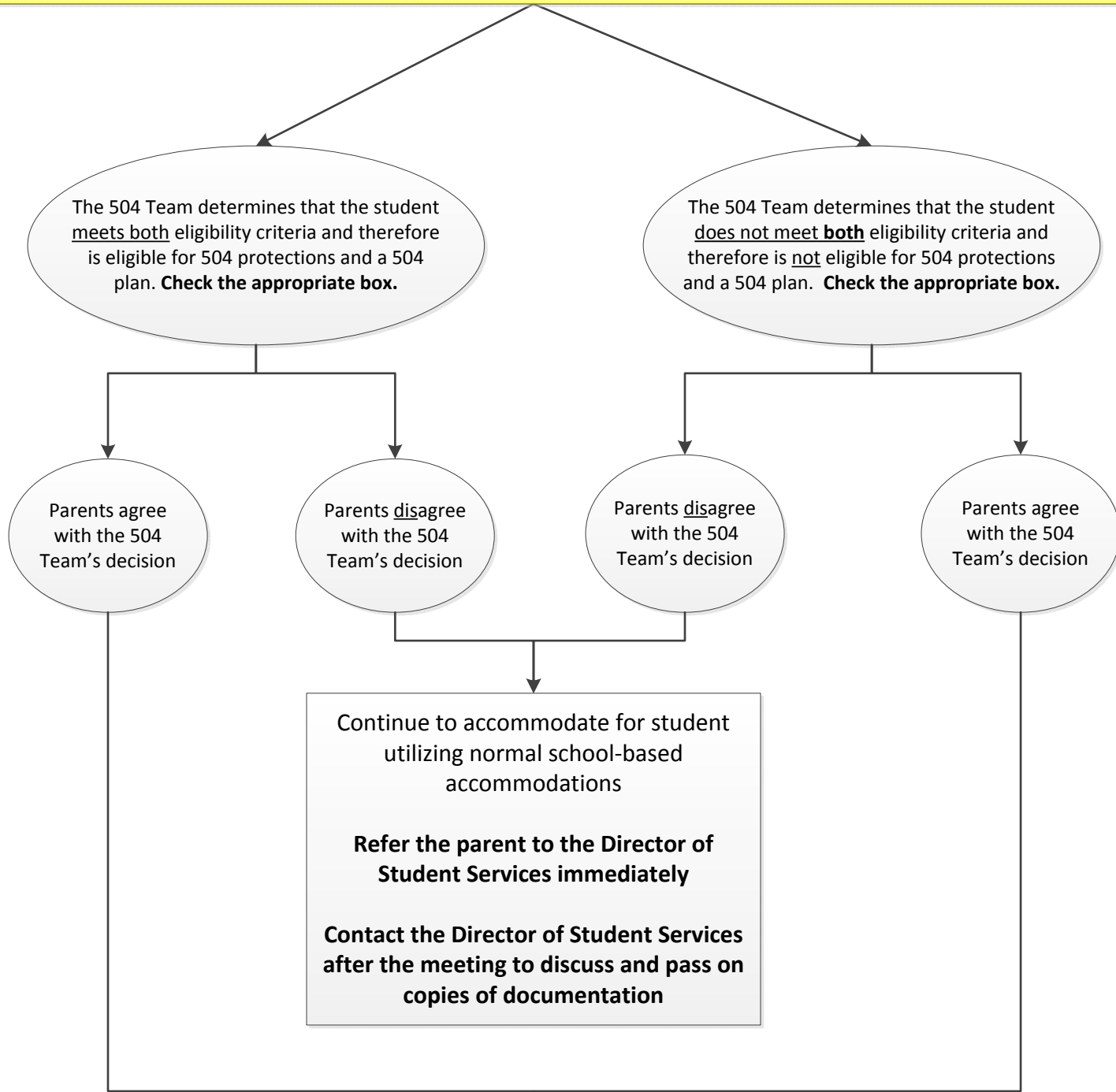
In reviewing the evidence, the 504 team must determine whether or not the evidence shows that the disability substantially affects a major life function compared to that of the average student in the general population.

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





**Step 6: 504 Eligibility Decision**



**Step 7: Signatures and Documentation**

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

Parents refuse to sign 504 Evaluation document. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student's cum file and separate 504 file. Refer parents to the Direct of Student Services

**Continue to page 8 for 504 Accommodation Plan if student qualifies for a 504**

504 Accommodation Plan Review Process Steps

For students who need their 504 plan reviewed, but do not require a full 504 evaluation update, the following steps should be taken to review the 504 plan and determine changes.

Pre-504 Meeting Step 2: Meeting Scheduling and Parent Invitation

- 1) The 504 team schedules a 504 Plan Review.
- 2) Send an invite to the parent/guardian using the following form:

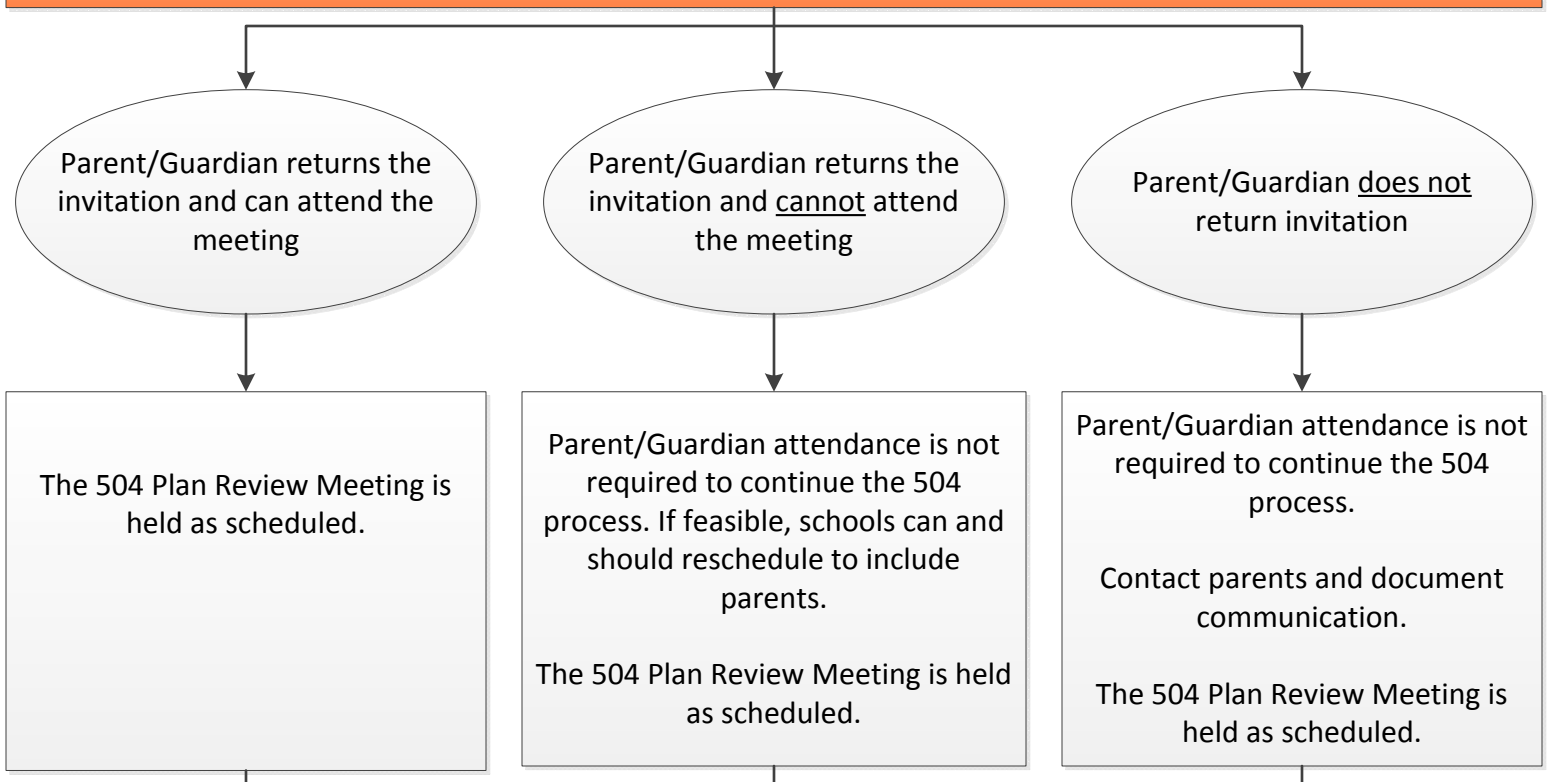
Form\_4\_504\_Parent\_Invite

Pre-504 Meeting Step 3: Gather Data on Accommodation Implementation and Successes/Concerns

Members of the 504 teams should gather pertinent data about the current 504 accommodations written into the student’s plan and the success of those accommodations. Examples of data include, but are not limited to:

- Transcripts/Grades/Test Scores
- Attendance
- Classroom observations
- Teacher Reports
- Non-classroom observations (cafeteria, play-yard, etc.)
- Discipline data
- Educational reports
- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)

Pre-504 Meeting Step 6: Final Scheduling the Meeting



### 504 Accommodation Plan Process Steps

#### The Basics of 504 Accommodation Plans:

- 1) Accommodations should be specific to the identified student and his/her disability(ies)
- 2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)
- 3) Accommodations must alleviate barriers to student access of education
- 4) Accommodations are not required to address specific academic achievement

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

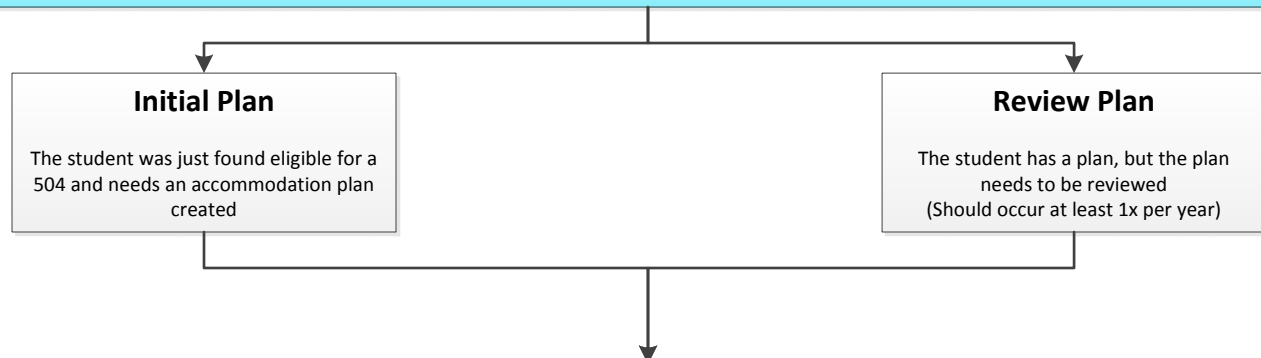
For all 504 Accommodation Plans, the following form should be used:

**Form\_5b\_504\_Plan**

#### Step 1: Fill Out Necessary Identifying Information

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

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



#### Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights

This form prints out at the end of Form\_5b\_504\_Plan document, but you may also print it out separately as Form\_2b\_504\_Due\_Process\_Rights

Have parents sign on the appropriate line of Form\_5b\_504\_Plan that they have received their Due Process Rights

**Continue to page 9**

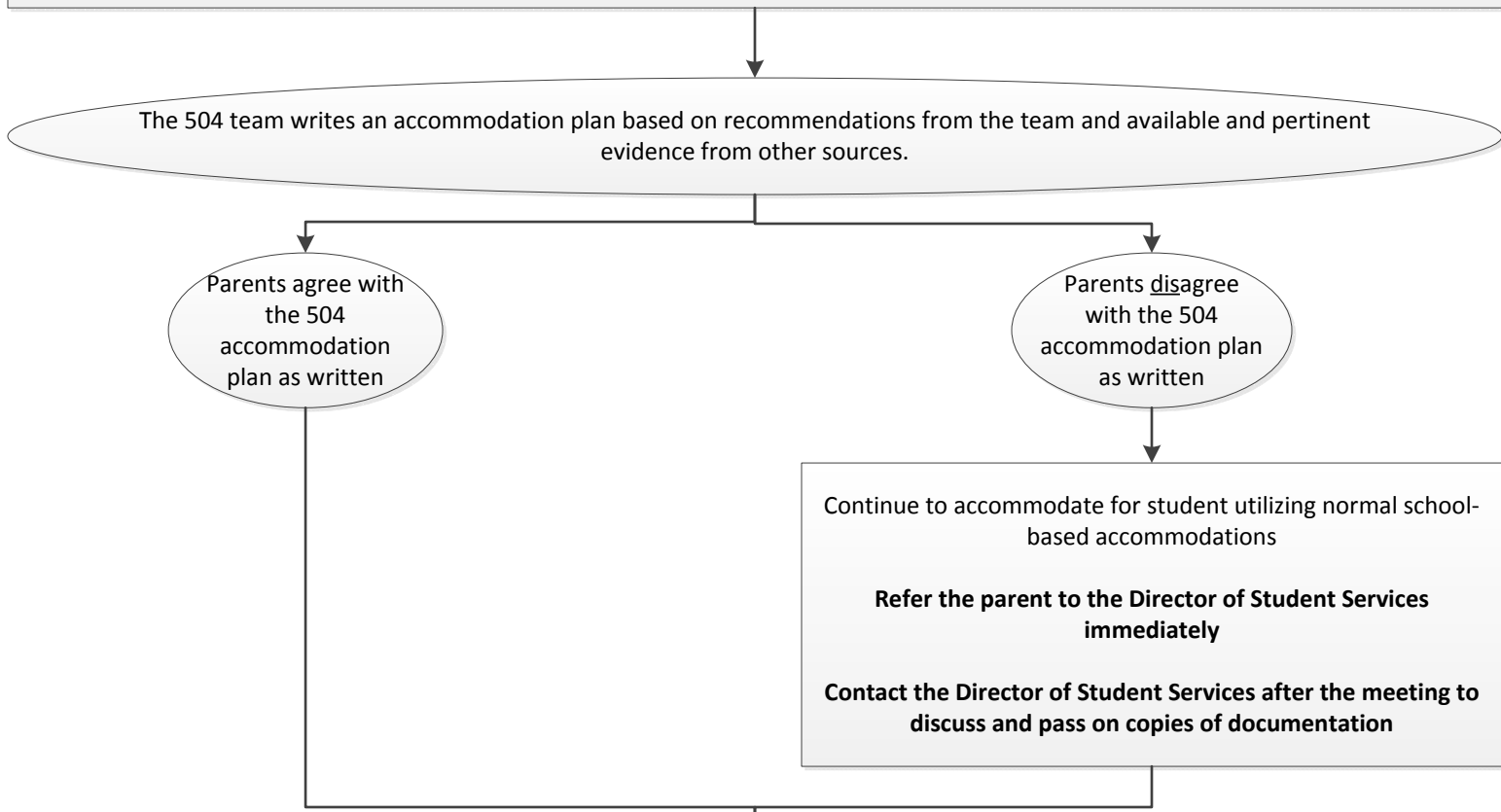
## Step 4: Data/Information Reviewed

The 504 team reviews data/evidence for each proposed/current accommodation and determines what accommodations are necessary to help ameliorate the student’s disability’s affect on his/her access to education. Accommodations must be grounded in data in order to ensure proper progress monitoring.

## Step 5: Writing the Plan

### The Basics of 504 Accommodation Plans:

- 1) Accommodations should be specific to the identified student and his/her disability(ies) and based on data
- 2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)
  - 3) Accommodations must alleviate barriers to student access of education
  - 4) Accommodations are not required to address specific academic achievement



## Step 5: Signatures

All parties sign the 504 document. Copies of all 504 documentation is kept on file for the student in both the student’s cumulative file and a separate 504 file.

Parents refuse to sign 504 accommodation plan. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student’s cum file and separate 504 file. Refer parents to the Direct of Student Services.

**Continue to page 10**

### Step 6: Plan Implementation

Once the plan has been written and signed by the team, it needs to be implemented as written. The steps for implementation include:

- 1) Holding a team meeting to inform all necessary staff of their role in implementation and giving them a copy of the 504 accommodation plan only
- 2) Training staff on necessary accommodations that require it (ex: how to use an epi-pen or necessary procedures if a student has a seizure)
- 3) Provide teachers and staff with necessary resources to create/maintain accommodations (ex: if teacher needs to wear an FM transmitter for a student with limited hearing, providing the equipment to the teacher).

### Step 7: Progress Monitoring/Review

Part of the accommodation plan is also the progress monitoring/review of the plan AND it's implementation. Scheduled reviews should be written into the 504 plan.

When the deadline for progress monitoring/review is coming up, go to page 1 of this guide:

#### Pre-504 Meeting Step 1: 504 Referral

Pick the following choice

The student has a 504 plan from our school that needs review/ updating

**Appendix VIII:**  
**Proof of LEA SELPA Membership**

**Distribution:**  
 Business Agreement File (Original)  
 Contractor   
 Program   
 Accountant   
 A/Payable - A/R

Agreement Number: 2648

Fiscal Year: 2010-2011 Ongoing

**STANDARD AGREEMENT  
 OR  
 MEMORANDUM OF UNDERSTANDING**

**SECTION I** Agreement initiated by: El Dorado County Charter SELPA

(To be completed by Program)

Firm Name: ASPIRE Lionel Wilson College Preparatory Academy  
 Name: Elise Darwish, CEO or designee  
 Address: 400 105th Ave.  
 Oakland, CA 94603

e-mail: elise.darwish@aspirepublicschools.org

|                                 | FD                   | RS | PY | OB | GO | FC | L1 | L2 | Dollar Amount           |
|---------------------------------|----------------------|----|----|----|----|----|----|----|-------------------------|
| If expense agreement Charge to: |                      |    |    |    |    |    |    |    |                         |
| If expense agreement Charge to: |                      |    |    |    |    |    |    |    |                         |
| If expense agreement Charge to: |                      |    |    |    |    |    |    |    |                         |
| If revenue agreement Income to: | <b>Non-Financial</b> |    |    |    |    |    |    |    |                         |
| If revenue agreement Income to: |                      |    |    |    |    |    |    |    | \$ <input type="text"/> |
| Income Total                    |                      |    |    |    |    |    |    |    |                         |
| Expense Total                   |                      |    |    |    |    |    |    |    |                         |

Please verify and check off that the following elements are incorporated in the agreement:

- A. Clear definition of services to be provided
- B. Beginning and ending dates of service (*not to exceed single fiscal year, if possible*)
- C. Amount of charge for agreement:
  - 1. Total amount
  - 2. Terms of payment (single or multiple payment, submission of invoice[s]) and when payments are to be made -
- D. Secure Program Authorizations prior to each payment? Yes  No
- E. If supplemental information from program will be submitted to Accounts Payable/Accounts Receivable prior to payment/billing, please note instructions:

|   |   |  |
|---|---|--|
| <b>Legal Review Requested?</b><br>Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/> | <b>Certificate of Insurance?</b><br>Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/> | <b>County Board Action Requested?</b><br>Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/> |
|---|---|--|

Unit Supervisor authorization to enter contract.

Signature: *Tricia Kowalski*

Date May 19, 2011

Please circle your designated Program Accountant.

Tricia Kowalski  - Kerre Smith  - Jennifer Weston  - Sue Thorne

## AGREEMENT FOR PARTICIPATION

### EL DORADO COUNTY CHARTER SELPA

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

#### DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee makes recommendations to the CEO Council on fiscal and policy matters.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Director. Each Charter School is entitled to select one



representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools ("Local Plan") as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

#### **LEA MEMBER RESPONSIBILITIES AND DUTIES:**

Each LEA agrees that it is subject to the following nondelegable responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;

- E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
- F. Provide facilities as required to house the programs conducted by the LEA;
- G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;
- H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;
- I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;
- J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
- K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
- L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
- M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
- N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
- O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
- P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
- Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;
- R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
- S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
- T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section 47605(b)(5)(l). Annual submission shall be made annually, no later than January 31<sup>st</sup>. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective

actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.

- U. An LEA Member contracting for external Services, consistent with definition.... shall do so only with duly licensed and authorized entity or individual. The contract for Services executed by the LEA Member and the external consultant or contractor shall include a clause stating the contractor or consultant agrees to defend and indemnify the LEA Member, and the SELPA, RLA, the Superintendent, and other Indemnified Parties in response to any claim arising from the contractor's or consultant's actual or alleged failure to provide Services in conformity with these obligations.

With respect to external services and/or Student placements, the LEA Member shall affirmatively monitor, assess, and to the extent necessary, intervene or manage such external placements or Services in conformity to ensure that the LEA Member's Obligations to the Student are still being met.

#### **AU/RLA DUTIES AND RESPONSIBILITIES:**

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;
- B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education

- Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;
  - F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
    - 1. Monitoring the application of eligibility criteria throughout the Local Plan area;
    - 2. Coordinating the implementation of the transportation for special education pupils;
    - 3. Coordinating the system of data collection, management, and evaluation;
    - 4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
    - 5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
    - 6. Developing interagency referral and placement procedures; and,
    - 7. Evaluating the effectiveness of special education programs.
  - G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees at meetings;
  - H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
  - I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
  - J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
    - 1. Complaint issues;
    - 2. Hearing issues; and
    - 3. Identification of appropriate programs for specific pupils.
  - K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
  - L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
  - M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

#### **PROVISIONS OF THE AGREEMENT**

- A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.

- B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.
- C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
- D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
  1. Prior initial written notice of intended termination to the RLA of at least one year, and
  2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
  2. final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.
- E. Funding received by a charter is subject to the elements of the allocation plan. The allocation plan is updated on an annual basis and approved by CEO council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
  - F. In accordance with their needs the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
  - G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
  - H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.
  - I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter

enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.

- J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.
- K. The Charter Executive Committee shall review and make Allocation Plan recommendations. The Allocation Plan defines the distribution of funds within the SELPA. CEO Council shall approve all changes. There is a legal requirement for a public hearing and adoption of an annual service and budget plan. This shall be done annually by the El Dorado County Board of Education. This document shall be provided to the CEO Council as an information item.

## **WARRANTIES AND REPRESENTATIONS:**

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for non-public agency or non-public school purposes for the benefit of children served.

## **STANDARD OF CONDUCT**

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

## **RESERVATION OF RIGHTS**

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

## **INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or , demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

## **FULL DISCLOSURE**

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

This revised agreement replaces the original participation agreement and is entered into for the 2010-11 fiscal year and, absent a new agreement or termination, continues each year thereafter.

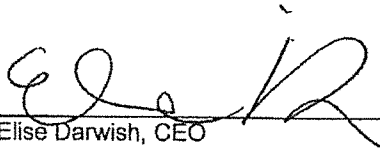
Executed on this 19<sup>th</sup> day of May, 2011

CHARTER SCHOOL APPROVAL

ASPIRE Lionel Wilson College Preparatory Academy

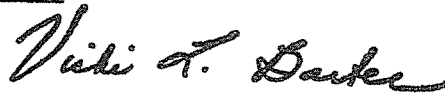
Date: 6-14-11

Academy


  
\_\_\_\_\_  
Elise Darwish, CEO  
ASPIRE Lionel Wilson College Preparatory

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL


Date: \_\_\_\_\_

  
\_\_\_\_\_  
Vicki L. Barber, Ed.D., Superintendent  
El Dorado County Office of Education

Date: 6/19/11

  
\_\_\_\_\_  
Terena Mares, Deputy Superintendent  
El Dorado County Office of Education

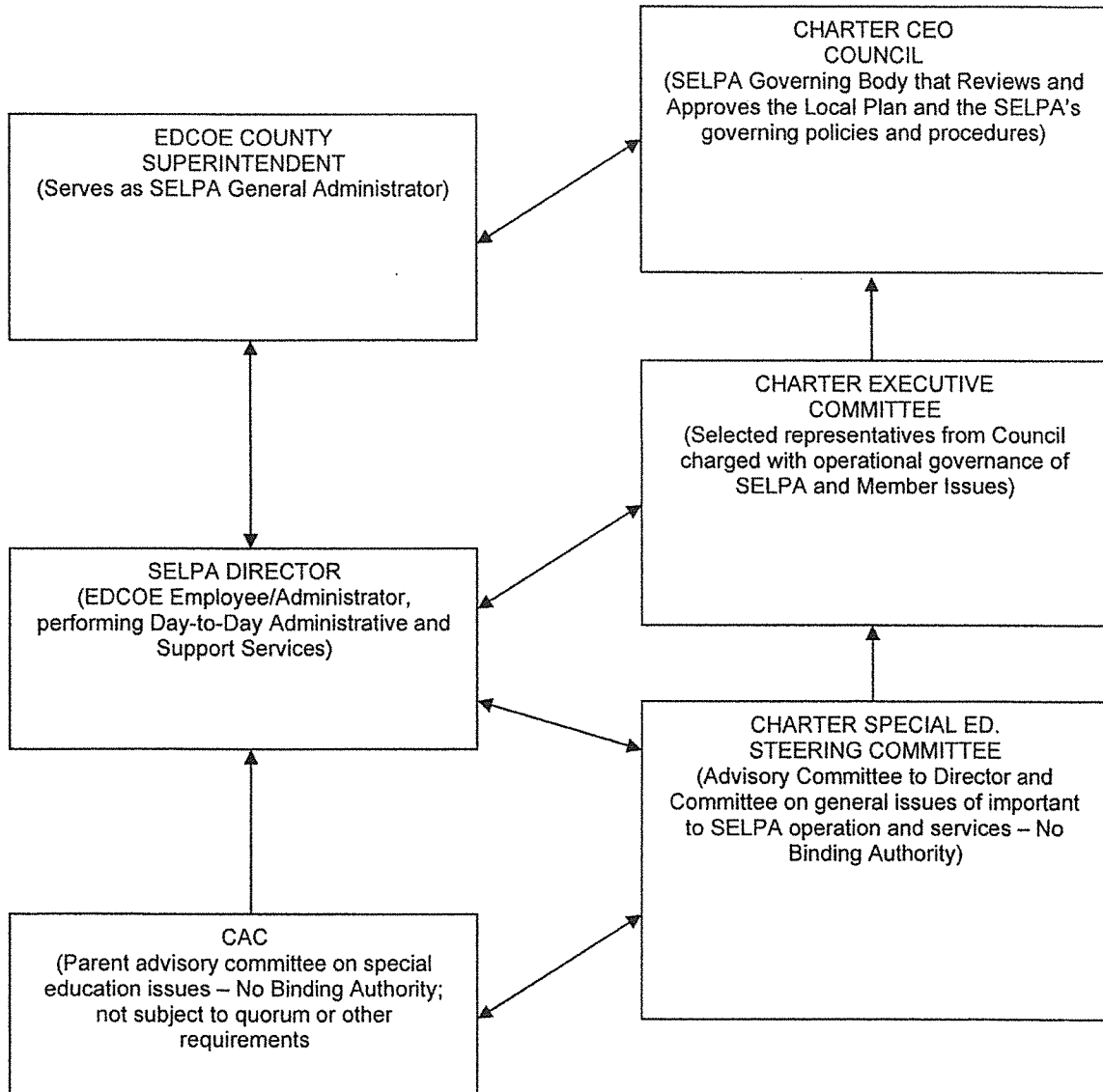
Date: 6-15-11

  
\_\_\_\_\_  
Emi Johnson, Charter SELPA Director  
El Dorado County Office of Education



# El Dorado County Charter SELPA

## Charter Education SELPA Flow Chart



# El Dorado Charter Special Education Local Plan Area

VICKI L. BARBER, Ed.D., Superintendent

EMI JOHNSON, SELPA Senior Director

## SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY(LEA) ASSURANCE STATEMENT

### **1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))**

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

### **2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))**

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

### **3. CHILD FIND (20 USC § 1412 (a)(3))**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

### **4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

## **5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

## **6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

## **7. EVALUATION (20 USC § 1412 (a)(7))**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

## **8. CONFIDENTIALITY (20 USC § 1412 (a)(8))**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

## **9. PART C, TRANSITION (20 USC § 1412 (a)(9))**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

## **10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate

amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

**11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))**

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

**12. INTERAGENCY (20 USC § 1412 (a)(12))**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**13. GOVERNANCE (20 USC § 1412 (a)(13))**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

**14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

**15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

**16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

**17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds.

**18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))**

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

**19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))**  
(Federal requirement for State Education Agency only)

**21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))**  
(Federal requirement for State Education Agency only)

**22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

**23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))**

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

**24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3)  
(Federal requirement for State Education Agency only)**

**27. DATA (20 USC § 1418 a-d)**

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

**28. READING LITERACY (State Board requirement, 2/99)**

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

## CERTIFICATION OF BOARD MINUTES

This is to certify that in accordance with Federal and State laws and regulations, the Aspire Lionel Wilson Preparatory Academy (insert District name), at its regular meeting on June 17<sup>th</sup> 2010 (date), approved the local plan and that this plan is the basis for the operation and administration of special education programs. The agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 17 day of June, 20010.

Yeas: 4 Nays: \_\_\_\_\_

Signed: [Signature] JONATHAN FARGINE, COO  
Print Name and Title

## SELPA ADDITIONAL ASSURANCES.

Your signature on this application indicates your assurance that you agree to adhere to the following additional requirements:

1. Utilize SELPA approved forms and documents, including the Special Education Information System (SEIS) and all computer hardware necessary;
2. Ensure capability to web-conference;
3. Attend meetings in person or through web-conference as required;
4. Adopt and implement the El Dorado County Charter SELPA Policy and Procedural Guide;
5. Expend all State and Federal special education funds as required by law and defined in the Charter SELPA Allocation Plan;
6. Ensure that students will be instructed in a safe environment;
7. Assume the legal and financial responsibilities to provide a free and appropriate public education to students with special needs. Financial responsibility may include, but is not limited to, instruction, related services, transportation, NPA/NPS placements, intra-SELPA placements, due process hearing proceedings and attorney fees;
8. Hold harmless, indemnify and defend the El Dorado County Charter SELPA, Superintendent and her officers, agents and employees from any and all liabilities, claims, costs, expenses and damages arising from or connected with the services to be performed under this agreement.
9. Submit all reports within required time lines (CASEMIS, budget, Maintenance of Effort, etc.);
10. Comply with the requirements of Section 504 of the Rehabilitation Act and develop appropriate plans for students as needed;
11. Ensure facility access compliant with the Americans with Disabilities Act (ADA) or appropriate plans for future implementation;
12. Follow all Federal and State Laws regarding discipline and change of placement of students identified with special needs;
13. Participate in staff development activities as needed to ensure staff understanding of special education laws and regulations.

Date of Board Approval for Application and Assurances \_\_\_\_\_  
Signature of Applicant CEO/Director: \_\_\_\_\_

\_\_\_\_\_  
Name  
\_\_\_\_\_  
Date



**Appendix IX:**  
**Board of Directors Biographies**

# Aspire Public Schools Board of Directors Biographies

## **Jonathan Garfinkel, Board Chair, TPG Capital**

Jonathan Garfinkel is a Partner of TPG, a global alternative asset investment firm. At TPG, he focuses on corporate development, compensation and human resources, having spent the majority of his career working on private equity transactions. He is a member of the Advisory Council of the Stanford Graduate School of Education, and has been actively involved in the LEAD Commission on digital learning. He holds a BA in Economics, an MBA and an M.Ed., all from Stanford University.

## **Warren Felson, Private Investor**

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

## **Nisa Frank, Lower School Division Head, Hamlin School**

Nisa Frank is the Lower School Division Head at the Hamlin School, a K-8 girls school in San Francisco. In her current role, she is responsible for the growth, safety, and support of various constituencies, as well as programmatic growth in all-academic and social emotional curriculum.

Over the past 15 years, she has spent most of her career in education in New York City where she has been an educator, director of admission, assistant head of preschool and lower school, faculty board member at the Town School in NYC, an active member of various committees dedicated to equity, and remains truly passionate about her role in ensuring that excellence in education is accessible to all. Nisa is a Bay Area native and was born and raised in Berkeley, CA and currently resides in Oakland. She holds a BS in Child and Adolescent Development from San Francisco State University, a MS Ed in Early Childhood Education from Bank Street College of Education, and an MS Ed in Private School Leadership from Columbia University, Teachers College.

## **Kay Hong, Turnaround Specialist and Retail Executive**

Kay Hong most recently served as a Managing Director with Alvarez & Marsal, a global advisory firm, where she was a member of the Executive Committee of its turnaround and restructuring division. At Alvarez & Marsal, Kay specialized in providing C-level interim management for retail companies in distress, as well as leading performance improvement initiatives for financially healthy companies. She is a member of the board of directors of Belk, Inc. and holds a BS in Biological Sciences from Stanford University and an MBA from Harvard Business School.

### **Leslie Parker Hume, Historian**

Leslie P. Hume is an active community volunteer in the San Francisco Bay Area, with a particular focus on education and the arts. For the past twenty years much of Leslie's volunteer service has been centered on Stanford University. She has served on a number of advisory councils; been active in the university's fundraising campaigns; and recently completed eleven years of service as a trustee of Stanford, chairing the board from 2008-2012. She currently cochairs the Stanford Live Advisory Council and is a member of the Arts Advisory Council. Leslie also volunteers for Radcliffe College and is on the Dean's Advisory Council for the Radcliffe Institute. Previously, she served as either a member or chair of the board of the San Francisco Foundation, the Bay Area Discovery Museum, the Breakthrough Collaborative, and the San Francisco Day School. She earned her bachelor's degree from Radcliffe College in 1969, and a doctorate in history from Stanford University in 1979. Leslie is married to George H. Hume, the President and CEO of Basic American Foods. They have a son, Parker Hume, and a daughter, Lilah Hume.

### **James H. Quigley, CEO Emeritus, Deloitte**

James H. Quigley, CEO Emeritus, retired as Senior Partner from Deloitte U.S. in June 2012. Throughout his 38 years with the organization, Jim has held numerous key leadership roles and built a distinguished track record of service to many multinational clients. Jim is a member of the board of directors of Wells Fargo & Company and HESS Corporation. Jim also serves on the boards of Merrimack Pharmaceuticals, Inc., The German Marshall Fund of the United States, and is a trustee of the International Financial Reporting Standards Foundation. In addition, Jim is a member of the National Advisory Committee – Brigham Young University and the Advisory Board of the Center for Leadership and Ethics – Duke Fuqua Business School. Jim has a history of involvement in various business and community groups including The Economic Club of New York, The Council on Competitiveness, The Japan Society, Catalyst – the Center for Audit Quality, the U.S. Chamber of Commerce, the Financial Accounting Foundation, the U.S. Council for International Business, the Business Roundtable, the Shanghai International Financial Advisory Council, the U.S. Securities and Exchange Commission Advisory Committee on Improvements to Financial Reporting, and numerous committees of the American Institute of Certified Public Accountants and Junior Achievement of New York City. Jim earned a bachelor's degree and an honorary doctorate of business from Utah State University. He was awarded an honorary degree of Doctor of Commercial Science from Bentley College in Waltham, Massachusetts.

### **Joaquin Torres, Deputy Director at the San Francisco Office of Economic and Workforce Development**

Joaquin Torres is the Deputy Director at the San Francisco Office of Economic and Workforce Development where he leads Mayor Lee's Invest In Neighborhoods Initiative leveraging city resources across city departments to maximize positive economic and social impact in our neighborhoods. He is the President of the San Francisco Housing Authority Commission overseeing the historic rehabilitation re-envisioning of public housing. Joaquín also serves on the board of SPUR and the Board of Trustees for A.C.T. (American Conservatory Theatre). Prior to these appointments, Joaquin served as Director of the Mayor's Office of Neighborhood Services (MONS) under Mayor Edwin M. Lee. Under former Mayor Gavin Newsom, Joaquin served as the Liaison to the Latino and American Indian communities and to districts nine and eleven. Joaquin is a graduate of Stanford University and New York University's Tisch School of the Arts. He lives in the Outer Mission.

### **Jim Boyd, Executive Director, Pyramid Peak Foundation**

From his work as a church leader to non-profit president to running a charitable foundation, Jim Boyd's career has been marked by his spirit of service. Since October 2011, he's been Executive Director of the Pyramid Peak Foundation in Memphis, focusing on public education and the challenges facing women. Jim studied political science at Vanderbilt University, attended Episcopal seminary in Washington, DC and was ordained in 1977. Prior to his work at The Pyramid Peak Foundation, Jim established urban ministries in Memphis, led churches in Fayetteville, NC and Salem, OR, and served as president of BRIDGES, a Memphis youth leadership organization.

### **Beth Hunkapiller, Educator & Administrator**

Beth Hunkapiller is a member of the Board of Aspire Public Schools. She is a former middle school educator and administrator who taught 8th grade reading and English in El Monte, CA.

Mrs. Hunkapiller is a 19-year member of the Board of Education of the San Carlos School District Board of Trustees. She is also a founder of the San Carlos Charter Learning Center, the first school to receive a charter in California.

Mrs. Hunkapiller served on the State Board of Education's Advisory Commission on Charter Schools, representing governing board members in California since the commission's formation in 2001, and was its chair for two years until April, 2010. She then served in the California Department of Education as Director of the Charter Schools Division. Mrs. Hunkapiller and her husband Mike have a daughter and son who have entered careers in biotech. Mrs. Hunkapiller served on the board of the Caltech-JPL Child Development Center when her daughter was a child, and she taught in the parent cooperative preschool of her son in San Carlos. She has also worked at the Kansas City Star and the Los Angeles Times. She graduated from Oklahoma Baptist University with degrees in English and political science and received her masters from USC in 1977.

### **Steven L. Merrill, Venture Capitalist**

Steven L. Merrill has been active in venture capital investing since 1968 when he joined Bank of America's venture capital group. An MBA graduate of the Wharton School at the University of Pennsylvania, he became president of BankAmerica Capital Corporation in 1976 and managed this very successful venture activity until 1980 when he formed and managed Merrill, Pickard, Anderson & Eyre (MPAE), a privately held venture capital partnership.

MPAE managed funds of approximately \$285 million provided by a group of institutional limited partners. Some of the companies funded by MPAE include America Online, Aspect Telecommunications, Cypress Semiconductor, Documentum, Komag, LSI Logic, Synopsys, Collabra (acquired by Netscape), Grand Junction, Kalpana (acquired by Cisco), Legato Systems, Maxim Integrated Products, Palm Computing, and Rambus.

MPAE stopped making new investments in 1996 and the partners founded Benchmark Capital and Foundation Capital. Mr. Merrill is a limited partner in both of these firms, but he is no longer involved in the day-to-day management. He is devoting a significant amount of time to civic and non-profit activities as well as his private investments. He

was chairman of the Board of Trustees of Town School for Boys, a member of the Committee to Restore the San Francisco Opera House, and he is a past director of the Children's Health Council. Mr. Merrill currently serves on the Board of Aspire Public Schools, the largest Charter School organization in California, the Tahoe Regional Planning Agency, and the UCSF Foundation. He is also a member of the National Advisory Board of the Haas Center at Stanford University and an investment partner in New Schools Venture Fund.

Mr. Merrill is a past president of the Western Association of Venture Capitalists, a past director of the National Venture Capital Association, and has been a director of numerous privately-held companies.

**Appendix X:**  
**Proof of Tax-Exempt Status**

Appendix X:  
Proof of Tax-Exempt Status

**Internal Revenue Service**

**Date:** January 24, 2006

ASPIRE PUBLIC SCHOOLS  
% MICHAEL BARR  
426 17TH ST # 200  
OAKLAND CA 94612-2820

**Department of the Treasury**  
**P. O. Box 2508**  
**Cincinnati, OH 45201**

**Person to Contact:**  
Ms. Lumpkins # 31-08344  
Customer Service Representative  
**Toll Free Telephone Number:**  
877-829-5500  
**Federal Identification Number:**  
94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

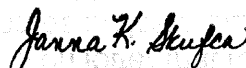
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE  
Customer Account Services



**Appendix XI:**  
**Aspire Articles of Incorporation, Bylaws, and Conflict of  
Interest Code**

Appendix XI:  
Aspire Articles of Incorporation, Bylaws, and Conflict of  
Interest Code

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A0742630

FILED *Am*  
Secretary of State  
State of California

JUN 24 2013

*ice*

CERTIFICATE OF AMENDMENT AND RESTATEMENT  
OF THE  
ARTICLES OF INCORPORATION

James Willcox and James Cleveland certify that:

1. They are the Chief Executive Officer and the Secretary, respectively, of Aspire Public Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are hereby amended and restated as set forth in the attached Articles of Incorporation, which are incorporated by this reference as if set forth in full in this Certificate.

3. The foregoing amendment and restatement has been duly approved by this corporation's Board of Directors.

4. This corporation has no members.

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

DATED: 6/20/2013, 2013

*James Willcox*  
James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013

*James Cleveland*  
James Cleveland, Secretary

ARTICLES OF INCORPORATION  
OF  
ASPIRE PUBLIC SCHOOLS

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), including and not limited to operating and managing public charter schools.

ARTICLE III

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV**

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member (if any) of this corporation, or to the benefit of any private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax-exempt status under Section 501(c)(3) of the Code.



I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 25 2013

Date: \_\_\_\_\_ *Jm*

*Debra Bowen*  
DEBRA BOWEN, Secretary of State  
242

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

ARTICLE 1: OFFICES

Section 1.1 Principal Office

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

Section 1.2 Other Offices

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

ARTICLE 2: OBJECTIVES AND PURPOSES

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

ARTICLE 3: DEDICATION OF ASSETS

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

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

#### ARTICLE 4: NO MEMBERS

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

#### ARTICLE 5: DIRECTORS

##### Section 5.1 Powers

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

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

(i) Select and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

##### Section 5.2 Number of Directors

The number of Directors shall be not less than three (3) nor more than eleven (11), with the exact authorized number of Directors to be determined by the Board from time to time.



### Section 5.3 Board of Directors; Term of Office.

(a) The members of the Board of Directors are those persons whose names are attached to these Bylaws as Exhibit A. The Directors shall each serve until the later of the date of Annual Meeting designated beside his or her name in Exhibit A, or the date his or her successor is elected. Subsequent Directors shall be elected by a majority vote of the Directors at each Annual Meeting, including the vote(s) of any Director whose term of office expires with that meeting. A term may not exceed six (6) years.

(b) The Chairperson of the Board shall be selected by a majority vote of the Directors following the appointment or election of Directors at each Annual Meeting.

(c) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(d) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(e) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

### Section 5.4 Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

#### Section 5.5 Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

#### Section 5.6 Non-Liability of Directors

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

#### Section 5.7 Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

#### Section 5.8 Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

#### Section 5.9 Non-Discrimination

This Corporation shall not discriminate on the basis of race, religion, national origin, gender, age or sexual orientation in hiring, firing or admissions.

### ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

#### Section 6.1 Place of Meetings

Meetings shall be conducted at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been identified notice in compliance with the provisions of the Ralph M. Brown Act.

#### Section 6.2 Meetings; Annual Meeting

All meetings of the Board of Directors, including the Annual Meeting, shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The Annual Meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

### Section 6.3 Regular Meetings

Regular meetings of the Board of Directors, including the Annual Meeting, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

### Section 6.4 Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the President, or any two (2) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

### Section 6.5 Quorum

During open session, a majority of the directors then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of

a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

#### Section 6.6 Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act are followed:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Corporation's schools operate;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

#### Section 6.7 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

## ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

### Section 7.1 Place of Board of Directors Meetings

Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

### Section 7.2 Meetings by Telephone or Other Telecommunications Equipment

Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(i) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting;

(ii) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

### Section 7.3 Annual and Regular Meetings

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors shall hold an annual meeting, regular, and special meetings for purposes of organization and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

### Section 7.4 Authority to Call Special Meetings

Special meeting of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President or the Secretary, but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special meeting exists.

## Section 7.5 Notice of Meetings

Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, electronic mail, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

## Section 7.6 Waiver of Notice and Consent to Hold Meetings

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

## Section 7.7 Action Without Meeting

Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

# ARTICLE 8: COMMITTEES

## Section 8.1 Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of two (2) or more

Directors, and only of directors, to serve at the pleasure of the Board. Meetings of committees pursuant to Article 6 of these bylaws shall comply with the provisions of the Ralph M. Brown Act, including those provisions concerning advisory committees as set forth therein. Minutes of each such meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

## Section 8.2 Executive Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

## Section 8.3 Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. Directors who are also employees of the Corporation may not serve on the Compensation Committee. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on

its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

#### Section 8.4 Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

#### Section 8.5 Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

#### Section 8.6 Meeting and Action of Committees

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

### ARTICLE 9: OFFICERS

#### Section 9.1 Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.



## Section 9.2 Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

## Section 9.3 Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

## Section 9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

## Section 9.5 Vacancies in Office

A vacancy in any Office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

## Section 9.6 Responsibilities of Officers

(a) Chief Executive Officer (CEO). The CEO has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall be empowered to act, speak for, or otherwise represent the Corporation between meetings of the Board. The CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

(b) Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be

given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

(c) Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

## ARTICLE 10: RECORDS AND REPORTS

### Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

### Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

### Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

## Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted for particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than \$50,000; and
- (f) Any other information required under these Bylaws.

The report shall be accompanied by any report of independent accountants or, if there is no such report, by the certificate of an authorized officer of this Corporation that such statements were prepared without an audit from the books and records of this Corporation.

## Section 10.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate. For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.

## ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

### Section 11.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

### Section 11.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

## ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

### Section 12.1 Contracts with Directors and Officers

(a) No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest

are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

(b) The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

#### Section 12.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

### ARTICLE 13: FISCAL YEAR

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

### ARTICLE 14: AMENDMENTS

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

### ARTICLE 15: CONSTRUCTION AND DEFINITIONS

#### Section 15.1 Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine

gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

#### Section 15.2 Electronic Transmission

Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms “written”, and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Amended and Restated Bylaws consisting of sixteen (16) pages and the following one (1) page exhibit were adopted as the Bylaws of the Corporation by the Directors of the Corporation on \_\_\_\_\_, 2012, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on \_\_\_\_\_, 2012.

\_\_\_\_\_  
By:  
Its: Interim Secretary

**EXHIBIT A**

MEMBERS OF THE BOARD OF DIRECTORS

| <u>Name</u>         | <u>Term Expires Annual Meeting</u> |
|---------------------|------------------------------------|
| Jonathan Garfinkel  | 2015                               |
| Bill Hughson        | 2013                               |
| Beth Hunkapiller    | 2016                               |
| Greg Jones          | 2016                               |
| Melvin J. Kaplan    | 2013                               |
| Steven L. Merrill   | 2014                               |
| Louise M. Patterson | 2015                               |
| Richard C. Spalding | 2014                               |



CONFLICT-OF-INTEREST CODE FOR THE  
**ASPIRE PUBLIC SCHOOLS**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Aspire Public Schools** (“**Aspire**”)

Individuals holding designated positions shall file their statements of economic interests with **Aspire**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the Members of the Board, and the Chief Executive Officer/President, **Aspire** shall make and retain copies and forward the originals to the Fair Political Practices Commission. All other statements will be retained by **Aspire**.

**APPENDIX A  
DESIGNATED POSITIONS**

| <u>Designated Position</u>                              | <u>Assigned Disclosure Category</u> |
|---|-------------------------------------|
| Members of the Governing Board                          | I, II, III                          |
| CEO/President   | I, II, III                          |
| Chief Academic Officer                                  | I, II, III                          |
| Chief Financial Officer                                 | I, II, III                          |
| Chief Operating Officer                                 | I, II, III                          |
| Director of Expanded Learning Systems                   | II, III                             |
| Director of Finance                                     | II, III                             |
| Director of Human Resources                             | II, III                             |
| Director of Information Technology                      | II, III                             |
| Director of Operations                                  | I, II, III                          |
| Vice President of Education                             | II, III                             |
| Director of Strategy and Growth                         | I, II, III                          |
| Director of Secondary Program                           | II, III                             |
| Director of Special Projects                            | II, III                             |
| Director of Special Education                           | II, III                             |
| Director of Student Services                            | II, III                             |
| Director of Early College High School                   | II, III                             |
| Director of School Support Improvement & Sustainability | II, III                             |
| Director of Talent Strategy                             | II, III                             |
| Chief of Staff to the Chief Executive Officer           | II, III                             |
| Director of Development                                 | II, III                             |
| Financial Analyst                                       | II, III                             |
| Principals  | II, III                             |
| Area Superintendents                                    | I, II, III                          |
| Consultants   | *                                   |

\*Consultants are included in the list of designated positions and shall disclose pursuant categories I, II, and III, subject to the following limitation:

The CEO/President may determine in writing that a particular consultant, although a “designated position,” is hired to perform a range of duties that are limited in scope and thus not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. This determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

**APPENDIX B**  
**DISCLOSURE CATEGORIES**

Category I:

- (a) Interest in real property which is located in whole or in part either (1) within the boundaries of any county in which Aspire Public Schools operates, or (2) within two miles of the boundaries of any county in which Aspire Public Schools operates, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- (b) Investments in and income (including gifts, loans, and travel payments) from sources which are or have been within the previous two-year period engaged in the performance of building construction or design within the counties in which Aspire Public Schools operates.
- (c) Investments, business positions in and income (including gifts, loans and travel payments) from sources engaged in the acquisition or disposal of real property within the jurisdiction.

Category II: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which manufacture or sell supplies, books, machinery, or equipment of the type to be utilized by the employee's department.

Category III: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which are engaged in the performance of work or services of the type to be utilized by the employee's department.

For purposes of this conflict-of-interest code:

The term department refers to the agency, Aspire Public Schools, and includes all school locations for the following positions: Members of the Governing Board, CEO/President, Chief Academic Officer, Chief Financial Officer, Chief Operating Officer, Director of Finance, Director of Operations, Director of Growth and Strategy, and Regional Vice Presidents.

The terms department refers to the specific area of responsibility/section for the following positions: Director of Human Resources, Director Information Technology, Director of Professional Development, Director of Secondary Program, Director of Special Projects, Director of Special Education, Director of Student Services and Financial Analyst.

The term department refers to a specific school for all principal positions.

**Appendix XII:**  
**Uniform Complaint Procedures**

Appendix XII:  
Uniform Complaint Procedures



## **Uniform Complaint Procedure Policy**

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

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees.

This document presents information about how Aspire Public School processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy Aspire Public Schools shall assist the complainant in the filing of the complaint.

Programs or activities in which Aspire Public Schools receives state or federal funding may include:

- Adult Education
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Special Education Programs
- Safety Planning Requirements

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE, or equivalent in the State of Tennessee.)

### **The responsibilities of the Aspire Public Schools**

Aspire Public Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if Aspire Public Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Aspire Public Schools to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

In California:

Aspire Public Schools  
ATTN: Director of Student Services  
1001 – 22<sup>nd</sup> Avenue, Suite 100  
Oakland, CA 94606

In Tennessee:

Aspire Public Schools  
ATTN: Executive Director  
516 Tennessee St., Ste. 406  
Memphis, TN 38103

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

### **Filing a complaint with the Aspire Public Schools**

Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a



program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Aspire Public Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,

- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Aspire reserves the right to modify locations for receipt of forms as necessary.



**COMMUNITY COMPLAINT FORM**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Telephone** \_\_\_\_\_ **(day)**  
 \_\_\_\_\_ **(evening)**

1 School site and person you are filing a complaint against:  
 \_\_\_\_\_

2 Has this been discussed with him/her? Y \_\_\_ N \_\_\_ Date:

3 Has the complaint been discussed with the principal or supervisor? Y \_\_\_ N \_\_\_ Date:

**Description of Complaint:** Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

\_\_\_\_\_  
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 \_\_\_\_\_

What remedy or action do you suggest?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date received by Aspire Home Office \_\_\_\_\_

**Appendix XIII:**  
**Discrimination and Harassment Policy**

Appendix XIII:  
Discrimination and Harassment Policy



## **Discrimination/Harassment Policy**

Aspire Public Schools (“Aspire”) shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire’s programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

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

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

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

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

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

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

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.



## **Discrimination/Harassment Complaint Procedure**

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

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

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

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

### **How to File a Complaint**

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

### **Procedures**

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

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



**Appendix XIV:**  
**Principal Biography**



**Ms. Cortez** loves being principal of Aspire Lionel Wilson Prep! She attended San Diego State University and San Diego City College and graduated from Sonoma State University where she earned her BA in English and Theatre Arts. She was first in her family to graduate from college.

After graduation, Ms Cortez explored arts management and developed projects bringing artists and educators together to explore social issues. She returned to school for her teaching credential and to work on her Masters of Education at National University and transitioned into full time teaching at O'Farrell Community School in San Diego. Teaching 8<sup>th</sup> grade English, coordinating school-wide study support initiatives and serving as the school's teacher representative on the site board of directors helped Ms. Cortez channel her work ethic into whole school leadership roles. Ms Cortez found her home at Aspire in 2006 when she joined the Aspire Cal Prep team as College Readiness Lead Teacher and, five years later, joined the Wilson Prep team in 2011. Committed to a growth mindset and educational equity, Ms Cortez continues to work with Wilson Prep students, families, staff, and the Aspire Bay Area region an agent of transformation. She is currently thinking about ways to engage students, staff and families in critical literacy initiatives as a fellow at the National Equity Project.

Ms. Cortez has a daughter, Maylea, in first grade who shares Ms. Cortez' love of yoga, reading (claro!) and traveling.

**Appendix XV:**  
**Aspire Instructional Rubric**

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

|  |   |
|--|---|
| 3.4 Monitoring student learning during instruction   | B) Feedback to students                                       |
|  | C) Self-monitoring  |
| <b>Domain 4: Professional Responsibilities</b>   |   |
| 4.1 Engage in critical reflection, constantly revising practice to increase effectiveness  | A) Accuracy   |
|  | B) Use in future planning                                     |
|  | C) Acceptance of feedback                                     |
| 4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning | A) Participation in a professional community                  |
|  | B) Professional development                                   |
|  | C) Shared commitment  |
| 4.3 Uphold and exhibit the CMO norms and expectations  | A) Ethics and professionalism                                 |
|  | B) Norms described by school/CMO handbooks                    |
| <b>Domain 5: Partnerships, Family and Community</b>  |   |
| 5.1 Develop two-way communication with families about student learning and achievement   | A) Initiation of meaningful communication                     |
|  | B) Responsiveness to parent inquiries and communication       |
|  | C) Inclusion of the family as a partner in learning decisions |
| 5.2 Equip families with a variety of strategies to support their child's success and college readiness                           | A) Provision of parent education efforts to support students  |
| 5.3 Help students leverage resources in their community that support their success in college and beyond                         | A) Goal setting and advocacy                                  |
|  | B) Knowledge of community resources                           |
|  | C) Support for students in accessing these resources          |

| Standard  | Indicators   | Level I  | Level II   | Level III   | Level IV   |
|---|--|--|--|---|--|
| 1.1 Establish standards-based learning objectives and assessments                                       | A) Selection of learning objective(s)                                | Learning objective(s) is missing a specific level of cognition or content.<br>AND<br>Learning objective(s) is misaligned with progress toward mastery of content standards.  | Learning objective(s) is missing either a specific level of cognition or content.<br>OR<br>Learning objective(s) is misaligned with progress toward mastery of content standards.  | Learning objective(s) includes both a specific level of cognition and content.<br>AND<br>Learning objective(s) is aligned to and progresses toward mastery of content standards.  | <i>All of level 3 and...</i><br>Teacher creates secondary learning objective(s) that aligns to differentiated learning activities to meet the identified needs of individuals or subgroups of students.  |
|   | B) Measurability of learning objective(s) through lesson assessments | Lesson assessment does not measure the independent mastery of the learning objective(s).   | Lesson assessment measures the independent mastery of the learning objective(s).<br>AND<br>Lesson assessment includes general criteria (quantitative or qualitative) for measuring success.  | Lesson assessment measures the independent mastery of the learning objective(s).<br>AND<br>Lesson assessment includes specific criteria (quantitative or qualitative) for measuring success.  | <i>All of level 3 and...</i><br>Lesson assessment(s) includes opportunity for student choice.<br>OR<br>Lesson assessment(s) includes opportunity for differentiated outputs.<br>OR<br>Lesson assessment(s) measures mastery of learning objective(s) through multiple methods. |
| 1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students | A) Designing and sequencing of learning experiences                  | The design of the learning experiences is not aligned to the learning objective(s).<br>AND<br>Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility. | The design of the learning experiences is not aligned to the learning objective(s).<br>OR<br>Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.  | The design of the learning experiences is aligned to the learning objective(s).<br>AND<br>The design of the learning experiences is sequenced and timed to enable all students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility. | <i>All of level 3 and...</i><br>The timing or sequence of the learning experiences is differentiated for individual students or subgroups of students.<br>OR<br>The design of the learning experiences offers students choice in time or sequence of learning experiences.     |
|   | B) Creating cognitively engaging learning experiences for students   | Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson.<br>OR<br>The instructional plans do not include appropriate support so that all students can access the content of the lesson.   | The teacher designs each learning experience with appropriate support, but inconsistently plans cognitively engaging learning experiences throughout the lesson.<br>OR<br>Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, but inconsistently include appropriate support so that all students can access the content of the lesson. | Instructional plans include cognitively engaging learning experiences throughout the lesson.<br>AND<br>Teacher designs each learning experience with appropriate support so that all students can access the content of the lesson.   | <i>All of level 3 and...</i><br>Teacher designs differentiated learning experiences for individual students or subgroups of students.<br>OR<br>Teacher structures lesson to offer students choice of learning experiences to enhance cognitive engagement.                     |

| Standard   | Indicators   | Level I   | Level II  | Level III   | Level IV  |
|--|--|---|---|---|---|
| 1.3 Use student data to guide planning   | A) Lesson design guided by data                                    | The teacher does not cite data.<br>OR<br>Data is used to inform neither content nor instructional strategies. | The teacher cites single or multiple sources of data, but they are not relevant to the objective.<br>OR<br>The teacher cites single or multiple sources of data, but none of the sources are current and specific.<br>OR<br>Data is used to inform only content <b>or</b> instructional strategies.   | The teacher cites multiple sources of data relevant to the objective including sources that are current and specific.<br>AND<br>Data informs the content and instructional strategies to scaffold for individual students or subgroups of students.   | <i>All of Level 3 and...</i><br>The teacher plans differentiated learning experiences to meet the needs of individual students or subgroups of students based on cited data.<br>OR<br>The teacher plans for students to use their own data to inform choice of learning experience. |
| 1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning | A) Knowledge of subject matter to identify pre-requisite knowledge | The teacher does not accurately identify the prerequisite knowledge necessary to access the lesson.           | The teacher accurately identifies the prerequisite knowledge necessary to access the lesson, but does not include a strategy to activate prerequisite knowledge.<br>OR<br>The teacher accurately identifies the prerequisite knowledge or skills necessary to access the lesson, but does not include an opportunity to address potential gaps. | The teacher accurately identifies the prerequisite knowledge necessary to access the lesson.<br>AND<br>The teacher includes an opportunity to activate prerequisite knowledge necessary to access the lesson.<br>AND<br>The teacher includes a strategy to address potential gaps in prerequisite knowledge or skills necessary to access the lesson. | <i>All of level 3 and...</i><br>The teacher designs differentiated learning experiences to address potential gaps for individual students or subgroups of students.   |
|  | B) Addresses common content misconceptions                         | The teacher does not anticipate common student content misconception(s).                                      | The teacher anticipates common student content misconception(s) but does not include a strategy for addressing each misconception.  | The teacher anticipates common student content misconception(s) that would inhibit the students' ability to master the learning objective(s) and includes a strategy for addressing each misconception.   | <i>All of level 3 and...</i><br>The teacher includes strategies that ensure students recognize and correct these misconceptions.<br>OR<br>The teacher includes multiple strategies for correcting the same misconceptions.  |

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



| Standard  | Indicators                       | Level I   | Level II   | Level III  | Level IV  |
|---|----------------------------------|---|--|--|---|
| 2.1 Creates a classroom/community culture of learning   | A. Value of effort and challenge | The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work. | The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.  | The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work. | All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.  |
| 2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection | A. Behavioral expectations       | It is evident that the teacher did not teach standards for student behavior.<br>OR<br>Student behavior does not contribute to an academic environment.  | The teacher inconsistently communicates standards for student behavior.<br>OR<br>Student behavior inconsistently contributes to an academic environment.   | The teacher consistently communicates clear, high standards for student behavior.<br>AND<br>Student behavior consistently contributes to an academic environment.                                    | The teacher has established clear, high standards for student behavior.<br><br>Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.   |
|   | B. Response to behavior          | The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.  | The teacher's verbal or non-verbal response to student behavior is inconsistent.<br>OR<br>Teacher's verbal or non-verbal response is focused on the whole-class.<br>OR<br>Teacher emphasizes consequences over positive reinforcement. | The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.             | Classroom exhibits minimal need for teachers or students to redirect negative behavior.<br>OR<br>Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior. |

| Standard  | Indicators  | Level I   | Level II   | Level III   | Level IV   |
|---|---|---|--|---|--|
| <p>2.3 Establish a culture of respect and rapport which supports students' emotional safety</p> | <p>A. Interactions between teacher and students</p> | <p>The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class.<br/>OR<br/>Students exhibit disrespect for the teacher.</p> | <p>The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth.<br/>OR<br/>Students inconsistently exhibit respect for the teacher.</p> | <p>The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth.<br/>AND<br/>Students exhibit respect for the teacher.</p> | <p>All of level 3 and...<br/>The teacher's interactions demonstrate a positive rapport with individual students.</p>                 |
|   | <p>B. Student interactions with each other</p>      | <p>Student interactions are impolite and disrespectful, which interferes with learning for some students.</p>   | <p>Student interactions are generally polite and respectful, but students do not support each other's learning.</p>  | <p>Student interactions are polite and respectful, and students support each other's learning.</p>  | <p>All of level 3 and...<br/>Students encourage each other individually.</p>   |
| <p>2.4 Use smooth and efficient transitions, routines, and procedures</p>                       | <p>A. Routines, procedures, and transitions</p>     | <p>The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.</p>  | <p>The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.</p>  | <p>The teacher has established and implements routines, procedures, and transitions that maximize instructional time.</p>   | <p>All of level 3 and...<br/>With minimal prompting, students effectively facilitate some routines, procedures, and transitions.</p> |

| Standard  | Indicators  | Level I   | Level II  | Level III  | Level IV  |
|---|---|---|---|--|---|
| 3.1 Communicate learning objectives to students | A. Communication of the learning objective(s) of the lesson | The learning objective(s) is not communicated.<br>OR<br>The learning objective(s) is unclear.   | The learning objective(s) is communicated but not referred to throughout the lesson.<br>OR<br>Students cannot articulate the learning objective(s).   | The learning objective(s) is communicated and referred to throughout the lesson.<br>AND<br>Students are able to articulate the learning objective(s).  | <i>All of level 3 and...</i><br>Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.   |
|   | B. Connections to prior and future learning experiences     | The teacher does not make connections between current learning objective(s) and the students' prior or future learning.   | The teacher makes connections between the current learning objective(s) and the students' prior or future learning.<br>OR<br>The teacher makes connections to prior and future learning but the connections are vague or are primarily based on connections to assessments and grades.  | The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material.  | The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning to further student understanding of the content material.                                     |
|   | C. Criteria for success                                     | The teacher does not communicate criteria for successfully demonstrating attainment of the learning objective(s).<br>OR<br>Students are unable to articulate criteria for successfully demonstrating attainment of the learning objective(s). | The teacher communicates general criteria for successfully demonstrating attainment of the learning objective(s).<br>OR<br>The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s), but students are only able to articulate general criteria for successfully demonstrating attainment of the learning objective(s). | The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s).<br>AND<br>Students are able to articulate specific criteria for successfully demonstrating attainment of the learning objective(s). | <i>All of level 3 and...</i><br>The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).  |
| 3.2 Facilitates Lesson                          | A. Lesson structure   | The teacher facilitates a lesson that is inappropriately sequenced and timed.<br>AND<br>The teacher does not execute a lesson that appropriately releases responsibility.   | The teacher facilitates a lesson that is inappropriately sequenced or timed.<br>OR<br>The teacher does not execute a lesson that appropriately releases responsibility.   | The teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objective(s).  | <i>All of level 3 and...</i><br>Teacher facilitates differentiated timing or sequencing of lesson for individual students or subgroups of students.<br>OR<br>Teacher offers student choice of timing or sequencing of the lesson. |

|  |   |  |   |  |   |
|--|---|--|---|--|---|
|  | <p>B. Cognitive level of student learning experiences</p> | <p>Learning experiences are not cognitively engaging.<br/>OR<br/>Learning experiences do not match the level of rigor required to attain mastery of the learning objective(s).</p> | <p>Some learning experiences are cognitively engaging.<br/>OR<br/>Some learning experiences match the level of rigor required to attain mastery of the learning objective(s).</p> | <p>Learning experiences throughout the lesson are cognitively engaging for all students.<br/>AND<br/>Learning experiences consistently match the level of rigor required to attain mastery of the learning objective(s).</p> | <p><i>All of level 3 and...</i><br/>Learning experiences are differentiated for individual students or subgroups of students.<br/>OR<br/>Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.</p> |
|--|---|--|---|--|---|

| Standard                                       | Indicators                               | Level I   | Level II  | Level III  | Level IV   |
|--|--|---|---|--|--|
| 3.3 Implementation of instructional strategies | A. Questioning                           | The teacher poses few questions to students.<br>OR<br>The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).<br>OR<br>Wait time is not used.                        | The teacher poses questions to a small number of students.<br>OR<br>The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).<br>OR<br>Wait time is used inappropriately.   | The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s).<br>AND<br>The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.<br>AND<br>Wait time is used appropriately. | <i>All of Level 3 and...</i><br>Students pose questions that require cognitive challenge.<br>OR<br>Students initiate questions to further their own or other students' understanding of the content.                               |
|  | B. Academic Discourse                    | The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning.<br>OR<br>The teacher provides minimal opportunities for student discussion.                         | The teacher facilitates conversations in whole class or small group discussions that inconsistently require students to use academic vocabulary, discuss academic ideas, and justify their reasoning.<br>OR<br>Academic discourse is limited to a small number of students. | The teacher facilitates conversations in whole class or small group discussions that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.  | Students facilitate whole class or small group conversations and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.  |
|  | C. Group structures                      | The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).<br>OR<br>Teacher does not actively facilitate or monitor student participation during group structures. | The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s).<br>OR<br>Teacher facilitation inconsistently supports active student participation throughout all group structures.                               | The structure and size of grouping arrangements move students toward mastery of the learning objective(s).<br>AND<br>Teacher facilitation supports active student participation throughout all group structures.   | <i>All of level 3 and...</i><br>Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective(s). |
|  | D. Resources and instructional materials | Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.  | Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.   | Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.  | <i>All of level 3 and...</i><br>Resources and instructional materials facilitate differentiation or choice of learning experiences for individual students or subgroups of students.   |

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

| Standard  | Indicators                                   | Level I  | Level II  | Level III   | Level IV   |
|---|--|--|---|---|--|
| 4.1<br>Engage in critical reflection, constantly revising practice to increase effectiveness  | A) Accuracy                                  | The teacher does not know the degree to which the lesson or its elements, was effective.   | The teacher has an accurate impression of the lesson's effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment.<br>OR<br>The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments. | The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment.<br>AND<br>The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments. | <i>All of level 3 and...</i><br>The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional needs of subgroups or individuals. |
|   | B) Use in future planning                    | The teacher does not make suggestions about how the lesson could be improved.  | The teacher makes only <b>general</b> suggestions about how the lesson could be improved.<br>OR<br>The teacher makes <b>specific</b> suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.   | The teacher makes <b>specific</b> suggestions about how the lesson could be improved.<br>AND<br>The teacher explains how the results of this lesson will inform next steps for instructional plans.<br>AND<br>The teacher explains how their specific instructional practices can be improved.                          | <i>All of level 3 and...</i><br>The teacher explains future plans for differentiated instruction based on results of this lesson.  |
|   | C) Acceptance of feedback                    | The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.  | The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.  | The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.  | The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.                   |
| 4.2<br>Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning | A) Participation in a professional community | The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community. | The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.   | The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.   | The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships.       |
|   | B) Professional development                  | The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.                                   | The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.  | The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The  | The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates  |

|  |                      |   |   |   |  |
|--|----------------------|---|---|---|--|
|  |                      |   |   | teacher willingly shares expertise with others.   | activities that contribute to the profession.  |
|  | C) Shared commitment | The teacher demonstrates little commitment to supporting shared agreements that support student learning. | The teacher adheres to shared agreements that support student learning. | The teacher contributes to and actively endorses shared agreements that support student learning. | The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning. |



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

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

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

**Appendix XVI:**  
**Sample School Safety Plan**



ASPIRE PUBLIC SCHOOLS LIONEL WILSON PREPARATORY

COMPREHENSIVE SCHOOL SAFETY PLAN

2016-2017 SCHOOL YEAR

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# INTRODUCTION

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

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

# SCHOOL SAFETY COMMITTEE

The undersigned members of the Lionel Wilson Preparatory Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. **(Each site is required to form a Safety Committee within the first 1 month of school. The safety committee does not have to be comprised of the following members - these are just the recommended members.** The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

|   |           |
|---|-----------|
| Michelle Cortez   | 8/10/2016 |
| <b>(name),</b> Principal (or Designee)                                | Date      |
| Eva Kellogg, Joseph Marik, Tambra Mola, David Zelaya                  | 8/10/2016 |
| <b>(name), (Teacher Representative)</b>                               | Date      |
| <b>(name),</b> Parent   | Date      |
| Jose Rojas, Guadalupe Ortiz, Lorena Barragan, Cindy Torres, Andy Cruz | 8/10/2016 |
| <b>(name), (Classified Employee Representative)</b>                   | Date      |
| <b>(name), (Student)</b>  | Date      |
| <b>(name), (Law Enforcement Agency)</b>                               | Date      |
| <b>(name), (Fire Department)</b>                                      | Date      |
| <b>(name), (Other)</b>  | Date      |



# CAMPUS SAFETY AND SECURITY

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

## Entrances and Exits

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

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

## Releasing Students

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

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

## Visitors Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

## Fingerprinting Policy

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

### Who should be fingerprinted

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

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

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

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

### Who pays for fingerprinting

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

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

## Registered Sex Offender Policy

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

In accordance with “Megan’s Law”, the principal or designee shall notify parents/guardians annually of the availability of information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting police stations and sheriff offices or by calling a 900 toll-free number. Now, information about registered sex offenders may be obtained from the California Attorney General’s Megan’s Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4), subject to the disclaimer found on said website.

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

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

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

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

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

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

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

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

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

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

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

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. NOTE: Pursuant to California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

## EMERGENCY PREPAREDNESS

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

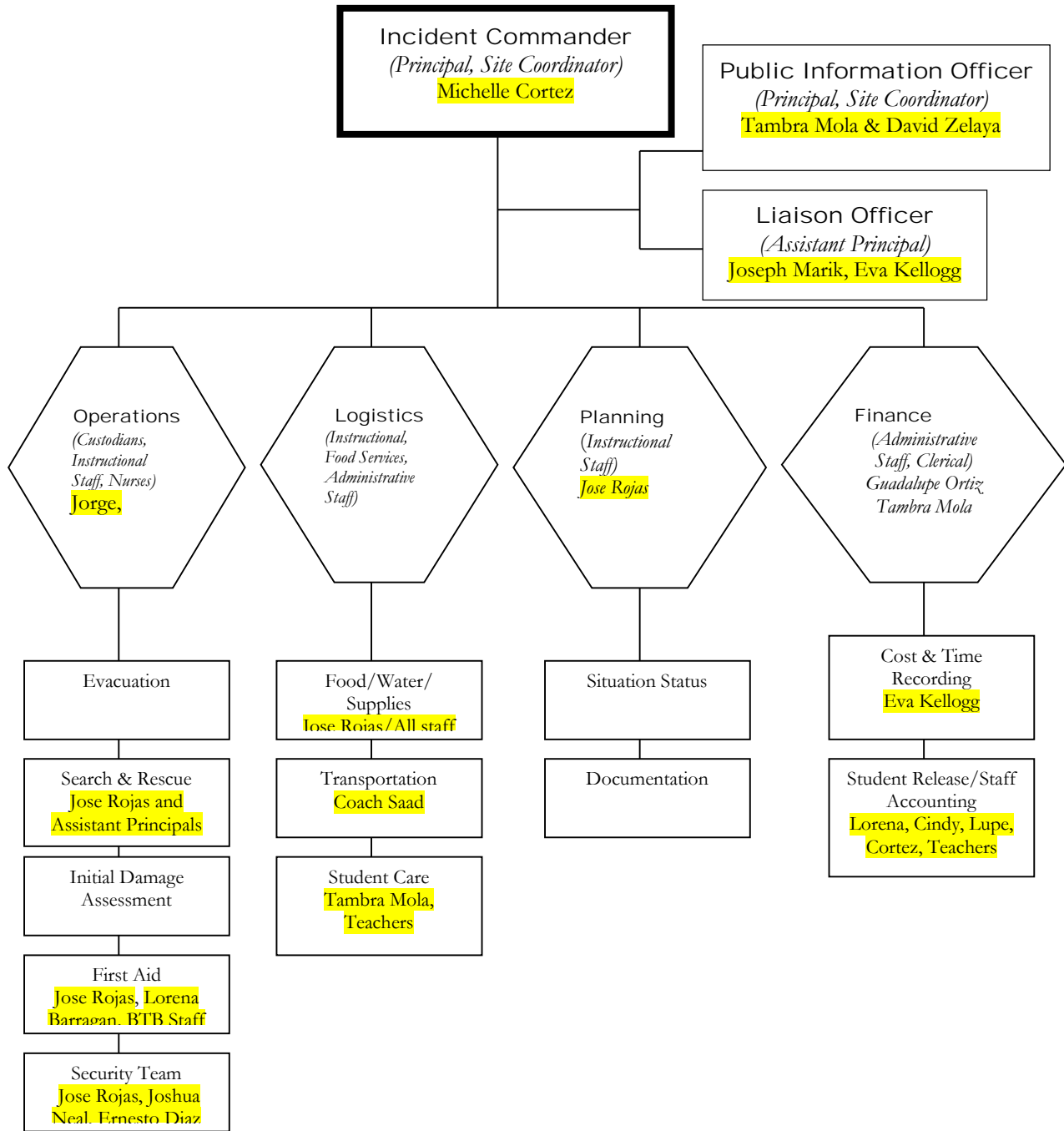
A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>  
Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.  
Federal Communications Commission (FCC): <http://www.fcc.gov>.  
The United States Department of Education (USDE): <http://www.rems.ed.gov>.  
California Office of Emergency Services (OES): <http://www.calema.ca.gov>.  
California Department of Education (CDE): <http://www.cde.ca.gov>.  
Urban Area Security Initiative grant program Houston, TX: <http://www.readyhouston.tx.gov>.  
American Red Cross: <http://www.redcross.org>  
Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.  
Response Options ALICE Training Institute: <http://www.alicetraining.com>  
D-Prep LLC: <http://www.dprep.com>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

# Incident Command System

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



| <b>Role</b>                | <b>Role Definition and Responsibilities</b>  |
|----------------------------|--|
| Incident Commander         | Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent. |
| Public Information Officer | This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement.   |
| Liaison Officer            | Controls all internal communications. Posts and maintains status information.  |
| Operations                 | In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.   |
| Planning                   | Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners.  |
| Logistics                  | Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources.   |
| Finance                    | Supervises accounting and documentation.   |

## Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

### Principal

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

### Teachers

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

### Office Manager

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



### **Custodial Engineers**

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

### **Aides, Volunteers and Other Adults**

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

### **Community Council**

In advance of emergencies, the Community Council should ensure emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA's website at <http://www.ready.gov>. Other recommended items may include:

Solar blankets

First aid kits

Flashlights

Batteries

Radios

Megaphone

Walkie-talkies

General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)

Log with special instructions from parents whose children have special needs

## **Staff Training Schedule**

Please fill out the staff training schedule with any emergency preparedness/drill/safety trainings that will be held this school year.

| <b><i>Date &amp; Time</i></b> | <b><i>Type of Training</i></b> | <b><i>Comments</i></b>                                      |
|-------------------------------|--------------------------------|---|
| 8/12/2016                     | Emergency Preparedness         | All teachers and staff                                      |
| 1/7/2016                      | CPR & First Aid                | All BTB, CST, and new staff attended. Good till 2017 years. |
|                               |                                |   |
|                               |                                |   |

# Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
  - **Elementary:** once per month
  - **Middle school:** four times per school year
  - **Secondary:** twice per school year
  - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
  - **Elementary:** once per quarter
  - **Secondary:** once per semester
  - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
  - **Elementary:** once per quarter
  - **Secondary:** twice per school year
  - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

# Drill Schedule & Log

All drills should be pre-scheduled within the **first month** of school.

| <b><i>Date</i></b> | <b><i>Type of drill</i></b> | <b><i>How long did the evacuation take?</i></b> | <b><i>Activity of students at the time of drill:</i></b> | <b><i>Comments</i></b> | <b><i>Signature s (date signature please)</i></b> |
|--------------------|-----------------------------|---|--|------------------------|---|
| 9/16/16            | Earthquake                  |   |  |                        |   |
| 9/30/16            | Fire Drills                 |   |  |                        |   |
| 10/7/16            | Earthquake                  |   |  |                        |   |
| 11/1/16            | Lockdown                    |   |  |                        |   |
|                    |                             |   |  |                        |   |
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# Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS(FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Reverse 911 is a relatively new method in which local authorities can send out emergency messages that target specific geographic areas via phone. Determine if this is a service provided in your school's community by contacting your local law enforcement agency or fire department.

## Alert Signals

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

### **At the announcement/sound of an EAS "Alert" signal:**

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

### **At the announcement of an EAS "Shelter in Place" message:**

- Children on the playground or library will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.

- Close all doors and windows.

**At the announcement/sound of an EAS “All Clear” signal:**

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

# Situational Communication Plans

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

|  |  |
|--|--|
| <p><b>911 Calls</b></p>                    | <ul style="list-style-type: none"> <li>• When placing a 911 call: give your name, school name, and school address</li> <li>• Give specific location of shooter, intruder, fire, hazardous material or other emergency</li> <li>• Indicate location of incident command post</li> </ul>   |
| <p><b>Mass Notification to Parents</b></p> | <p><u>During an emergency:</u><br/>         Hi Families,<br/>         The call is to notify you that the school is currently responding to _____. All students and staff are safe and following our “Shelter in Place” protocol. We will update you if the situation continues and affects dismissal.<br/>         Thank you, Michelle Cortez</p> <p>Familias Hola,<br/>         La llamada es para notificarle que la escuela está respondiendo _____. Todos los estudiantes y el personal están seguros y siguiendo nuestro protocolo "refugio en el lugar".<br/>         Vamos a llamar les si la situación continúa y afecta la hora de despedida.<br/>         Gracias, Michelle Cortez</p> <p><u>After an emergency:</u><br/>         Good evening Families,<br/>         Thank you for your flexibility and patience in picking up your children today. As you may know, at approximately _____. We immediately secured the building as a "shelter in place" and reached out to families via text regarding safe and modified dismissal.<br/>         We appreciate the way families, staff, and students come together to prioritize student safety.</p> <p>Warmly, Ms. Cortez</p> |

|  |   |
|--|---|
|  | <p><i>Buenas noche familias,<br/>Gracias por su flexibilidad y paciencia para recoger a sus hijos hoy.<br/>Como ya sabrá,_____. Obtenimos inmediatamente el edificio como "un refugio en su lugar" y se mando a las familias a través de texto en relación con el seguro despido .<br/>Agradecemos a las familias , el personal y los estudiantes por dar prioridad a la seguridad del estudiante .<br/>Con gusto , Sra. Cortez</i></p> |
|--|---|

# Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

## PLAN FOR LOSS OF COMMUNICATION:

### **If no telephone service:**

|   |
|---|
| Use walkie talkies, cell phones, and parentsquare by phone. |
|   |
|   |
|   |

### **If no Internet service:**

|   |
|---|
| Use walkie talkies, cell phones, and parentsquare by phone. |
|   |
|   |
|   |

## PLAN FOR LOSS OF ELECTRICITY:

### **List loss of services in event of electrical outage:**

|  |
|--|
| We have batteries for flashlights and any products that we might need in case of an emergency, |
|  |
|  |
|  |

### **List capability of backup power:**

|  |
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|  |



# Staff Phone List

This information will be used only during a school emergency

| Last Name  | First Name | Phone Number   |
|------------|------------|----------------|
| Barragan   | Lorena     | 510-816-0133   |
| Berg       | Carrie     | (520) 400-0774 |
| Cabrera    | Susana     | 925-493-1572   |
| Campbell   | Leila      | 415-310-7943   |
| Cantine    | Will       | 914-8302322    |
| Collyer    | Danielle   | 413-884-4317   |
| Cook       | MaMaafi    | (510) 207-6491 |
| Cortez     | Michelle   | 415-694-2300   |
| Cruz       | Andy       | 510-910-4026   |
| Darpino    | Rose       |                |
| Diaz       | Lorena     | 510-962-2032   |
| Diaz       | Ernesto    | 510-962-2223   |
| Eichensehr | Victoria   | 267-815-5672   |
| Ellenwood  | Sage       | 517-242-2515   |
| English    | Tim        | 510-393-3826   |
| Fay        | Raquel     |                |
| Greer      | Chrissy    | 609-405-2663   |
| Guerrero   | Benita     | 510-410-3612   |
| Gurrola    | Cristina   | 510-934-3710   |
| Handel     | Kim        | 707-548-3993   |
| Hare       | Kevelynn   | 510-978-8480   |
| Hartog     | Lea        | 510-326-2687   |
| Kellog     | Eva        | 810-813-3677   |
| Laws       | Hailey     | 502-741-9152   |
| Lipari     | Dominic    |                |
| Liuzzi     | Cara       | 215-983-9695   |
| Magana     | Celia      |                |
| Malinoski  | Erika      | 734-883-9445   |
| Marik      | Joseph     | 845-598-7638   |
| Mola       | Tambra     | 510-543-6366   |
| Ortiz      | Guadalupe  | 650-283-0639   |
| Padilla    | Omar       | 510-604-1465   |
| Perez      | Elodia     |                |
| Pimentel   | Miguel     | 510-688-6361   |
| Pratt      | Britany    | 615-305-5522   |
| Rodriguez  | Jorge      | 510-913-1043   |
| Rodriguez  | Maritzabel |                |
| Rojas      | Jose       | 510-350-6942   |
| Saad       | Nabil      | 415-694-2206   |
| Spoken     | Jeff       | 925-890-4448   |
| Thomas     | Patrick    | 214-491-4877   |
| Tyson      | Elizabeth  | 512-496-5477   |

|          |          |              |
|----------|----------|--------------|
| Villa    | Allie    |              |
| Yen      | Paul     | 408-966-9047 |
| Zavala   | Ramon    | 510-798-9387 |
| Zoerlzer | Mitchell | 636-448-1574 |

# Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

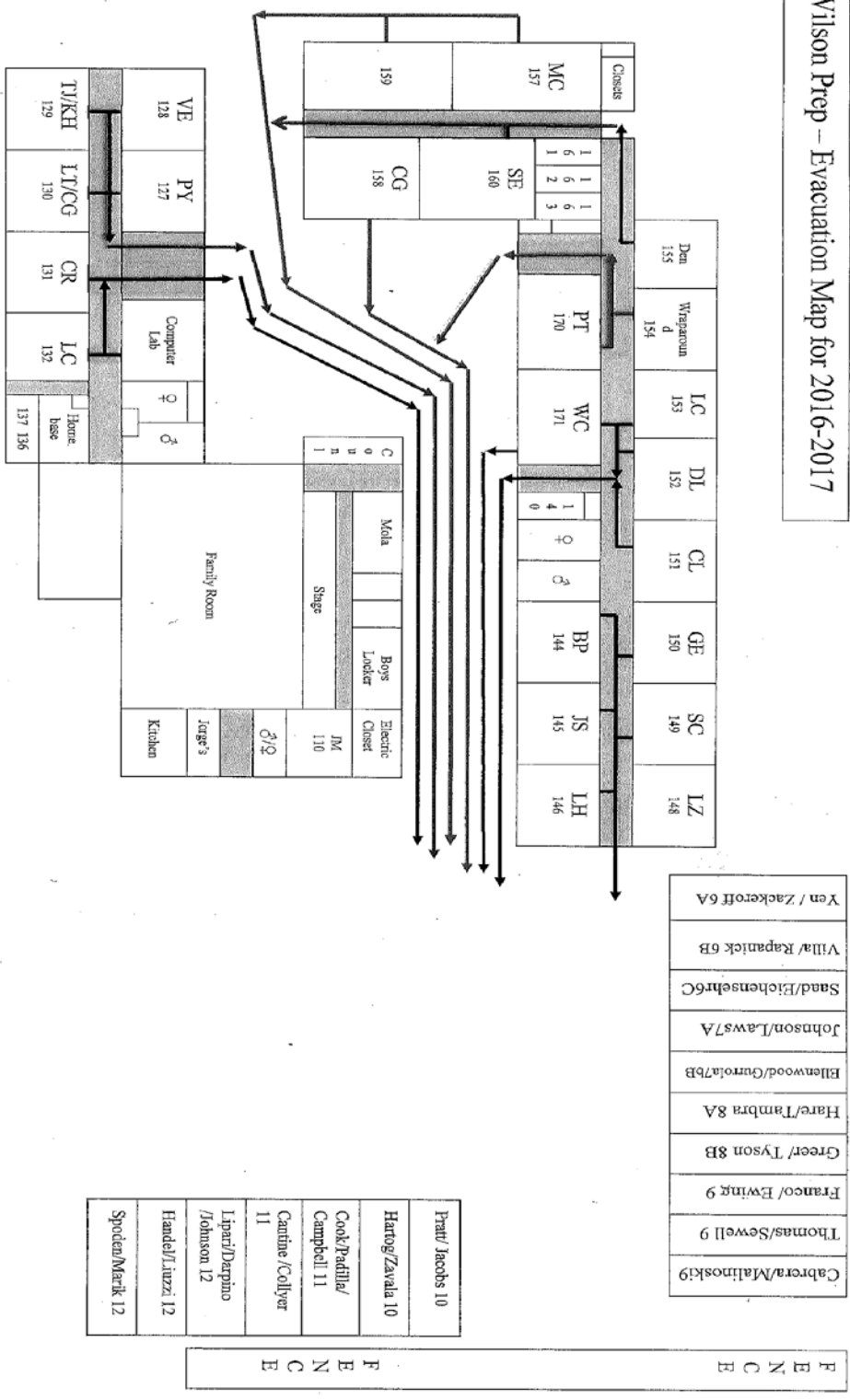
1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

## First Aid

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

# Site Evacuation Plan & Map

Wilson Prep – Evacuation Map for 2016-2017



Jorge – Gate between house and school, Check Division 1  
 Jose R., Ernesto D., Joshua N. – Division 2 & 3 and Division II/III Restrooms  
 Andy C. – Check Division 1 Restrooms, Family Room Restrooms,

# Site Lockdown Procedures

## LOCKDOWN AND SHELTER IN PLACE PROCEDURES

Lock Down/Shelter in Place During Class times:

Violent activity occurs (i.e. shooting, police chase, etc.) If you ever note any such activity immediately alert the office.

In a drill, this will be signified by an all-school announcement

On the PA system and radios: “We are going into a Lock Down/Shelter in Place situation.”

For lock down, teachers close and lock classroom doors and then slide green or red sheet under the door into the hallway (Green is out for ‘All is okay’; red is up if injuries or need immediate assistance). For shelter in place, teachers lock doors but no need to place green cards.

Community Support Team (CST) locks all building doors (Shelter in Place/Drills only).

All parent communication will be made by Home Base.

Lock Down:

Teachers instruct students to move away from doors and windows and sit on floor. Close and lock windows and doors. Close blinds. Await all-school announcement that safety has been restored. Students and staff remain in a secure room until an ‘All Clear’ announcement is made over the PA system.

Shelter in Place:

Teachers proceed with lesson plans, having locked doors

Students should remain in classes until there is an announcement that safety has been restored.

Lock Down/Shelter in Place During PE/Lunch Times:

Lock Down:

1. Once all PE/lunch students have entered the Family Room, they sit silently by the stage. CST and adults take attendance to be sure all students are inside and together.
2. Students and adults remain in the Family Room, awaiting all-school announcement that safety has been restored.

Shelter in Place:

1. Once all PE/lunch students have entered Family Room, they may continue with PE as if it were a rainy-day PE by the stage. CST leads classes to Family Room for lunch by Parking lot door.
2. Lunch students continue with lunch but all seated and away from the lobby. CST directs students to line up when it’s time and will be escorted to class by the CST Team.
3. No one is to leave the building for any reason until hearing all-school announcement that safety has been restored.

\*\*If the PA system goes out, or office is unable to make all-call, teachers should check their computers for email.

#### LOCK DOWN

#### STUDENT EXPECTATIONS

#### TEACHER/STAFF EXPECTATIONS

#### COMMUNITY SUPPORT TEAM EXPECTATIONS

Follow all instructions of teacher.

Quietly and quickly move to the center of the classroom.

If you are in the hallways, go to the nearest classroom as directed.

If in a bathroom go to stall, lock stall and crouch on toilet.

Remain quiet and refrain from any and all cell phone use.

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#### During Lunch

Students and adults are to remain in the Family Room, awaiting the 'All Clear' announcement

Refrain from any and all cell phone use.

Stop all instruction.

Move all students away from windows and have them remain quiet (no cell phones)

Lock all windows and doors. Pull down shades if applicable.

Place Red Card (need help) or Green Card (o.k.) under door to alert Safety Team or Law Enforcement of status inside the classroom.

Do not open door for anybody, unless proper identification is provided under the door.

Ensure that all students are accounted for within the first 10 minutes of lockdown and submit attendance via email.

The mode of communication should be email (if possible).

Remind students NOT to use their cellphones.

Check computers frequently for messages from Home Base etc.

Do not respond to bells.

Once 'All Clear' is given, instruction can resume.

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#### During Lunch

Responsibilities are the same except team members should make an effort to secure and lockdown the Family Room as a priority.

CST member informs Home Base of intruder.

Home Base announces Lock Down over PA system.

Home Base will be in charge of calling for Law Enforcement assistance (911) and notifying families

All Safety/Admin seek nearest secure room and lock behind.

If possible team members should communicate position to Home Base via email (if possible).

Place Red Card (need help) or Green Card (o.k.) under door to alert Safety Team or Law Enforcement of status inside the classroom (if possible).

Remain in secure room, until the 'All Clear' announcement comes from Home Base.

### During Lunch

Responsibilities are the same except team members should make an effort to secure and lockdown the Family Room as a priority.

If intruder enters the Family Room Safety Team should escort students out of room, around the back of school and convene at Madison.

## SHELTER IN PLACE

### STUDENT EXPECTATIONS

### TEACHER/STAFF EXPECTATIONS

### SAFETY TEAM EXPECTATIONS

Follow all instructions of teacher.

If you are in the hallways, return to your classroom (or the nearest classroom) as quickly as possible.

Remain in class/Family Room until there is the 'All Clear' is given.

Refrain from any and all cell phone use.

Lock all windows and doors. Pull down shades if possible.

Ensure that all students are accounted for. Do not allow students to leave classroom until the 'All Clear' is given by Home Base via email or announcement. If extended, you may call for someone to walk students to the bathroom if an emergency.

Continue instruction.

Assume we will not transition at the bell unless Admin or CST advises otherwise.

CST informs Home Base of incident.

Home Base announces Shelter in Place over PA system.

Home Base will be in charge of calling for Law Enforcement assistance (911) in necessary.

Safety will check that all rooms are secure and hallways are clear

Homebase notifies families again summarizing the situation.

# Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
  - a wheelchair on a daily basis
  - specialized equipment
  - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
  - identifying all students who will require additional assistance
  - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

**\* Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

| Individual Student Emergency Procedures Plan  |         |          |
|---|---------|----------|
| Student:  | Room #: | Teacher: |
| Designated Specialized Assistants:<br><i>(identify two staff in this area)</i>                          |         |          |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i> |         |          |
|   |         |          |

| Individual Student Emergency Procedures Plan |         |          |
|--|---------|----------|
| Student:                                     | Room #: | Teacher: |



Designated Specialized Assistants:

*(identify two staff in this area)*

Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*

## DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

### Fire

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

### Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after initial quake due to after shocks.

5. Staff to follow evacuation procedures previously described.

## **Flood/ Severe Weather**

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

The principal will assess the situation and make an announcement via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

## **Electrical Failure**

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

## **Gas Line Break**

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

## **Water Main Break**

1. Principal and/or custodian immediately notifies the local water control authority.
2. Custodian shuts off water.
3. Principal determines if it is necessary to follow the emergency procedures to evacuate students and staff.

## **Water Contamination**

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

## **Chemical Spill/ Incident**

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.

3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

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

## Lockdown/Shooting Incident

Several strategies/philosophies exist in relation to how to properly respond to school site violence (i.e. A.L.I.C.E., Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Principal to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. **Aspire Public Schools directs that if a shooting takes place the first priority is to shelter students and staff from danger.**

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

# Bomb Threat

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

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

1. Notify Principal immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much for warning as possible.
3. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

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

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

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

# Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.

2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

## Death/Suicide

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

## Intruders/ Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

## Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

### STAFF ACTIONS:

1. If imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

### **OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

## **CAMPUS ENVIRONMENT**

### **Notice of Regulations**

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

### **Behavior Management Cycle**

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School’s discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year. Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

### **Behavior Expectation Guidelines**

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

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

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

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
  - **ABIDE** by all Federal, State, County, and City Laws.
  - **ABSTAIN** from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
  - **REFRAIN** from the possession, use, or distribution of tobacco products or cigarettes.
- 16-17 Aspire Student Family Handbook 9
- **DESIST** from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
  - **KEEP AWAY** from gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
  - **MAINTAIN A PEACEFUL LEARNING ENVIRONMENT** by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
  - **PROTECT SCHOOL PROPERTY** by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don’t destroy or write on school buildings, grounds, or property.
  - **RESPECT THE LEARNING SPACE** by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
  - **DESIST** from carrying beeper devices, music devices, and cell phones.
  - **FOLLOW ADDITIONAL DISCIPLINE PROCEDURES** contained in the Student Family Handbook and as developed by the Advisory School Council.
  - **FOLLOW RULES** that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

## School–Wide Expectations for Student Success

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

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

## Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the

regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

## SUSPENSION

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

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

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

### Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

### Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

### Suspension Alternatives

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the



recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

*Grounds for Suspension and Expulsion (CA Education Code)*

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.  
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - A. A message, text, sound, or image.
    - B. A post on a social network Internet Web site including, but not limited to:
      - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional need pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

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

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

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]  
The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902].

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

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

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

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system— suspension notices should not be placed in the student's cumulative file.

### Appeals Process

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

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

## **EXPULSION**

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

### Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

# SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS AND STUDENTS WITH 504S:

## MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student

## EXPELLABLE OFFENSES

### • Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel will also expel the student.

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

### • Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts

at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g), explosive or other

dangerous object of no reasonable use to the student

- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

• Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

## **HARASSMENT POLICY**

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

### Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

### Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

### Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions

affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

### Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.



- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

## SEARCHES

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

## POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

## DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

## OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

## DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained,

appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

### Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

### Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

## **SAFETY BEFORE AND AFTER SCHOOL**

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

## **PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS**

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will send a notification out to the relevant teachers with required information. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

## **ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY**

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

## **PREVENTION OF CHILD ABUSE POLICY**

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

**Appendix XVII:  
Evidence of Insurance**

# charterSAFE

## EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE **NAMED MEMBER** LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

**Effective Date:** July 1, 2016 12:01 AM - July 1, 2017 12:01 AM

**Named Member:**

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

**COVERAGE PROVIDED BY**

Coverage Provider A: California Charter Schools JPA  
Coverage Provider B: Ace Westchester, United States Fire Insurance Co, Homeland Insurance Co, and CNA Insurance Co.  
Coverage Provider C: Safety National Casualty Corp  
Coverage Provider D: Scottsdale Insurance Company  
Coverage Provider E: Underwriters at Lloyds of London  
Coverage Provider F: Arch Insurance Company  
Coverage Provider G: Lexington Insurance Co.  
Coverage Provider H: Indian Harbor Insurance Co.

| CP | COVERAGES  | SCHEDULE OF LIMITS   |
|----|--|--|
| A  | <p><b><u>Section I: General Liability - First Layer</u></b></p> <p><input checked="" type="checkbox"/> General Liability<br/><b>Deductible:</b> \$500 per occurrence for High Risk Activities</p> <p><input checked="" type="checkbox"/> Premises Medical Payment</p> <p><input checked="" type="checkbox"/> Damage to Premises Rented</p> <p><input checked="" type="checkbox"/> Products-Completed Operations</p> <p><input checked="" type="checkbox"/> Personal and Advertising Injury</p>   | <p>\$1,000,000 per occurrence</p> <p>\$10,000 per person sublimit<br/>\$50,000 per occurrence sublimit</p> <p>\$1,000,000 per occurrence/aggregate</p> <p>\$1,000,000 per occurrence/aggregate</p> <p>\$1,000,000 per occurrence</p> |
| A  | <p><b>Section II: Employee Benefits Liability - First Layer</b></p>  | <p>\$1,000,000 per occurrence</p>  |
| A  | <p><b><u>Section III: Educator's Legal Liability - First Layer</u></b></p> <p><b>Deductible:</b> \$2,500 per occurrence</p> <p><input checked="" type="checkbox"/> IEP Defense Sublimit<br/><b>Deductible:</b> \$7,500 per occurrence</p>  | <p>\$1,000,000 per occurrence</p> <p>\$50,000 per occurrence/aggregate</p>   |
| A  | <p><b>Section IV: Sexual Abuse Liability - First Layer</b></p>   | <p>\$1,000,000 per occurrence</p>  |
| A  | <p><b>Section V: Law Enforcement Activities</b></p>  | <p>\$1,000,000 per occurrence</p>  |
| A  | <p><b><u>Section VI: Automobile</u></b></p> <p><b><u>Auto Liability - First Layer</u></b><br/>Auto Liability - Layer 1 includes all autos scheduled with CharterSAFE, non-owned autos, and hired autos</p> <p><input checked="" type="checkbox"/> Automobile Liability</p> <p><input checked="" type="checkbox"/> Uninsured/Underinsured</p> <p><input checked="" type="checkbox"/> Automobile Medical Payments</p> <p><b><u>Auto Physical Damage</u></b><br/><b>Deductible:</b> \$500 per occurrence for Hired Auto Physical Damage</p> | <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$10,000 per person sublimit<br/>\$50,000 per occurrence sublimit</p> <p>\$1,000,000 per occurrence</p>   |

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|      |   |  |
|------|---|--|
| A, D | <p><b>Section VII: Board and Employment Liability - First Layer†</b></p> <p><input checked="" type="checkbox"/> Director's &amp; Officer's Liability<br/><b>Deductible:</b> \$2,500 per claim</p> <p><input checked="" type="checkbox"/> Employment Practices Liability<br/><b>Deductible:</b> \$35,000 per claim</p> <p><input checked="" type="checkbox"/> Fiduciary Liability</p>  | <p>\$1,000,000 per claim/aggregate</p> <p>\$1,000,000 per claim/aggregate</p> <p>\$1,000,000 per claim/aggregate</p>   |
| A    | <p><b>Section VIII: Excess Liability - Second Layer</b></p> <p>Excess Liability - Second Layer applies to the following coverage areas: Section I (General Liability, excluding Premises Rented to Named Member), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability, excluding IEP Defense Sublimit), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board &amp; Employment Liability, excluding Fiduciary Liability)</p>   | <p>\$4,000,000 per occurrence/claim based on underlying coverage</p> <p>\$4,000,000 aggregate</p>  |
| A, C | <p><b>Section IX: Workers' Compensation</b></p> <p><input checked="" type="checkbox"/> Workers' Compensation<br/><b>Workers' Compensation rate:</b> \$0.540 per \$100 of payroll</p> <p><input checked="" type="checkbox"/> Employer's Liability</p>  | <p>Statutory</p> <p>\$5,000,000 per occurrence/aggregate</p>   |
| G    | <p><b>Section X: Excess Liability - Third Layer</b></p> <p>Excess Liability - Third Layer applies to the following coverage areas: Section I (General Liability, excluding Premises Rented to Named Member), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability, excluding IEP Defense Sublimit), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board &amp; Employment Liability, excluding Fiduciary Liability), Section VIII (Excess Liability - Second Layer), Section IX (Employer's Liability, excluding Workers' Compensation)</p>                                | <p>\$25,000,000 per occurrence/claim based on underlying coverage</p> <p>\$25,000,000 aggregate</p>  |
| A    | <p><b>Section XI: Crime</b></p> <p><input checked="" type="checkbox"/> Monies and Securities<br/><b>Deductible:</b> \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Computer &amp; Funds Transfer Fraud<br/><b>Deductible:</b> \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Forgery or Alteration<br/><b>Deductible:</b> \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Employee Dishonesty<br/><b>Deductible:</b> \$500 per occurrence</p>   | <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p>  |
| A, E | <p><b>Section XII: Terrorism Liability</b></p>  | <p>\$5,000,000 per occurrence/aggregate for all CharterSAFE members combined</p>   |
| H    | <p><b>Section XIII: Cyber Liability†</b></p> <p><b>Deductible:</b> \$2,500 per claim</p>  | <p>\$1,000,000 per claim</p> <p>\$5,000,000 aggregate</p> <p>Limits are for all CharterSAFE members combined</p>   |
| A, F | <p><b>Section XIV: Student Accident</b></p> <p><b>Deductible:</b> \$500 per incident for losses arising out of participation in High Risk Activities</p>  | <p>\$50,000 per incident</p>   |
| A, B | <p><b>Section XV: Property</b></p> <p><b>Deductible:</b> \$1,000 per occurrence</p> <p><input checked="" type="checkbox"/> Building (if scheduled) <input checked="" type="checkbox"/> Boiler and Machinery</p> <p><input checked="" type="checkbox"/> Personal Property (as scheduled) <input checked="" type="checkbox"/> Ordinance or Law</p> <p><input checked="" type="checkbox"/> Business Interruption/Business Income <input checked="" type="checkbox"/> Valuation: Replacement Cost</p> <p><input checked="" type="checkbox"/> Extra Expense <input checked="" type="checkbox"/> Terrorism Risk Insurance Act</p> <p><input checked="" type="checkbox"/> Builder's Risk (as scheduled with CharterSAFE)</p> | <p>As scheduled* Building Value</p> <p>As scheduled* Content Value</p> <p>As scheduled* Electronic Data Processing (EDP)</p> <p>\$150,000,000 Boiler and Machinery</p> <p>\$5,000,000 Business Interruption</p> <p>\$5,000,000 Extra Expense</p> <p>*As scheduled with CharterSAFE</p> |

# charterSAFE

‡ Claims-made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

The Evidence of Coverage Bound is issued as a matter of information only to **NAMED MEMBERS** for their internal use only and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and may only be copied, printed, used, and viewed by a NAMED MEMBER. Any other use, duplication or distribution of this Evidence of Coverage Bound without the prior written consent of CCS JPA is prohibited.

## INSURED EXPOSURES

No. Students: 14,465

No. Employees: 1,419

Payroll: \$77,598,395.76

Building Value: \$139,391,804.85

Content Value: \$5,119,965.35

Electronic Data Processing Value: \$7,251,643.27

Vehicles:

- Number of Sedans: 0
- Number of Vans: 0
- Number of Buses: 0
- Number of Trucks: 0
- Total Vehicle Values: \$0.00

Mobile Equipment:

- Number of Drones: 0
- Number of Trailers: 0
- Number of Golf Carts: 0
- Other Mobile Equipment: 0

Builder's Risk Projects: 2

## INSURED SCHOOLS AND LOCATIONS

| Location   | ID    |
|--|-------|
| <b>Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue</b><br>2360 El Camino Avenue, Sacramento, CA 95281 | 1541  |
| <b>Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue</b><br>2360 El Camino Avenue, Sacramento, CA 95281           | 1545  |
| <b>Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave.</b><br>6100 Carmelita Avenue, Huntington Park, CA 90255                  | 14623 |
| <b>Aspire APEX Academy: 444 N. American</b><br>444 N. American St, Stockton, CA 95202  | 10002 |
| <b>Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane</b><br>3201 East Morada Lane, Stockton, CA 95212        | 1522  |
| <b>Aspire Benjamin Holt Middle School: TBD</b><br>TBD, ,   | 15765 |

# charterSAFE

|   |       |
|---|-------|
| <b>Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue</b><br>6200 San Pablo Avenue, Oakland, CA 94608                 | 1528  |
| <b>Aspire Capitol Heights Academy: 2520 33rd Street</b><br>2520 33rd Street, Sacramento, CA 95817                         | 1524  |
| <b>Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue</b><br>2071 Saturn Avenue, Huntington Park, CA 90255 | 1535  |
| <b>Aspire College Academy: 8030 Atherton Street</b><br>8030 Atherton Street, Oakland, CA 94605                            | 1552  |
| <b>Aspire College for Certain: 1801 Pyrenees Ave.</b><br>1801 Pyrenees Ave., Stockton, CA 95210                           | 15762 |
| <b>Aspire College for Certain: 3201 East Morado Lane</b><br>3201 East Morado Lane, Stockton, CA 95212                     | 15763 |
| <b>Aspire College for Certain: 1009 66th Avenue</b><br>1009 66th Avenue, Oakland, CA 94608                                | 10125 |
| <b>Aspire College for Certain: 1039 Garden Street</b><br>1039 Garden Street, East Palo Alto, CA 94303                     | 10126 |
| <b>Aspire College for Certain: 2040-2050 West Lane</b><br>2040-2050 West Lane, Stockton, CA 95205                         | 10121 |
| <b>Aspire College for Certain: 2360 El Camino Avenue</b><br>2360 El Camino Avenue, Sacramento, CA 95281                   | 10120 |
| <b>Aspire College for Certain: 2565 58th Street</b><br>2565 58th Street, Huntington Park, CA 90255                        | 10124 |
| <b>Aspire College for Certain: 400 105th Avenue</b><br>400 105th Avenue, Oakland, CA 94065                                | 10119 |
| <b>Aspire College for Certain: 6720-6724 S. Alameda Street</b><br>6720-6724 S. Alameda Street, Huntington Park, CA 90255  | 10118 |
| <b>Aspire East Palo Alto Charter School: 1286 Runnymede Street</b><br>1286 Runnymede Street, East Palo Alto, CA 94303     | 1523  |
| <b>Aspire East Palo Alto Phoenix Academy: 1039 Garden Street</b><br>1039 Garden Street, Palo Alto, CA 94303               | 10003 |
| <b>Aspire ERES Academy: 1936 Courtland Avenue</b><br>1936 Courtland Avenue, Oakland, CA 94601                             | 1538  |
| <b>Aspire Firestone Academy: 8929 Kauffman Avenue</b><br>8929 Kauffman Avenue, South Gate, CA 90280                       | 1547  |
| <b>Aspire Gateway Academy: 8929 Kauffman Avenue</b><br>8929 Kauffman Avenue, South Gate, CA 90280                         | 1546  |
| <b>Aspire Golden State College Preparatory Academy: 1009 66th Avenue</b><br>1009 66th Avenue, Oakland, CA 94621           | 1532  |
| <b>Aspire Inskip Academy: 123 W. 59th Street</b><br>123 W. 59th Street, Los Angeles, CA 90003                             | 1550  |
| <b>Aspire Junior Collegiate Academy: 6720 S. Alameda Street</b><br>6720 S. Alameda Street, Huntington Park, CA 90255      | 1543  |
| <b>Aspire Langston Hughes Academy: 2050 West Lane</b><br>2050 West Lane, Stockton, CA 95205                               | 1531  |
| <b>Aspire Lionel Wilson College Preparatory Academy: 400 105th Avenue</b><br>400 105th Avenue, Oakland, CA 94603          | 1520  |



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|   |       |
|---|-------|
| <b>Aspire Millsmont Academy: 3200 62nd Avenue</b><br>3200 62nd Avenue, Oakland, CA 94605-1614                             | 1525  |
| <b>Aspire Monarch Academy: 1445 101st Avenue</b><br>1445 101st Avenue, Oakland, CA 94603                                  | 1519  |
| <b>Aspire Ollin Academy: 2540 East 58th Street</b><br>2540 East 58th Street, Huntington Park, CA 90255                    | 10112 |
| <b>Aspire Ollin Gymnasium: 2545 East 58th Street</b><br>2545 East 58th Street, Huntington Park, CA 90255                  | 10352 |
| <b>Aspire Pacific Academy: 2565 58th Street</b><br>2565 58th Street, Huntington Park, CA 90255                            | 1548  |
| <b>Aspire Port City Academy: 2040 West Lane</b><br>2040 West Lane, Stockton, CA 95205                                     | 10004 |
| <b>Aspire Richmond California College Preparatory Academy: 3040 Hilltop Road</b><br>3040 Hilltop Road, Richmond, CA 94806 | 14258 |
| <b>Aspire Public Schools: 1001 22nd Avenue</b><br>Aspire Home 1001 22nd Avenue, Suite 100, Oakland, CA 94606              | 1542  |
| <b>Aspire Richmond Technology Academy: 3040 Hilltop Road</b><br>3040 Hilltop Road, Richmond, CA 94806                     | 14675 |
| <b>Aspire River Oaks Charter School: 1801 Pyrenees Avenue</b><br>1801 Pyrenees Avenue, Stockton, CA 95210                 | 1533  |
| <b>Aspire Rosa Parks Academy: 1930 South D. Street</b><br>1930 South D. Street, Stockton, CA 95206                        | 1526  |
| <b>Aspire Slauson Academy: 123 W. 59th Street</b><br>123 W. 59th Street, Los Angeles, CA 90003                            | 1551  |
| <b>Aspire Summit Charter Academy: 2036 E. Hatch Road</b><br>2036 E. Hatch Road, Modesto, CA 95351                         | 1521  |
| <b>Aspire Tate Academy: 123 W. 59th Street</b><br>123 W. 59th Street, Los Angeles, CA 90003                               | 1549  |
| <b>Aspire Titan Academy: 6724 South Alameda Street</b><br>6724 South Alameda Street, Huntington Park, CA 90255            | 1540  |
| <b>Aspire University Charter School: 3313 Coffee Road</b><br>3313 Coffee Road, Modesto, CA 95355                          | 1517  |
| <b>Aspire Vanguard College Preparatory Academy: 5255 First Street</b><br>5255 First Street, Empire, CA 95319              | 1539  |
| <b>Aspire Vincent Shalvey Academy: 10038 Hwy 99 E. Frontage Road</b><br>10038 Hwy 99 E. Frontage Road, Stockton, CA 95212 | 1518  |
| <b>Los Angeles Regional Office: 5901 E Slauson Avenue</b><br>5901 E. Slauson Avenue, Los Angeles, CA 90040                | 15745 |

**Appendix XVIII:  
School Financials**

### Three Year Budget

|                             |   | 2016-2017          | 2017-2018          | 2018-2019          | 2019-2020          |  |
|-----------------------------|---|--------------------|--------------------|--------------------|--------------------|--|
|                             |   | Projection         | Budget             | Budget             | Budget             | Notes  |
| <b>Revenues</b>             |   |                    |                    |                    |                    |  |
| State                       | State aid - principal apportionment         | \$3,250,313        | \$3,683,683        | \$3,758,983        | \$3,996,767        | See revenue assumptions below  |
|                             | State aid - education protection account    | \$738,805          | \$100,224          | \$100,224          | \$100,224          | See revenue assumptions below  |
|                             | Lottery                                     | \$89,660           | \$90,703           | \$92,898           | \$95,378           | See revenue assumptions below  |
|                             | Mandate block grant                         | \$111,164          | \$7,016            | \$7,185            | \$7,377            | See revenue assumptions below  |
|                             | ASES grant                                  | \$100,050          | \$100,050          | \$100,050          | \$100,050          | Assumed flat amount based on current funding                                 |
|                             | SB740 facility grant                        | \$371,520          | \$371,520          | \$371,520          | \$371,520          | Assumed flat amount based on current funding                                 |
|                             | State SpEd                                  | \$295,340          | \$253,066          | \$253,066          | \$253,066          | See revenue assumptions below  |
|                             | State nutrition                             | \$11,759           | \$12,028           | \$12,319           | \$12,648           | Estimated based on historical amounts & projected inflation                  |
| Federal                     | Title I/II/III                              | \$220,210          | \$220,210          | \$220,210          | \$220,210          | Assumed flat amount based on current funding                                 |
|                             | Federal SpEd                                | \$57,005           | \$62,640           | \$62,640           | \$62,640           | See revenue assumptions below  |
|                             | Federal nutrition                           | \$171,940          | \$175,870          | \$180,126          | \$184,936          | Estimated based on historical amounts & projected inflation                  |
|                             | Other federal                               | \$128,614          | \$88,752           | -                  | -                  | Teacher incentive fund grant through 17-18                                   |
| Local                       | In lieu of property taxes                   | \$1,012,288        | \$1,032,678        | \$1,032,678        | \$1,032,678        | See revenue assumptions below  |
|                             | Local Grants                                | \$278,272          | \$262,240          | \$262,240          | \$290,400          | Parcel Tax- measure N  |
|                             | Local nutrition                             | \$5,081            | \$5,197            | \$5,323            | \$5,465            | Estimated based on historical amounts & projected inflation                  |
| <b>Revenues - Total</b>     |   | <b>\$6,842,022</b> | <b>\$6,465,876</b> | <b>\$6,459,462</b> | <b>\$6,733,359</b> |  |
| <b>Expenses - Personnel</b> |   |                    |                    |                    |                    |  |
|                             | Certificated salaries                       | \$2,766,815        | \$2,180,018        | \$2,204,216        | \$2,257,558        | See staffing details below   |
|                             | Classified salaries                         | \$755,399          | \$868,563          | \$792,204          | \$811,376          | See staffing details below   |
|                             | Benefits & payroll taxes                    | \$1,148,152        | \$1,093,430        | \$1,116,095        | \$1,212,087        | See expense assumptions below  |
| <b>Expenses - Personnel</b> |   | <b>\$4,670,366</b> | <b>\$4,142,012</b> | <b>\$4,112,515</b> | <b>\$4,281,021</b> |  |
| <b>Expenses - Operating</b> |   |                    |                    |                    |                    |  |
| Supplies                    | Books                                       | \$50,000           | \$51,143           | \$52,381           | \$53,779           | Estimated based on historical amounts, enrollment target & projected inflati |
|                             | Materials                                   | \$137,000          | \$140,131          | \$143,523          | \$147,355          | Estimated based on historical amounts, enrollment target & projected inflati |
|                             | Computers, equipment, & furniture           | \$26,000           | \$26,594           | \$27,238           | \$27,965           | Estimated based on historical amounts, enrollment target & projected inflati |
|                             | Food services                               | \$172,024          | \$175,956          | \$180,214          | \$185,026          | Estimated based on historical amounts & projected inflation                  |
| Services                    | Travel & conferences                        | \$25,000           | \$25,571           | \$26,190           | \$26,890           | Estimated based on historical amounts & projected inflation                  |
|                             | Software licenses & subscriptions           | \$60,995           | \$62,389           | \$63,899           | \$65,605           | Estimated based on historical amounts & projected inflation                  |
|                             | Insurance                                   | \$39,827           | \$40,737           | \$41,723           | \$42,837           | Estimated based on historical amounts & projected inflation                  |
|                             | Utilities                                   | \$61,000           | \$62,394           | \$63,904           | \$65,610           | Estimated based on historical amounts & projected inflation                  |
|                             | Repairs & Maintenance                       | \$40,000           | \$40,914           | \$41,904           | \$43,023           | Estimated based on historical amounts & projected inflation                  |
|                             | Rent  | \$582,225          | \$595,533          | \$609,945          | \$626,230          | Estimated based on historical amounts & projected inflation                  |
|                             | Leases                                      | \$19,440           | \$19,884           | \$20,366           | \$20,909           | Estimated based on historical amounts & projected inflation                  |
|                             | Professional services                       | \$231,010          | \$186,290          | \$190,798          | \$195,893          | Estimated based on historical amounts & projected inflation                  |
|                             | Authorizer oversight fees                   | \$50,014           | \$48,166           | \$48,919           | \$51,297           | See expense assumptions below  |
|                             | Communciations                              | \$30,760           | \$31,463           | \$32,224           | \$33,085           | Estimated based on historical amounts & projected inflation                  |
|                             | Other expenses                              | \$41,000           | \$41,937           | \$42,952           | \$44,099           | Estimated based on historical amounts & projected inflation                  |
|                             | Special education charges - home office     | \$72,419           | \$72,419           | \$72,419           | \$72,419           | Estimated based on historical amounts  |
| Depreciation                | Depreciation                                | \$27,000           | \$27,000           | \$27,000           | \$27,000           | Estimated based on historical amounts  |
| Other Outgoing              | Home office & Regional Office contributions | \$651,043          | \$628,148          | \$637,467          | \$666,322          | See expense assumptions below  |
| <b>Expenses - Operating</b> |   | <b>\$2,316,757</b> | <b>\$2,276,671</b> | <b>\$2,323,067</b> | <b>\$2,395,344</b> |  |
| <b>Expenses - Total</b>     |   | <b>\$6,987,123</b> | <b>\$6,418,683</b> | <b>\$6,435,582</b> | <b>\$6,676,365</b> |  |
| <b>Surplus/(Deficit)</b>    |   | <b>-\$145,102</b>  | <b>\$47,194</b>    | <b>\$23,881</b>    | <b>\$56,993</b>    |  |
| Beginning Fund Balance      |   | \$2,700,000        | \$2,554,898        | \$2,602,092        | \$2,625,972        |  |
| Ending Fund Balance         |   | \$2,554,898        | \$2,602,092        | \$2,625,972        | \$2,682,966        |  |

### Three Year Budget

|                            |  | 2016-2017  | 2017-2018 | 2018-2019 | 2019-2020 |                                       |
|----------------------------|--|------------|-----------|-----------|-----------|---------------------------------------|
|                            |  | Projection | Budget    | Budget    | Budget    | Notes                                 |
| <b>Students</b>            |  |            |           |           |           |                                       |
| Total enrollment           |  | 516        | 522       | 522       | 522       |                                       |
| Attendance rate            |  | 96.0%      | 96.0%     | 96.0%     | 96.0%     | Estimated based on historical amounts |
| Total ADA                  |  | 495        | 501       | 501       | 501       |                                       |
| %Free meal                 |  | 81.5%      | 81.5%     | 81.5%     | 81.5%     | Estimated based on historical amounts |
| % Reduced meal             |  | 9.8%       | 9.8%      | 9.8%      | 9.8%      | Estimated based on historical amounts |
| %ELL                       |  | 25.8%      | 25.8%     | 25.8%     | 25.8%     | Estimated based on historical amounts |
| %Unduplicated              |  | 91.4%      | 91.4%     | 91.4%     | 91.4%     | Estimated based on historical amounts |
| <b>Enrollment*</b>         |  |            |           |           |           |                                       |
| Kindergarten               |  |            |           |           |           |                                       |
| 1st grade                  |  |            |           |           |           |                                       |
| 2nd grade                  |  |            |           |           |           |                                       |
| 3rd grade                  |  |            |           |           |           |                                       |
| 4th grade                  |  |            |           |           |           |                                       |
| 5th grade                  |  |            |           |           |           |                                       |
| 6th grade                  |  | 96         | 64        | 64        | 64        |                                       |
| 7th grade                  |  | 64         | 96        | 64        | 64        |                                       |
| 8th grade                  |  | 64         | 64        | 96        | 64        |                                       |
| 9th grade                  |  | 96         | 96        | 64        | 90        |                                       |
| 10th grade                 |  | 60         | 90        | 90        | 64        |                                       |
| 11th grade                 |  | 56         | 58        | 90        | 90        |                                       |
| 12th grade                 |  | 80         | 54        | 54        | 86        |                                       |
| Total enrollment           |  | 516        | 522       | 522       | 522       |                                       |
| <b>Staff</b>               |  |            |           |           |           |                                       |
| 1110 Cert. Teachers        |  |            | 26.6      | 26.6      | 26.6      |                                       |
| 1200 Cert. Support         |  |            | 1.7       | 1.7       | 1.7       |                                       |
| 1300 Cert. Admin           |  |            | 4.0       | 4.0       | 4.0       |                                       |
| 2100 Instructional Aides   |  |            | 9.4       | 9.4       | 9.4       |                                       |
| 2200 Class. Support        |  |            | 3.0       | 3.0       | 3.0       |                                       |
| 2300 Class. Admin          |  |            | -         | -         | -         |                                       |
| 2400 Clerical/Office Staff |  |            | 3.6       | 3.6       | 3.6       |                                       |
| 2900 Class. Other          |  |            | 4.9       | 4.9       | 4.9       |                                       |
| Total FTEs                 |  |            | 53.2      | 53.2      | 53.2      |                                       |

### Three Year Budget

|                            |  | 2016-2017  | 2017-2018 | 2018-2019 | 2019-2020 |   |
|----------------------------|--|------------|-----------|-----------|-----------|---|
|                            |  | Projection | Budget    | Budget    | Budget    | Notes                                   |
| <b>Revenue Assumptions</b> |  |            |           |           |           |   |
| LCFF                       | COLA   |            | 1.11%     | 2.42%     | 2.67%     | School Services estimates               |
|                            | Base grant per ADA - K-3                                   |            | \$7,083   | \$7,162   | \$7,335   | School Services estimates               |
|                            | Base grant per ADA - 4-6                                   |            | \$7,189   | \$7,268   | \$7,444   | School Services estimates               |
|                            | Base grant per ADA - 7-8                                   |            | \$7,403   | \$7,485   | \$7,666   | School Services estimates               |
|                            | Base grant per ADA - 9-12                                  |            | \$8,577   | \$8,673   | \$8,882   | School Services estimates               |
|                            | Grade level supplement % - K-3                             |            | 10.4%     | 10.4%     | 10.4%     | School Services estimates               |
|                            | Grade level supplement % - 9-12                            |            | 2.6%      | 2.6%      | 2.6%      | School Services estimates               |
|                            | Supplemental grant %                                       |            | 20.0%     | 20.0%     | 20.0%     | School Services estimates               |
|                            | Concentration grant threshold %                            |            | 55.0%     | 55.0%     | 55.0%     | School Services estimates               |
|                            | Local district unduplicated %                              |            | 83.5%     | 83.5%     | 83.5%     | CDE estimates                           |
|                            | Concentration grant %                                      |            | 50.0%     | 50.0%     | 50.0%     | School Services estimates               |
|                            | LCFF gap funded %  |            | 73.0%     | 40.4%     | 74.0%     | FCMAT Calculator - DOF estimates        |
| EPA                        | Education protection account % - unadjusted                |            | 25.8%     | 25.8%     | 25.8%     | CSDC estimates                          |
|                            | Education protection account revenues per ADA - unadjusted |            | \$200     | \$200     | \$200     | No change to current rate               |
| In Lieu                    | Amount per ADA - K-12                                      |            | \$2,061   | \$2,061   | \$2,061   | 2015-2016 P2 rate                       |
| Lottery                    | Amount per ADA - K-12                                      |            | \$181     | \$185     | \$190     | School Services estimates               |
| Mandate                    | Amount per ADA - K-8                                       |            | \$14      | \$14      | \$15      | School Services estimates               |
| Local Grant                | Amount per ADA - 9-12                                      |            | \$880     | \$880     | \$880     | Parcel Tax- measure N                   |
| SpEd                       | State special education funding rate (per ADA)             |            | \$505     | \$505     | \$505     | EDCOE 2016-2017 estimates               |
|                            | Federal special education funding rate (per ADA)           |            | \$125     | \$125     | \$125     | EDCOE 2016-2017 estimates               |
| <b>Expense Assumptions</b> |  |            |           |           |           |   |
| COLA                       | COLA   |            | 1.11%     | 2.42%     | 2.67%     | Match revenue COLA                      |
| Benefits                   | STRS %   |            | 14.43%    | 16.28%    | 18.13%    | School Services estimates               |
|                            | PERS %   |            | 15.50%    | 17.10%    | 18.60%    | School Services estimates               |
|                            | Medicare %   |            | 1.45%     | 1.45%     | 1.45%     | No change to current rate               |
|                            | OASDI %  |            | 7.65%     | 7.65%     | 6.20%     | No change to current rate               |
|                            | Other benefits costs %                                     |            | 2.75%     | 2.75%     | 2.75%     | No change to current rate               |
|                            | Healthcare average per eligible employee                   |            | \$10,000  | \$10,500  | \$11,025  | 5% increase per year                    |
| Other                      | Authorizer oversight fees                                  |            | 1.00%     | 1.00%     | 1.00%     | 1% oversight fee (on LCFF revenues)     |
|                            | Home office contributions                                  |            | 7.00%     | 7.00%     | 7.00%     | % of ongoing state and federal revenues |
|                            | Regional office contributions                              |            | 5.00%     | 5.00%     | 5.00%     | % of ongoing state and federal revenues |

|  | Total Budget | July          | August        | September    | October      | November     | December     | January      | February     | March        | April        | May          | June         | AR/AP        | Totals       |              |
|--|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Beginning Cash Balance</b>            |              | \$ 1,415,000  | \$ 1,385,053  | \$ 1,149,622 | \$ 1,055,409 | \$ 1,144,088 | \$ 1,094,335 | \$ 1,185,723 | \$ 1,189,478 | \$ 1,194,670 | \$ 1,291,950 | \$ 1,374,160 | \$ 1,300,404 | \$ 1,235,588 |              |              |
| <b>Revenues</b>                          |              |               |               |              |              |              |              |              |              |              |              |              |              |              |              |              |
| <b>State</b>                             |              |               |               |              |              |              |              |              |              |              |              |              |              |              |              |              |
| State aid - principal apportionment      | \$ 3,683,683 | \$ 184,184.15 | \$ 184,184.15 | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ 331,531   | \$ -         | \$ 3,683,683 |
| State aid - education protection account | \$ 100,224   | \$ -          | \$ -          | \$ 25,056    | \$ -         | \$ -         | \$ 25,056    | \$ -         | \$ -         | \$ 25,056    | \$ -         | \$ -         | \$ 25,056    | \$ -         | \$ 100,224   |              |
| Lottery                                  | \$ 90,703    | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ -         | \$ 22,676    | \$ -         | \$ -         | \$ 22,676    | \$ -         | \$ -         | \$ 45,351    | \$ 90,703    |              |
| Mandate block grant                      | \$ 7,016     | \$ -          | \$ -          | \$ -         | \$ -         | \$ 7,016     | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ 7,016     |              |
| ASES grant                               | \$ 100,050   | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ 35,018    | \$ -         | \$ -         | \$ -         | \$ 25,013    | \$ -         | \$ -         | \$ -         | \$ 100,050   |              |
| SB740 facility grant                     | \$ 371,520   | \$ -          | \$ -          | \$ -         | \$ 185,760   | \$ -         | \$ -         | \$ -         | \$ -         | \$ 139,320   | \$ -         | \$ -         | \$ -         | \$ -         | \$ 46,440    |              |
| State SpEd                               | \$ 253,066   | \$ 12,653     | \$ 12,653     | \$ 22,776    | \$ 22,776    | \$ 22,776    | \$ 22,776    | \$ 22,776    | \$ 22,776    | \$ 22,776    | \$ 14,121    | \$ 456       | \$ -         | \$ 53,751    | \$ 253,066   |              |
| State nutrition                          | \$ 12,028    | \$ -          | \$ 1,093      | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ 1,093     | \$ -         | \$ 12,028    |              |
| <b>Total State</b>                       | \$ 4,618,289 | \$ 196,837    | \$ 197,931    | \$ 380,457   | \$ 541,161   | \$ 362,417   | \$ 415,474   | \$ 378,077   | \$ 355,401   | \$ 519,777   | \$ 394,434   | \$ 333,080   | \$ 357,681   | \$ 185,562   | \$ 4,618,289 |              |
| <b>Federal</b>                           |              |               |               |              |              |              |              |              |              |              |              |              |              |              |              |              |
| Title I/II/III                           | \$ 220,210   | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ 88,084    | \$ -         | \$ -         | \$ -         | \$ 88,084    | \$ -         | \$ -         | \$ 44,042    | \$ 220,210   |              |
| Federal SpEd                             | \$ 62,640    | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ -         | \$ 15,660    | \$ -         | \$ -         | \$ -         | \$ 15,660    | \$ -         | \$ 31,320    | \$ 62,640    |              |
| Federal nutrition                        | \$ 175,870   | \$ -          | \$ 15,988     | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ 15,988    | \$ -         | \$ 175,870   |              |
| Other federal                            | \$ 88,752    | \$ -          | \$ -          | \$ -         | \$ 22,188    | \$ -         | \$ -         | \$ 22,188    | \$ -         | \$ -         | \$ 22,188    | \$ -         | \$ -         | \$ 22,188    | \$ 88,752    |              |
| <b>Total Federal</b>                     | \$ 547,472   | \$ -          | \$ 15,988     | \$ 15,988    | \$ 38,176    | \$ 15,988    | \$ 104,072   | \$ 53,836    | \$ 15,988    | \$ 15,988    | \$ 126,260   | \$ 31,648    | \$ 15,988    | \$ 97,550    | \$ 547,472   |              |
| <b>Local</b>                             |              |               |               |              |              |              |              |              |              |              |              |              |              |              |              |              |
| In lieu of property taxes                | \$ 1,032,678 | \$ 61,961     | \$ 123,921    | \$ 82,614    | \$ 82,614    | \$ 82,614    | \$ 82,614    | \$ 82,614    | \$ 144,575   | \$ 72,287    | \$ 72,287    | \$ 72,287    | \$ 72,287    | \$ -         | \$ 1,032,678 |              |
| Local nutrition                          | \$ 5,197     | \$ -          | \$ 472        | \$ 472       | \$ 472       | \$ 472       | \$ 472       | \$ 472       | \$ 472       | \$ 472       | \$ 472       | \$ 472       | \$ 472       | \$ -         | \$ 5,197     |              |
| <b>Total Local</b>                       | \$ 1,037,875 | \$ 61,961     | \$ 124,394    | \$ 83,087    | \$ 83,087    | \$ 83,087    | \$ 83,087    | \$ 83,087    | \$ 145,047   | \$ 72,760    | \$ 72,760    | \$ 72,760    | \$ 72,760    | \$ -         | \$ 1,037,875 |              |
| <b>Total Revenue</b>                     | \$ 6,203,636 | \$ 258,798    | \$ 338,313    | \$ 479,532   | \$ 662,424   | \$ 461,491   | \$ 602,633   | \$ 514,999   | \$ 516,436   | \$ 608,525   | \$ 593,454   | \$ 437,489   | \$ 446,429   | \$ 283,112   | \$ 6,203,636 |              |
| <b>Expenses</b>                          |              |               |               |              |              |              |              |              |              |              |              |              |              |              |              |              |
| (1000) Certificated Salaries             | \$ 2,180,018 | \$ 174,401    | \$ 174,401    | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 174,401   | \$ 87,201    | \$ 2,180,018 |              |
| (2000) Classified Salaries               | \$ 868,563   | \$ 69,485     | \$ 69,485     | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 69,485    | \$ 34,743    | \$ 868,563   |              |
| (3000) Employee Benefits                 | \$ 1,093,430 | \$ 87,474     | \$ 87,474     | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 87,474    | \$ 43,737    | \$ 1,093,430 |              |
| (4000) Books/Supplies                    | \$ 393,824   | \$ 31,506     | \$ 31,506     | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 31,506    | \$ 15,753    | \$ 393,824   |              |
| (5000) Services/Other Operating Expenses | \$ 1,227,699 | \$ 98,216     | \$ 98,216     | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 98,216    | \$ 49,108    | \$ 1,227,699 |              |
| (6000) Capital Outlay                    | \$ 27,000    | \$ 2,160      | \$ 2,160      | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 1,080     | \$ 27,000    |              |
| (7000) All Other Outgo                   | \$ 628,148   | \$ 50,252     | \$ 50,252     | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 50,252    | \$ 25,126    | \$ 628,148   |              |
| <b>Total Expenses</b>                    | \$ 6,418,683 | \$ 513,495    | \$ 513,495    | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 513,495   | \$ 256,747   | \$ 6,418,683 |              |
| <b>Surplus/(Deficit)</b>                 | \$ (215,046) | \$ (254,697)  | \$ (175,182)  | \$ (33,963)  | \$ 148,929   | \$ (52,003)  | \$ 89,139    | \$ 1,505     | \$ 2,942     | \$ 95,030    | \$ 79,960    | \$ (76,006)  | \$ (67,066)  | \$ 26,365    | \$ (215,046) |              |
| <b>Accounts Receivables</b>              |              |               |               |              |              |              |              |              |              |              |              |              |              |              |              |              |
| Apportionment AR                         | \$ -         | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         |              |
| Other AR                                 | \$ 285,000   | \$ 285,000    | \$ -          | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         |              |
| Depreciation (Add back)                  | \$ 27,000    | \$ 2,250      | \$ 2,250      | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ -         | \$ -         |              |
| <b>Liabilities</b>                       |              |               |               |              |              |              |              |              |              |              |              |              |              |              |              |              |
| Short-term Payables                      | \$ (250,000) | \$ (62,500)   | \$ (62,500)   | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  | \$ (62,500)  |              |
| CDE Revolving Loans                      | \$ -         | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         |              |
| Other Current Debt (RANs)                | \$ -         | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         |              |
| Home Office Support                      | \$ -         | \$ -          | \$ -          | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         |              |
| <b>Ending Cash Balance</b>               |              | \$ 1,385,053  | \$ 1,149,622  | \$ 1,055,409 | \$ 1,144,088 | \$ 1,094,335 | \$ 1,185,723 | \$ 1,189,478 | \$ 1,194,670 | \$ 1,291,950 | \$ 1,374,160 | \$ 1,300,404 | \$ 1,235,588 |              |              |              |

Cash Flow Assumptions

| Timing Assumptions                       | July | August | September | October | November | December | January | February | March | April | May   | June  | AR    |
|--|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-------|-------|-------|
| <b>Revenue</b>                           |      |        |           |         |          |          |         |          |       |       |       |       |       |
| State aid - principal apportionment      | 5.0% | 5.0%   | 9.0%      | 9.0%    | 9.0%     | 9.0%     | 9.0%    | 9.0%     | 9.0%  | 9.0%  | 9.0%  | 9.0%  | 0.0%  |
| State aid - education protection account | 0.0% | 0.0%   | 25.0%     | 0.0%    | 0.0%     | 25.0%    | 0.0%    | 0.0%     | 25.0% | 0.0%  | 0.0%  | 25.0% | 0.0%  |
| Lottery                                  | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 25.0%    | 0.0%    | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 50.0% |
| Mandate block grant                      | 0.0% | 0.0%   | 0.0%      | 0.0%    | 100.0%   | 0.0%     | 0.0%    | 0.0%     | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  |
| ASES grant                               | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 35.0%    | 0.0%    | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 40.0% |
| SB740 facility grant                     | 0.0% | 0.0%   | 0.0%      | 50.0%   | 0.0%     | 0.0%     | 0.0%    | 0.0%     | 37.5% | 0.0%  | 0.0%  | 0.0%  | 12.5% |
| State SpEd                               | 5.0% | 5.0%   | 9.0%      | 9.0%    | 9.0%     | 9.0%     | 9.0%    | 9.0%     | 9.0%  | 5.6%  | 0.2%  | 0.0%  | 21.2% |
| State nutrition                          | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Title I/II/III                           | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 40.0%    | 0.0%    | 0.0%     | 0.0%  | 40.0% | 0.0%  | 0.0%  | 20.0% |
| CSFIG facility grant                     | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| Federal SpEd                             | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 0.0%     | 25.0%   | 0.0%     | 0.0%  | 0.0%  | 25.0% | 0.0%  | 50.0% |
| Federal nutrition                        | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Other federal                            | 0.0% | 0.0%   | 0.0%      | 25.0%   | 0.0%     | 0.0%     | 25.0%   | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 25.0% |
| In lieu of property taxes                | 6.0% | 12.0%  | 8.0%      | 8.0%    | 8.0%     | 8.0%     | 8.0%    | 14.0%    | 7.0%  | 7.0%  | 7.0%  | 7.0%  | 0.0%  |
| Donations                                | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| Local nutrition                          | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Other local                              | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| <b>Expenses</b>                          |      |        |           |         |          |          |         |          |       |       |       |       |       |
|  | 8.0% | 8.0%   | 8.0%      | 8.0%    | 8.0%     | 8.0%     | 8.0%    | 8.0%     | 8.0%  | 8.0%  | 8.0%  | 8.0%  | 4.0%  |

Cash Flow - 2018-2019

Aspire Lionel Wilson College Preparatory Academy - Charter Renewal Financials - backup

|  | Total Budget | July         | August       | September   | October     | November    | December   | January     | February   | March        | April        | May          | June         | AR/AP      | Totals       |
|--|--------------|--------------|--------------|-------------|-------------|-------------|------------|-------------|------------|--------------|--------------|--------------|--------------|------------|--------------|
| <b>Beginning Cash Balance</b>            |              | \$ 1,235,588 | \$ 1,106,931 | \$ 872,650  | \$ 782,600  | \$ 853,254  | \$ 809,521 | \$ 906,760  | \$ 894,725 | \$ 905,767   | \$ 1,008,897 | \$ 1,075,317 | \$ 1,007,411 | \$ 948,445 |              |
| <b>Revenues</b>                          |              |              |              |             |             |             |            |             |            |              |              |              |              |            |              |
| <b>State</b>                             |              |              |              |             |             |             |            |             |            |              |              |              |              |            |              |
| State aid - principal apportionment      | \$ 3,758,983 | \$ 187,949   | \$ 187,949   | \$ 338,308  | \$ 338,308  | \$ 338,308  | \$ 338,308 | \$ 338,308  | \$ 338,308 | \$ 338,308   | \$ 338,308   | \$ 338,308   | \$ 338,308   | \$ -       | \$ 3,758,983 |
| State aid - education protection account | \$ 100,224   | \$ -         | \$ -         | \$ 25,056   | \$ -        | \$ -        | \$ 25,056  | \$ -        | \$ -       | \$ 25,056    | \$ -         | \$ -         | \$ 25,056    | \$ -       | \$ 100,224   |
| Lottery                                  | \$ 92,898    | \$ -         | \$ -         | \$ -        | \$ -        | \$ -        | \$ -       | \$ 23,224   | \$ -       | \$ -         | \$ 23,224    | \$ -         | \$ -         | \$ 46,449  | \$ 92,898    |
| Mandate block grant                      | \$ 7,185     | \$ -         | \$ -         | \$ -        | \$ -        | \$ 7,185    | \$ -       | \$ -        | \$ -       | \$ -         | \$ -         | \$ -         | \$ -         | \$ -       | \$ 7,185     |
| ASES grant                               | \$ 100,050   | \$ -         | \$ -         | \$ -        | \$ -        | \$ -        | \$ 35,018  | \$ -        | \$ -       | \$ -         | \$ 25,013    | \$ -         | \$ -         | \$ 40,020  | \$ 100,050   |
| SB740 facility grant                     | \$ 371,520   | \$ -         | \$ -         | \$ -        | \$ 185,760  | \$ -        | \$ -       | \$ -        | \$ -       | \$ 139,320   | \$ -         | \$ -         | \$ -         | \$ 46,440  | \$ 371,520   |
| State SpEd                               | \$ 253,066   | \$ 12,653    | \$ 12,653    | \$ 22,776   | \$ 22,776   | \$ 22,776   | \$ 22,776  | \$ 22,776   | \$ 22,776  | \$ 14,121    | \$ -         | \$ 456       | \$ -         | \$ 53,751  | \$ 253,066   |
| State nutrition                          | \$ 12,319    | \$ -         | \$ 1,120     | \$ 1,120    | \$ 1,120    | \$ 1,120    | \$ 1,120   | \$ 1,120    | \$ 1,120   | \$ 1,120     | \$ 1,120     | \$ 1,120     | \$ 1,120     | \$ -       | \$ 12,319    |
| <b>Total State</b>                       | \$ 4,696,245 | \$ 200,602   | \$ 201,722   | \$ 387,260  | \$ 547,964  | \$ 369,390  | \$ 422,278 | \$ 385,429  | \$ 362,204 | \$ 526,580   | \$ 401,786   | \$ 339,884   | \$ 364,484   | \$ 186,660 | \$ 4,696,245 |
| <b>Federal</b>                           |              |              |              |             |             |             |            |             |            |              |              |              |              |            |              |
| Title I/II/III                           | \$ 220,210   | \$ -         | \$ -         | \$ -        | \$ -        | \$ -        | \$ 88,084  | \$ -        | \$ -       | \$ -         | \$ 88,084    | \$ -         | \$ -         | \$ 44,042  | \$ 220,210   |
| Federal SpEd                             | \$ 62,640    | \$ -         | \$ -         | \$ -        | \$ -        | \$ -        | \$ -       | \$ 15,660   | \$ -       | \$ -         | \$ -         | \$ 15,660    | \$ -         | \$ 31,320  | \$ 62,640    |
| Federal nutrition                        | \$ 180,126   | \$ -         | \$ 16,375    | \$ 16,375   | \$ 16,375   | \$ 16,375   | \$ 16,375  | \$ 16,375   | \$ 16,375  | \$ 16,375    | \$ 16,375    | \$ 16,375    | \$ 16,375    | \$ -       | \$ 180,126   |
| Other federal                            | \$ -         | \$ -         | \$ -         | \$ -        | \$ -        | \$ -        | \$ -       | \$ -        | \$ -       | \$ -         | \$ -         | \$ -         | \$ -         | \$ -       | \$ -         |
| <b>Total Federal</b>                     | \$ 462,976   | \$ -         | \$ 16,375    | \$ 16,375   | \$ 16,375   | \$ 16,375   | \$ 104,459 | \$ 32,035   | \$ 16,375  | \$ 16,375    | \$ 104,459   | \$ 32,035    | \$ 16,375    | \$ 75,362  | \$ 462,976   |
| <b>Local</b>                             |              |              |              |             |             |             |            |             |            |              |              |              |              |            |              |
| In lieu of property taxes                | \$ 1,032,678 | \$ 61,961    | \$ 123,921   | \$ 82,614   | \$ 82,614   | \$ 82,614   | \$ 82,614  | \$ 82,614   | \$ 144,575 | \$ 72,287    | \$ 72,287    | \$ 72,287    | \$ 72,287    | \$ -       | \$ 1,032,678 |
| Local nutrition                          | \$ 5,323     | \$ -         | \$ 484       | \$ 484      | \$ 484      | \$ 484      | \$ 484     | \$ 484      | \$ 484     | \$ 484       | \$ 484       | \$ 484       | \$ 484       | \$ -       | \$ 5,323     |
| <b>Total Local</b>                       | \$ 1,038,001 | \$ 61,961    | \$ 124,405   | \$ 83,098   | \$ 83,098   | \$ 83,098   | \$ 83,098  | \$ 83,098   | \$ 145,059 | \$ 72,771    | \$ 72,771    | \$ 72,771    | \$ 72,771    | \$ -       | \$ 1,038,001 |
| <b>Total Revenue</b>                     | \$ 6,197,222 | \$ 262,563   | \$ 342,503   | \$ 486,734  | \$ 647,438  | \$ 468,863  | \$ 609,835 | \$ 500,562  | \$ 523,638 | \$ 615,727   | \$ 579,017   | \$ 444,690   | \$ 453,631   | \$ 262,022 | \$ 6,197,222 |
| <b>Expenses</b>                          |              |              |              |             |             |             |            |             |            |              |              |              |              |            |              |
| (1000) Certificated Salaries             | \$ 2,204,216 | \$ 176,337   | \$ 176,337   | \$ 176,337  | \$ 176,337  | \$ 176,337  | \$ 176,337 | \$ 176,337  | \$ 176,337 | \$ 176,337   | \$ 176,337   | \$ 176,337   | \$ 176,337   | \$ 88,169  | \$ 2,204,216 |
| (2000) Classified Salaries               | \$ 792,204   | \$ 63,376    | \$ 63,376    | \$ 63,376   | \$ 63,376   | \$ 63,376   | \$ 63,376  | \$ 63,376   | \$ 63,376  | \$ 63,376    | \$ 63,376    | \$ 63,376    | \$ 63,376    | \$ 31,688  | \$ 792,204   |
| (3000) Employee Benefits                 | \$ 1,116,095 | \$ 89,288    | \$ 89,288    | \$ 89,288   | \$ 89,288   | \$ 89,288   | \$ 89,288  | \$ 89,288   | \$ 89,288  | \$ 89,288    | \$ 89,288    | \$ 89,288    | \$ 89,288    | \$ 44,644  | \$ 1,116,095 |
| (4000) Books/Supplies                    | \$ 403,355   | \$ 32,268    | \$ 32,268    | \$ 32,268   | \$ 32,268   | \$ 32,268   | \$ 32,268  | \$ 32,268   | \$ 32,268  | \$ 32,268    | \$ 32,268    | \$ 32,268    | \$ 32,268    | \$ 16,134  | \$ 403,355   |
| (5000) Services/Other Operating          | \$ 1,255,244 | \$ 100,420   | \$ 100,420   | \$ 100,420  | \$ 100,420  | \$ 100,420  | \$ 100,420 | \$ 100,420  | \$ 100,420 | \$ 100,420   | \$ 100,420   | \$ 100,420   | \$ 100,420   | \$ 50,210  | \$ 1,255,244 |
| (6000) Capital Outlay                    | \$ 27,000    | \$ 2,160     | \$ 2,160     | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160   | \$ 2,160    | \$ 2,160   | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 2,160     | \$ 1,080   | \$ 27,000    |
| (7000) All Other Outgo                   | \$ 637,467   | \$ 50,997    | \$ 50,997    | \$ 50,997   | \$ 50,997   | \$ 50,997   | \$ 50,997  | \$ 50,997   | \$ 50,997  | \$ 50,997    | \$ 50,997    | \$ 50,997    | \$ 50,997    | \$ 25,499  | \$ 637,467   |
| <b>Total Expenses</b>                    | \$ 6,435,582 | \$ 514,847   | \$ 514,847   | \$ 514,847  | \$ 514,847  | \$ 514,847  | \$ 514,847 | \$ 514,847  | \$ 514,847 | \$ 514,847   | \$ 514,847   | \$ 514,847   | \$ 514,847   | \$ 257,423 | \$ 6,435,582 |
| <b>Surplus/(Deficit)</b>                 | \$ (238,359) | \$ (252,283) | \$ (172,344) | \$ (28,113) | \$ 132,591  | \$ (45,984) | \$ 94,989  | \$ (14,285) | \$ 8,792   | \$ 100,880   | \$ 64,170    | \$ (70,156)  | \$ (61,216)  | \$ 4,599   | \$ (238,359) |
| <b>Accounts Receivables</b>              |              |              |              |             |             |             |            |             |            |              |              |              |              |            |              |
| Apportionment AR                         | \$ -         | \$ -         |              |             |             |             |            |             |            |              |              |              |              | \$ -       | \$ -         |
| Other AR                                 | \$ 185,562   | \$ 185,562   |              |             |             |             |            |             |            |              |              |              |              | \$ -       | \$ -         |
| Depreciation (Add back)                  | \$ 27,000    | \$ 2,250     | \$ 2,250     | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250   | \$ 2,250    | \$ 2,250   | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ 2,250     | \$ -       | \$ -         |
| <b>Liabilities</b>                       |              |              |              |             |             |             |            |             |            |              |              |              |              |            |              |
| Short-term Payables                      | \$ (256,747) | \$ (64,187)  | \$ (64,187)  | \$ (64,187) | \$ (64,187) |             |            |             |            |              |              |              |              | \$ -       | \$ -         |
| CDE Revolving Loans                      | \$ -         |              |              |             |             |             |            |             |            |              |              |              |              | \$ -       | \$ -         |
| Other Current Debt (RANs)                | \$ -         |              |              |             |             |             |            |             |            |              |              |              |              | \$ -       | \$ -         |
| Home Office Support (2)                  | \$ -         |              |              |             |             |             |            |             |            |              |              |              |              | \$ -       | \$ -         |
| <b>Ending Cash Balance</b>               |              | \$ 1,106,931 | \$ 872,650   | \$ 782,600  | \$ 853,254  | \$ 809,521  | \$ 906,760 | \$ 894,725  | \$ 905,767 | \$ 1,008,897 | \$ 1,075,317 | \$ 1,007,411 | \$ 948,445   |            |              |

Cash Flow Assumptions

| Timing Assumptions                       | July | August | September | October | November | December | January | February | March | April | May   | June  | AR    |
|--|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-------|-------|-------|
| <b>Revenue</b>                           |      |        |           |         |          |          |         |          |       |       |       |       |       |
| State aid - principal apportionment      | 5.0% | 5.0%   | 9.0%      | 9.0%    | 9.0%     | 9.0%     | 9.0%    | 9.0%     | 9.0%  | 9.0%  | 9.0%  | 9.0%  | 0.0%  |
| State aid - education protection account | 0.0% | 0.0%   | 25.0%     | 0.0%    | 0.0%     | 25.0%    | 0.0%    | 0.0%     | 25.0% | 0.0%  | 0.0%  | 25.0% | 0.0%  |
| Lottery                                  | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 0.0%     | 25.0%   | 0.0%     | 0.0%  | 0.0%  | 25.0% | 0.0%  | 50.0% |
| Mandate block grant                      | 0.0% | 0.0%   | 0.0%      | 0.0%    | 100.0%   | 0.0%     | 0.0%    | 0.0%     | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  |
| ASES grant                               | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 35.0%    | 0.0%    | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 40.0% |
| SB740 facility grant                     | 0.0% | 0.0%   | 0.0%      | 50.0%   | 0.0%     | 0.0%     | 0.0%    | 0.0%     | 37.5% | 0.0%  | 0.0%  | 0.0%  | 12.5% |
| State SpEd                               | 5.0% | 9.0%   | 9.0%      | 9.0%    | 9.0%     | 9.0%     | 9.0%    | 9.0%     | 9.0%  | 5.6%  | 0.2%  | 0.0%  | 21.2% |
| State nutrition                          | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Title I/II/III                           | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 40.0%    | 0.0%    | 0.0%     | 0.0%  | 40.0% | 0.0%  | 0.0%  | 20.0% |
| CSFIG facility grant                     | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| Federal SpEd                             | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 25.0%    | 0.0%    | 0.0%     | 0.0%  | 0.0%  | 25.0% | 0.0%  | 50.0% |
| Federal nutrition                        | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Other federal                            | 0.0% | 0.0%   | 0.0%      | 25.0%   | 0.0%     | 0.0%     | 25.0%   | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 25.0% |
| In lieu of property taxes                | 6.0% | 12.0%  | 8.0%      | 8.0%    | 8.0%     | 8.0%     | 8.0%    | 14.0%    | 7.0%  | 7.0%  | 7.0%  | 7.0%  | 0.0%  |
| Donations                                | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| Local nutrition                          | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Other local                              | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| <b>Expenses</b>                          | 8.0% | 8.0%   | 8.0%      | 8.0%    | 8.0%     | 8.0%     | 8.0%    | 8.0%     | 8.0%  | 8.0%  | 8.0%  | 8.0%  | 4.0%  |

Cash Flow - 2019-2020

Aspire Lionel Wilson College Preparatory Academy - Charter Renewal Financials - backup

|                                  | Total Budget | July           | August       | September   | October     | November    | December    | January     | February    | March       | April       | May         | June        | AR/AP      | Totals       |
|----------------------------------|--------------|----------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|--------------|
| <b>Beginning Cash Balance</b>    |              | \$ 948,445     | \$ 813,343   | \$ 372,161  | \$ 284,560  | \$ 357,664  | \$ 316,740  | \$ 416,596  | \$ 407,800  | \$ 421,459  | \$ 527,207  | \$ 596,866  | \$ 531,577  | \$ 475,230 |              |
| <b>Revenues</b>                  |              |                |              |             |             |             |             |             |             |             |             |             |             |            |              |
| <b>State</b>                     |              |                |              |             |             |             |             |             |             |             |             |             |             |            |              |
| State aid - principal apportion  | \$ 3,996,767 | \$ 199,838     | \$ -         | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 359,709  | \$ 199,838 | \$ 3,996,767 |
| State aid - education protection | \$ 100,224   | \$ -           | \$ -         | \$ 25,056   | \$ -        | \$ -        | \$ 25,056   | \$ -        | \$ -        | \$ 25,056   | \$ -        | \$ -        | \$ 25,056   | \$ -       | \$ 100,224   |
| Lottery                          | \$ 95,378    | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ 23,845   | \$ -        | \$ -        | \$ 23,845   | \$ -        | \$ -        | \$ 47,689  | \$ 95,378    |
| Mandate block grant              | \$ 7,377     | \$ -           | \$ -         | \$ -        | \$ -        | \$ 7,377    | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -       | \$ 7,377     |
| ASES grant                       | \$ 100,050   | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ 35,018   | \$ -        | \$ -        | \$ -        | \$ 25,013   | \$ -        | \$ -        | \$ 40,020  | \$ 100,050   |
| SB740 facility grant             | \$ 371,520   | \$ -           | \$ -         | \$ -        | \$ 185,760  | \$ -        | \$ -        | \$ -        | \$ -        | \$ 139,320  | \$ -        | \$ -        | \$ -        | \$ 46,440  | \$ 371,520   |
| State SpEd                       | \$ 253,066   | \$ 12,653      | \$ 12,653    | \$ 22,776   | \$ 22,776   | \$ 22,776   | \$ 22,776   | \$ 22,776   | \$ 22,776   | \$ 14,121   | \$ -        | \$ 456      | \$ -        | \$ 53,751  | \$ 253,066   |
| State nutrition                  | \$ 12,648    | \$ -           | \$ 1,150     | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ 1,150    | \$ -       | \$ 12,648    |
| <b>Total State</b>               | \$ 4,937,030 | \$ 212,492     | \$ 13,803    | \$ 408,691  | \$ 569,395  | \$ 391,012  | \$ 443,708  | \$ 407,479  | \$ 383,635  | \$ 548,011  | \$ 423,837  | \$ 361,314  | \$ 385,915  | \$ 387,739 | \$ 4,937,030 |
| <b>Federal</b>                   |              |                |              |             |             |             |             |             |             |             |             |             |             |            |              |
| Title I/II/III                   | \$ 220,210   | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ 88,084   | \$ -        | \$ -        | \$ -        | \$ 88,084   | \$ -        | \$ -        | \$ 44,042  | \$ 220,210   |
| Federal SpEd                     | \$ 62,640    | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ 15,660   | \$ -        | \$ -        | \$ -        | \$ 15,660   | \$ -        | \$ 31,320  | \$ 62,640    |
| Federal nutrition                | \$ 184,936   | \$ -           | \$ 16,812    | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ -       | \$ 184,936   |
| Other federal                    | \$ -         | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -       | \$ -         |
| <b>Total Federal</b>             | \$ 467,786   | \$ -           | \$ 16,812    | \$ 16,812   | \$ 16,812   | \$ 16,812   | \$ 104,896  | \$ 32,472   | \$ 16,812   | \$ 16,812   | \$ 104,896  | \$ 32,472   | \$ 16,812   | \$ 75,362  | \$ 467,786   |
| <b>Local</b>                     |              |                |              |             |             |             |             |             |             |             |             |             |             |            |              |
| In lieu of property taxes        | \$ 1,032,678 | \$ 61,961      | \$ 123,921   | \$ 82,614   | \$ 82,614   | \$ 82,614   | \$ 82,614   | \$ 82,614   | \$ 144,575  | \$ 72,287   | \$ 72,287   | \$ 72,287   | \$ 72,287   | \$ -       | \$ 1,032,678 |
| Local nutrition                  | \$ 5,465     | \$ -           | \$ 497       | \$ 497      | \$ 497      | \$ 497      | \$ 497      | \$ 497      | \$ 497      | \$ 497      | \$ 497      | \$ 497      | \$ 497      | \$ -       | \$ 5,465     |
| <b>Total Local</b>               | \$ 1,038,143 | \$ 61,961      | \$ 124,418   | \$ 83,111   | \$ 83,111   | \$ 83,111   | \$ 83,111   | \$ 83,111   | \$ 145,072  | \$ 72,784   | \$ 72,784   | \$ 72,784   | \$ 72,784   | \$ -       | \$ 1,038,143 |
| <b>Total Revenue</b>             | \$ 6,442,959 | \$ 274,452     | \$ 155,034   | \$ 508,614  | \$ 669,318  | \$ 490,935  | \$ 631,716  | \$ 523,063  | \$ 545,519  | \$ 637,607  | \$ 601,518  | \$ 466,571  | \$ 475,511  | \$ 463,101 | \$ 6,442,959 |
| <b>Expenses</b>                  |              |                |              |             |             |             |             |             |             |             |             |             |             |            |              |
| (1000) Certificated Salaries     | \$ 2,257,558 | \$ 180,605     | \$ 180,605   | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 180,605  | \$ 90,302  | \$ 2,257,558 |
| (2000) Classified Salaries       | \$ 811,376   | \$ 64,910      | \$ 64,910    | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 64,910   | \$ 32,455  | \$ 811,376   |
| (3000) Employee Benefits         | \$ 1,212,087 | \$ 96,967      | \$ 96,967    | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 96,967   | \$ 48,483  | \$ 1,212,087 |
| (4000) Books/Supplies            | \$ 414,125   | \$ 33,130      | \$ 33,130    | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 33,130   | \$ 16,565  | \$ 414,125   |
| (5000) Services/Other Oper       | \$ 1,287,897 | \$ 103,032     | \$ 103,032   | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 103,032  | \$ 51,516  | \$ 1,287,897 |
| (6000) Capital Outlay            | \$ 27,000    | \$ 2,160       | \$ 2,160     | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 2,160    | \$ 1,080   | \$ 27,000    |
| (7000) All Other Outgo           | \$ 666,322   | \$ 53,306      | \$ 53,306    | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 53,306   | \$ 26,653  | \$ 666,322   |
| <b>Total Expenses</b>            | \$ 6,676,365 | \$ 534,109     | \$ 534,109   | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 534,109  | \$ 267,055 | \$ 6,676,365 |
| <b>Surplus/(Deficit)</b>         | \$ (233,407) | \$ (259,657)   | \$ (379,076) | \$ (25,495) | \$ 135,209  | \$ (43,174) | \$ 97,606   | \$ (11,047) | \$ 11,410   | \$ 103,498  | \$ 67,408   | \$ (67,538) | \$ (58,598) | \$ 196,046 | \$ (233,407) |
| <b>Accounts Receivables</b>      |              |                |              |             |             |             |             |             |             |             |             |             |             |            |              |
| Apportionment AR                 | \$ -         | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -       | \$ -         |
| Other AR                         | \$ 186,660   | \$ 186,660     | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -       | \$ -         |
| Depreciation (Add back)          | \$ 27,000    | \$ 2,250       | \$ 2,250     | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ 2,250    | \$ -       | \$ -         |
| <b>Liabilities</b>               |              |                |              |             |             |             |             |             |             |             |             |             |             |            |              |
| Short-term Payables              | \$ (257,423) | \$ (64,355.82) | \$ (64,356)  | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ (64,356) | \$ -       | \$ -         |
| CDE Revolving Loans              | \$ -         | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -       | \$ -         |
| Other Current Debt (RANs)        | \$ -         | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -       | \$ -         |
| Home Office Support (2)          | \$ -         | \$ -           | \$ -         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -       | \$ -         |
| <b>Ending Cash Balance</b>       |              | \$ 813,343     | \$ 372,161   | \$ 284,560  | \$ 357,664  | \$ 316,740  | \$ 416,596  | \$ 407,800  | \$ 421,459  | \$ 527,207  | \$ 596,866  | \$ 531,577  | \$ 475,230  |            |              |

Cash Flow Assumptions

| Timing Assumptions                       | July | August | September | October | November | December | January | February | March | April | May   | June  | AR    |
|--|------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-------|-------|-------|
| <b>Revenue</b>                           |      |        |           |         |          |          |         |          |       |       |       |       |       |
| State aid - principal apportionment      | 5.0% | 5.0%   | 9.0%      | 9.0%    | 9.0%     | 9.0%     | 9.0%    | 9.0%     | 9.0%  | 9.0%  | 9.0%  | 9.0%  | 0.0%  |
| State aid - education protection account | 0.0% | 0.0%   | 25.0%     | 0.0%    | 0.0%     | 25.0%    | 0.0%    | 0.0%     | 25.0% | 0.0%  | 0.0%  | 25.0% | 0.0%  |
| Lottery                                  | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 0.0%     | 25.0%   | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 50.0% |
| Mandate block grant                      | 0.0% | 0.0%   | 0.0%      | 0.0%    | 100.0%   | 0.0%     | 0.0%    | 0.0%     | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 0.0%  |
| ASES grant                               | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 35.0%    | 0.0%    | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 40.0% |
| SB740 facility grant                     | 0.0% | 0.0%   | 0.0%      | 50.0%   | 0.0%     | 0.0%     | 0.0%    | 37.5%    | 0.0%  | 0.0%  | 0.0%  | 0.0%  | 12.5% |
| State SpEd                               | 5.0% | 5.0%   | 9.0%      | 9.0%    | 9.0%     | 9.0%     | 9.0%    | 9.0%     | 9.0%  | 5.6%  | 0.2%  | 0.0%  | 21.2% |
| State nutrition                          | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Title I/II/III                           | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 40.0%    | 0.0%    | 0.0%     | 0.0%  | 40.0% | 0.0%  | 0.0%  | 20.0% |
| CSFIG facility grant                     | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| Federal SpEd                             | 0.0% | 0.0%   | 0.0%      | 0.0%    | 0.0%     | 0.0%     | 25.0%   | 0.0%     | 0.0%  | 0.0%  | 25.0% | 0.0%  | 50.0% |
| Federal nutrition                        | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Other federal                            | 0.0% | 0.0%   | 0.0%      | 25.0%   | 0.0%     | 0.0%     | 25.0%   | 0.0%     | 0.0%  | 25.0% | 0.0%  | 0.0%  | 25.0% |
| In lieu of property taxes                | 6.0% | 12.0%  | 8.0%      | 8.0%    | 8.0%     | 8.0%     | 8.0%    | 14.0%    | 7.0%  | 7.0%  | 7.0%  | 7.0%  | 0.0%  |
| Donations                                | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| Local nutrition                          | 0.0% | 9.1%   | 9.1%      | 9.1%    | 9.1%     | 9.1%     | 9.1%    | 9.1%     | 9.1%  | 9.1%  | 9.1%  | 9.1%  | 0.0%  |
| Other local                              | 8.3% | 8.3%   | 8.3%      | 8.3%    | 8.3%     | 8.3%     | 8.3%    | 8.3%     | 8.3%  | 8.3%  | 8.3%  | 8.3%  | 0.0%  |
| <b>Expenses</b>                          | 8.0% | 8.0%   | 8.0%      | 8.0%    | 8.0%     | 8.0%     | 8.0%    | 8.0%     | 8.0%  | 8.0%  | 8.0%  | 8.0%  | 4.0%  |



**Appendix XIX:**  
**Leadership Team Biographies**

# Aspire Public Schools Senior Leadership Team Biographies

## **Carolyn Hack, Chief Executive Officer**

Carolyn was formerly the Chief Operating & Financial Officer at Uncommon Schools. She joined Uncommon Schools as Director of Finance in the summer of 2006 and began serving on the leadership team in 2009. In her role, Carolyn oversaw core school support services – finance, real estate, human resources, infrastructure, data management and application support, product solutions, legal and development. During Carolyn’s tenure, Uncommon has expanded to 42 high quality schools in the Northeast and was awarded the 2013 Broad Prize for Public Charter Schools. Prior, she worked at Anchor, Inc. where she was responsible for the financial management of the organization, strategic planning, the development of a new evaluation model, the oversight of a capital renovation project, and fundraising.

Carolyn taught high school mathematics and coached basketball and soccer for five years in Northern California. She received her B.A. in Economics from Johns Hopkins University, M.A. from Stanford University's Graduate School of Education, and M.B.A from Columbia Business School, where she was elected to Beta Gamma Sigma Honor Society and was awarded the faculty-bestowed prize for Nonprofit and Public Management. In addition, Carolyn was selected as a Broad Fellow in 2007 and a Pahara-Aspen Fellow in 2014.

## **Delphine Sherman, Chief Financial Officer**

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

## **Mary Cha-Caswell, Chief Operating Officer**

Mary joins Aspire with over 20 years of experience in business management, operations and information technology. Having spent the majority of her career with Gap, Inc., Mary has extensive experience leading teams, transformative projects and navigating organization-wide change while running domestic and international businesses. In her role, she will oversee Aspire’s Operations, People, Data & Assessment and Technology teams. Mary also serves on the Board of Directors for the San Francisco AIDS Foundation.

## **D’Lonra Ellis, General Counsel**

D’Lonra joins Aspire after working in San Francisco for the past decade, most recently at Gap, Inc. in the position of Senior Corporate Counsel. Previously, she worked as a Litigation Associate for Howard Rice Nemerovski Canady Falk & Rabkin, PC and before that was a Loaner Attorney for the San Francisco District Attorney’s Office. D’Lonra has been connected to charter schools since 2007 by serving on two Boards in Oakland –she is currently the Chair of the Lighthouse Community Charter School Board, and Vice-Chair of Leadership Public Schools’ Board. She is also a Board member of the Seven Stories Institute in NY, NY. She holds a B.A. from Columbia University and a J.D. from Stanford Law School.

## **Mala Batra, Chief of Staff**

Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations - overseeing the launch of six new schools, designing the organization's strategic planning process, and leading Aspire through the selection process of Memphis as the its first expansion city outside of California. Most recently, she has been working to evolve the central support structure to ensure effective and efficient support for Aspire's 38 schools and 4 regions.

Prior to joining Aspire, Mala held project management roles at Levi Strauss & Co. and Gap Inc. and worked as a consultant for Deloitte. Mala holds a B.S. from University of California, Berkeley and an M.B.A from Harvard Business School.

## **Allison Leslie, Memphis Executive Director**

Alli Leslie joined the Aspire team as a middle school writing teacher at Aspire East Palo Alto Charter School (EPACS) in 2001. She served as a lead teacher and later the principal of EPACS until 2008. During her tenure as principal, she worked with the staff to increase the use of data to inform decisions. From 2004 to 2008, EPACS's Academic Performance Index (API) grew from 724 to 833 under her leadership. After her time as principal, Alli joined the home office staff as an Instructional Coach, then served as a founding team member of the Aspire Teacher Residency Program, co-leading the Instructional Coach team. Alli began her education career with Teach For America in Houston, Texas. She graduated from the University of California at San Diego with degrees in both Spanish and Literature and Writing. She earned her Texas teaching credentials at the University of St. Thomas and her California teaching credentials through the University of California State Teach program. During her first year as principal, Alli completed a Master's in Administration and earned her California administration credential at University of California at Berkeley, as a fellow in the Principal Leadership Institute.

## **Kate Ford, Area Superintendent – Los Angeles**

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

Prior to joining the Foundation, Kate was the Executive Director/Principal of Peabody Charter

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

### **Kimi Kean, Area Superintendent – Bay Area**

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

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

### **Lane Weiss, Area Superintendent – Central Valley**

Lane Weiss is rejoining Aspire as the Central Valley Area Superintendent after having been the Superintendent of Saratoga Union School District for the last 12 years. Lane started his career at Aspire in 2001 as the Founding Principal of our Aspire River Oaks Charter School and Aspire Benjamin Holt College Preparatory Academy in Stockton. Prior to joining Aspire, Lane was a music teacher, the vice principal at Davis Elementary, principal at Lakewood Elementary School, curriculum coordinator of math, science, music, and physical education, and served as Assistant Superintendent of Secondary Schools in the Lodi Unified School District.

### **James Gallagher, Vice President of Education**

James joined Aspire in 2004; when he began as a high school Humanities teacher at Aspire Lionel Wilson College Preparatory Academy. During his 5 years at Wilson Prep, James served as lead teacher and Dean of Academics. In 2009, after teaching one year at Aspire California College Preparatory Academy, James joined the Instructional Coach team as a Secondary Humanities Coach. In his most recent role as Sr. Director of Instruction, James has led both our Teacher Effectiveness initiatives and our Aspire-wide Instructional Coach team. James earned his Bachelor's degree from Binghamton University and a law degree from George Washington Law School.

### **Bess Kennedy, Vice President of Advancement**

While Bess has been in the law field for the past decade, working in San Francisco as Litigation and Employment Counsel for Morgan, Lewis & Bockius LLP (formerly Bingham McCutchen, LLP), she has been connected to Aspire over the years. She started as a 4th grade teacher at East Palo Alto Charter School (EPACS) in 1999 (before it was an Aspire school)! Then in 2001 she helped co-found the Development office at EPACS creating the foundation for a fundraising program at the school. Bess has remained on the EPACS/EPAPA Advisory Board ever since,

which she also helped establish. Bess holds a BA in Philosophy from Stanford University and a JD from New York University School of Law.

**Kara MaGuire, Vice Present of People**

Kara joins Aspire after seven years with Uncommon Schools, where she most recently led teams managing Recruitment, Diversity and Talent Development for 50 charter schools in the Northeast. Previous to Uncommon, Kara was a founding staff member of Iridescent, a non-profit that brings high quality science education to urban communities, as well as a 6th grade math and science teacher with LAUSD. Kara was a Teach For America corps member and also served TFA as an Assessment Designer, Professional Learning Community Facilitator and Curriculum Specialist at the Los Angeles Institute. Kara graduated from the University of Puget Sound with dual degrees in Business Leadership and Theatre Arts, as well as from Loyola Marymount University with a Master of Arts in Teaching.

**Appendix XX:**  
**Fiscal Control Policies**

Appendix XX:  
Fiscal Control Policies



## Fiscal Control Policies and Procedures

Revised 08/05/14

This document contains the following fiscal control policies and procedures:

- [Purchase Orders](#)
- [Check Requests](#)
- [Procurement for Purchases with Federal Funds](#)
- [American Express Corporate Card](#)
- [Petty Cash](#)
- [Site Revolving Checking Account](#)
- [Employee Expenses Policy](#) (includes Travel and Teacher reimbursements)
- [Independent Contractors](#)

These policies will be revised from time-to-time. Latest updates will be posted to Aspire’s intranet. Please call or email the Controller if you have any questions.

### **Purchase Orders** [top](#)

Purchase orders are required for purchases exceeding \$300 and for any vendor that requires a purchase order number. When a PO is not required by a vendor, purchasers with approval authority may sign off directly on the invoice prior to submission for payment. Each teammate’s approval level is governed by the Purchasing Approval Matrix. There is one matrix for schools and another for the home office.

School Site Purchasing Approval Matrix

| <u>Teammate Group</u>  | <u>Threshold</u> |
|--|------------------|
| Teachers, After-School Directors, Deans and Other School Site Teammates <sup>1</sup> | No Approval      |
| Office Managers <sup>2</sup>   | ≤ \$300          |
| Principals   | ≤ \$3,000        |
| Area Superintendents   | ≤ \$10,000       |
| CFO and CEO  | ≤ \$250,000      |
| Board of Directors   | >\$250,000       |

**Notes:**

1 - Principals have the discretion to allocate these teammates a small budget for school needs. This budget would be monitored at the school site directly.

2 - Principals, at their discretion, can require Office Managers to seek principal approval for purchases less ≤ \$300. The process for the OM to





obtain such approvals would be determined and monitored by the Principal and OM at the school site directly. Office Managers cannot sign contracts.

#### Home Office Purchasing Approval Matrix

| <u>Teammate Group</u>   | <u>Threshold</u> |
|---|------------------|
| Home Office Staff   | No Approval      |
| Managers and Directors without budget oversight <sup>1</sup>          | ≤ \$300          |
| Special Education Regional Program Specialists                        | ≤ \$1,000        |
| Directors with budget oversight                                       | ≤ \$3,000        |
| Vice Presidents, Memphis Executive Director, and Area Superintendents | ≤ \$10,000       |
| CAO and CPO   | ≤ \$50,000       |
| VP of Finance and COO   | ≤ \$200,000      |
| CEO and CFO   | ≤ \$250,000      |
| Board of Directors  | >\$250,000       |

1 - Managers and Directors without budget oversight cannot sign contracts.

#### *What is the Approval Matrix?*

The Approval Matrix indicates how much an individual can spend for one purchase before they need additional approval(s). An individual has up to his or her "Threshold" to purchase a good or service as shown the in the matrix above. For example:

- \$200 Amazon book order - *an Office Manager (OM) can place this order directly without any other approvals, because \$200 is below the OM's \$300 threshold*
- \$4,000 Amazon book order - *an Office Manager needs Principal and Area Superintendent approval using a purchase order because \$4,000 is above the OM's \$300 threshold and the Principal's \$3,000 threshold*

#### *When do I follow the Approval Matrix?*

This matrix applies to all purchases paid by invoices. Employees can use the Purchasing Decision Tree on Aspire's intranet if they need help.

#### To get a PO

To start a PO, employees can use the tool on the Finance Tools Portal on Aspire's intranet:

This matrix does not apply to purchases made online at Office Depot, purchases reimbursed through teammate [Expense Reports](#) or a site's individual [Banking](#) account.



#### *How to Authorize Payment for Goods*

1. Keep the packing slip when the goods are delivered to your site. This includes packing slips for Amazon, Office Depot, & Home Depot. Documentation should be kept for at least a year before destroyed in case of a dispute on delivery/receipt of goods.
2. All deliveries must be given to the Purchaser to open, verify inventory and distribute.
3. The Purchaser counts the items received and compares the count to the quantities listed on the packing slip. On the packing slip, document any discrepancies (damaged items, missing / back ordered items, or contracted time was not needed / delivered). Do this before delivering the goods to the receiving party.
4. Notify the vendor if there are problems with the order such as damage or missing items. If all items are received in good condition, sign and date the packing slip and KEEP ON SITE. Then, deliver the items to the receiving party. Damaged items need to be held as proof for the vendor.
5. Invoices should be opened and date-stamped as received.
6. Compare the invoice and the copy of packing slip you retained earlier for consistency.
7. If the invoice and packing slip match, and all goods have been received, forward to your principal/manager for a final approval. Be sure to file all documentation electronically or in a filing cabinet and keep for up to one year.
8. If the invoice and packing slip are extremely inconsistent, ask the vendor to re-issue a corrected invoice. If the invoice and packing slip amounts differ slightly, note the amount that should be paid and forward the documents to the accounts payable administrator for a partial payment.

#### *How to Authorize Payment of a Service*

1. Contracts should be submitted to Finance by sending to [contracts@aspirepublicschools.org](mailto:contracts@aspirepublicschools.org). Once review of contract has been completed, the VP of Finance, CFO, or Controller will approve and the contract will be sent back. Invoices for these completed contracts on file with the AP department can be submitted for payment on the Finance Portal. Review the vendor's invoice for accuracy. Invoices for services should list the time or period for the delivery of those services. Also, invoices for delivery of goods should list a shipping date. On the invoice, make a note of any discrepancies between the contract and the service (e.g. quality, timeliness, inaccuracies)
2. If the invoice is appropriate, sign your name and date of review on the invoice and forward immediately to Accounts Payable for payment using the Finance Portal.

#### *Invoicing*

All invoices except for rent, utilities, copiers or phones, should go directly to the site so that you may have a chance to look it over and approve all the charges. Invoices are to be submitted to AP through



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

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

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, i3), Aspire Public Schools strictly abides by the Circular A-110 of the Office of Management and Budget of the United States found here: [http://www.whitehouse.gov/omb/circulars\\_a110](http://www.whitehouse.gov/omb/circulars_a110). Any expenditure in excess of \$25,000 should have bids from three (3) suppliers if possible. If proceeding with purchase of goods or services from a certain vendor without competition, justification for lack of competition must be submitted to the Program Manager. Services or goods purchases, where practical, must have a completed price analysis as well. When a vendor/supplier has completed a bid request, it should be returned to the Program Manager for review. Factors that should be considered when selecting a vendor are:

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

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

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

### **Check Requests** [\[top\]](#)

Check request forms are used for the rare condition when a vendor needs prepayment and will not accept a purchase order and regular AP processing. Purchase orders should be used most of the time.

Check request forms need to be complete and accurate. Missing or incomplete information will cause the request to be rejected.

*Check Request Form Requirements:*



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

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

#### **American Express Corporate Card** [\[top\]](#)

The purposes of Aspire's American Express Corporate Account Policy and Procedures are to:

- Maintain effective controls on the spending of Aspire's funds
- Reimburse employees in a timely manner for work-related goods and services purchased by an employee
- Ensure that resources are wisely used to achieve Aspire's mission
- Create a paper trail that tracks the flow of funds for audit purposes

*The card may be used for:*

1. Meals and Entertainment for Aspire employees and business associates while conducting Aspire business that have been approved by your supervisor
2. Online purchases of goods or services directly for Aspire when a purchase order is not an option
3. Travel expenses while conducting Aspire business
4. In-store purchases of goods or services when time or other constraints do not allow routine AP processing of an invoice.
5. Gasoline for Aspire related car rentals only

*The card should NOT be used for:*

1. Personal items and services unrelated to Aspire
2. Gasoline for personal cars (Because mileage is expensed separately)
3. Large ticket purchases when a purchase order with approvals should be used
4. Large purchases known well in advance from vendors who accept purchase orders should not be paid with the American Express card.



The card is to be only used for time constrained purchases such as travel when the standard purchasing processes will not work. The card is not to be used as a way to bypass or avoid standard purchasing protocols. **Please note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.**

*How is the American Express Corporate Account paid?*

All cardholders are responsible for paying their balances directly to American Express. Bills will arrive at your home at the end of each month and all reimbursements will be done through expense reports.

Each reimbursable purchase made with your American Express card should be listed as a separate line item on your expense report. The average time from when the home office receives a completed expense report with all required approvals and documentation to the time that payment is released is anywhere from one (1) business day to seven (7) business days depending on the day of the week the expense report is received.

Failure to adequately complete the Aspire expense report requirements will result in a delay of reimbursement.

*American Express Corporate Card FAQ's*

So, now I will have to front the money for the American Express Card?

*No, as long as you submit your expense report in a timely manner you will receive the money to pay your American Express card in ample time to meet the card's due date.*

Can I cancel my American Express card?

*Yes, the corporate American Express card is provided as a convenience to you. However, if you decide you do not want to carry the card at any time, please let accounts payable know and they will assist with the cancellation.*

How long will it take for me to receive my reimbursement from Aspire?

*If we receive your expense report by Tuesday noon, it will be paid on Wednesday via direct deposit or check.*

What if I don't pay my American Express bill on time?

*You will be charged a late fee by American Express. This late fee will NOT be reimbursed by Aspire.*

What happens if my account goes into collection?

*It will negatively affect your **personal** credit score.*



Is there a way I can see my bill before it is mailed out?

*Log on to [www.americanexpress.com](http://www.americanexpress.com), register your personal card and you can view your statements.*

Where will the bill be mailed to?

*The bill will be mailed to your home address that is currently on file with Payroll. If you'd like to change that to your work address, you may do so by signing on to [www.americanexpress.com](http://www.americanexpress.com) or by call 1-888-800-8564.*

What if one of my monthly bills does not arrive?

*Log on to [www.americanexpress.com](http://www.americanexpress.com), retrieve your online bill and contact the customer service line to let them know that your paper statements are not being received.*

Who approves my American Express charges?

*American Express charges will be submitted via expense report and will be reviewed by your current approver.*

What if my card is lost or stolen?

*Call American Express immediately at 1-888-800-8564 and email accounts payable at [ap@aspirepublicschools.org](mailto:ap@aspirepublicschools.org)*

Will I receive my statement via email from Accounts Payable?

*No. You will only receive your statement through the mail or by logging onto [www.americanexpress.com](http://www.americanexpress.com)*

What happens if I submit an expense report without the appropriate coding, original receipts and/or signatures?

*It will be sent back to you for correction thus delaying payment.*

What should I do if I am reimbursed for a charge and then the charge is credited back to my account?

*Deduct that amount from your current month's reimbursable charges.*

I tried to use my card and it was declined. What should I do?

*Call American Express immediately to find out the problem at 1-888-800-8564*

What if I have more questions?

*Contact Accounts Payable or the Controller.*

**Petty Cash** [top](#)



### *What is Petty Cash?*

Each site has \$200 of Petty cash for day-to-day purchasing needs of less than \$25 per purchase. Petty cash will be reimbursed from the home office on a monthly basis upon receipt of your ledger and receipts. Each site should have a petty cash box (with a lock) and a receipt book. The home office will send you a petty cash ledger (spreadsheet).

Use Petty cash to purchase: emergency stamps, doughnuts for your parent advisory council, a COD package, pizzas for a group of teachers who stayed to help you get ready for an evening event, etc. If you need to make a large purchase, do not use petty cash--issue a purchase order instead!

### *How to manage Petty Cash*

In order to give someone petty cash you need:

1. A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
2. Signature of person receiving funds acknowledging receipt of money.
3. The reason for the reimbursement listed on the paper.
4. Your signature authorizing the transaction.
5. A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original Petty Cash Ledger and receipts are due to the Staff Accountant at the Home Office for the previous month by the 4<sup>th</sup> of the month.

### *How to Replenish Petty Cash*

Petty Cash will be replenished by the 10<sup>th</sup> of each month (as long as Petty Cash Ledger and receipts have been received).

## **Site Revolving Checking Account** [\[top\]](#)

### *What is a Revolving Checking Account or General Account?*

Each site has a Wells Fargo checking account with a \$1,500 maximum balance for emergency payment needs of less than \$250 per check. This checking account should only be used when petty cash is insufficient, a check request cannot be processed in time, and a corporate credit card cannot be used. The funds in the site checking account are considered part of your general site operation funds. Examples of items which you might use the revolving checking accounts are: same day payment to the local plumber; deli platters for Saturday professional development; reimbursement for a parent who ran out to buy some needed office supplies etc. **Please note: Employee expenses can only be reimbursed from expense reports through the Home Office not out of site checking accounts.**



Please plan ahead to avoid excessive use of the revolving checking account! If you need to make a purchase over \$250, an American Express Corporate Card, check request or purchase order must be used.

#### *Writing checks*

Site checks are limited to \$250. Any check written over the \$250 limit will be returned by the bank automatically. Writing multiple checks for expenses greater than \$250 is not authorized. All bank transactions should be recorded on the Online Bank Ledger tool. Sites are responsible for obtaining a W-9 prior to issuing a check to a service professional or unincorporated business.

#### *How to manage your Site Checking Account*

In order to write a check from the Site Checking Account, you need:

1. A dated invoice or receipt in the amount of the check you are going to write (taped to a piece of 8.5" by 11" paper),
2. The reason for the check listed on the paper (if not clear on the invoice or receipt),
3. Your signature authorizing the transaction, and
4. Record of the transaction in the Revolving Checking Ledger

Each Principal/Office Manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the Revolving Checking Account. (See attached document).

#### *Record Keeping*

Each site must keep copies of all ledgers sent into the home office, receipts and checks written and deposited.

#### *Deposits*

All cash and checks received should be deposited at your local Wells Fargo branch on a *weekly* basis. This includes lunch money, after school programs and for any other reason when you receive checks and/or cash. When you make a deposit, you will be required to submit the following:

1. Deposit Summary – summary of checks and the reason for the deposit (e.g. fundraising)
2. Copy of deposit receipt from bank

All deposit documentation must be sent in the overnight bag the day after deposit to the Revenue Accountant. The above items are required when you make a deposit to your revolving checking account and the consequences for not having these will be bank fees against your account. **For every check copy we request from the bank it is a \$10 fee per check.** For example, if you had deposited 20 checks and forgot to make copies you will be charged \$200 to retrieve copies from the bank. Therefore, it is extremely important that you make copies of all checks you are depositing.





### *How to Replenish the Site Checking Account*

In order to replenish your checking account the principal must send a request to the Home Office along with the ledger and copies of receipts (this request should be sent in on the 1st of the month). Home Office will issue a check to replenish your Revolving Checking Account when ledger and receipts have been reconciled against bank statement. You are responsible for depositing the check into your checking account. Principals should be aware of the current balance in the checking account when writing a check to prevent the check from being returned due to insufficient funds.

### **Employee Expenses Policy** [\[top\]](#)

The purpose of Aspire's expense reimbursement policy and procedures are to:

- Maintain effective controls on Aspire's resources.
- Authorize reimbursement to teammates for reasonable, necessary and approved for work-related expenses.
- Ensure that resources are wisely used to achieve the organization's mission
- Create a paper trail that tracks the flow of funds and resources into and out of the organization

### *What can be reimbursed?*

Aspire Public Schools reimburses all employees reasonable, necessary and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, cell phone usage, postage, supplies, books, photocopies, some meals, gas for rental cars, and out-of-town travel and lodging. Below are specific guidelines for reimbursement of air travel, car rentals, other transportation, hotels, and meals and entertainment. Alcohol is **not** a reimbursable expense.

### Mileage

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

Note that you can't be reimbursed for your "normal" commute. For example, assume you have a normal 2 mile round-trip to work. One day you are assigned to go to another location instead and that round trip is 10 miles. You can be reimbursed for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller, CFO, or Executive Memphis Director.



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

#### Air Travel

1. Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to travel in Economy class.
  - a. The only legitimate reason for flying any class other than Economy is if seats are not available in Coach. If this is the case, you must obtain approval from the CFO or Controller before purchasing your ticket.
  - b. Tickets should be purchased at least 14 days ahead of travel. Tickets purchased less than 14 days in advance needs to be approved by your supervisor in advance of purchase.
2. Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
3. Aspire is not responsible for lost, stolen, or damaged luggage. Please file a claim with the airlines and/or your insurance company.

#### Car rentals

Car rentals should be used only when needed and alternate forms of road transportation (taxis, public transit, and personal vehicles) are not available. Please share rental cars whenever possible and shop for the best price. Aspire has a corporate account with Enterprise that may provide the best deal. The link to the Enterprise Corporate booking site is on MyAspire.

1. Aspire staff should rent “mid-size” models or lower. Aspire reimburses car rentals not exceeding \$40 a day. Upgrade charges are generally not reimbursable.
2. Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency.
3. Aspire will not be responsible for damages that occur during business use of either a personal or rented car.
4. Rentals over a weekend or holiday period are **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor.
5. Employees must refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company. Gas purchases from the rental car company will not be reimbursed.

#### Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals.

This category includes:

1. Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling.
2. Public transportation used instead of taxis when traveling out of town.



### 3. Train Fares

#### Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an over-night stay is required

1. Aspire employees are expected to stay in standard business class lodgings, charging a reasonable rate such as Hampton Inns. In accordance with current GSA per diem rates Aspire reimburses lodging not exceeding \$125 a night.
2. You will not be reimbursed for a stay in a city longer than is legitimately necessary.
3. The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.
4. Movies or alcoholic beverages purchased during your hotel stay are **not** reimbursable.
5. When work commitments require Friday and Monday trips to the same city, you are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
  - a. Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
  - b. Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

#### Meals and Entertainment

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

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

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- a. Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).



- b. The description must include the number of individuals and the names of those attending, their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
- c. Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.
- d. We **do not** reimburse for alcoholic beverages

### Teachers' Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

### *How to get reimbursed for employee expenses*

Please follow these guidelines to avoid delay in reimbursement of your expense reports.

1. Complete the Expense Reimbursement Template in Replicon
2. Scan and attach receipts; Receipts are required for all items above \$25.00.
3. Gather original receipts, tape in an organized manner to an 8.5 x 11 piece of paper. Scan the receipts and then put in expense report envelope and send to Accounts Payable (Remember to make a copy of the expense report and the receipts for your own files) Original receipts, not photocopies, or credit card statements must be sent to Accounts Payable (original phone bills must also be submitted)
4. Write a clear explanation of the expense in the template, so that your supervisor and AP can understand what the money was spent on
5. For meals, write down the business purpose of the meeting and the names and positions of all the attendees
6. Submit the online expense report
7. Managers/Supervisors are responsible for verifying amounts are reasonable, necessary and for approving the expense report.

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

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



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

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

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

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

All of the following MUST be provided to Accounts Payable BEFORE payment will be released:

- A completed and signed IRS Form W-9
- A completed and signed Aspire Public Schools Independent Contractor Agreement between the site and the contractor
- A valid, approved, and coded invoice
- Fingerprints and tuberculosis clearance (Applicable for only those contractors that have access to children)



**20-Factor Checklist**

Please answer the questions for all independent contractors, and forward to HR along with the signed Independent Contractor Agreement, TB and DOJ forms.

| Yes                      | No                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Is the worker required to comply with Aspire's instructions about when, where and how to work?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is training required? Does the worker receive training from Aspire, including attending meetings and working with more experienced employees? Do not include industry-specific training when the Consultant has not worked in the industry before. |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the worker's services integrated with the activities of Aspire? Does the success of the employer's business significantly depend upon the performance of services that the worker provides?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the worker required to perform the work personally?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the worker have the ability to hire, supervise and pay assistants to do the work?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the worker have a continuing relationship with Aspire?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the worker required to follow set hours of work?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the worker work full-time for the employer?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the worker required to perform the work on Aspire's premises and use Aspire's equipment?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the worker required to perform work in a sequence set by Aspire? Does the worker follow a set schedule?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the worker submit regular written or oral reports to Aspire?  |
| <input type="checkbox"/> | <input type="checkbox"/> | How does the worker receive payments? Are there payments of regular amounts at set intervals?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the worker receive payment for ordinary business and travel expenses?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the worker rely on the employer for tools and materials?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Has the worker made an investment in the facilities or equipment used to perform services?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the payment made to the worker on a fixed basis regardless of profitability or loss?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the worker only work for one employer at a time?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the services offered to Aspire available to the generally public?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Can the worker be fired by the employer?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Can the worker quit work at any time without liability?  |

[\[top\]](#)

**Appendix XXI:**  
**Student Family Handbook**



College for Certain

**STUDENT FAMILY  
HANDBOOK  
2016-2017**



## **ANNUAL NOTIFICATION AND GUIDELINES**

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

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

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

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information.

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

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## **ASPIRE PUBLIC SCHOOLS MISSION AND VISION**

### **VISION**

Every student is prepared to earn a college degree.

### **MISSION**

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

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

### **ENROLLMENT**

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

### **RE-ENROLLMENT**

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

### **INTRA-ASPIRE TRANSFERS**

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

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

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

1. Hold their spot at the current school
2. Provide them with an enrollment priority to transfer to an alternate Aspire campus (if applicable, based on specifications of school's charter).
3. Aspire Public Schools does not accept foreign exchange students

### **IMMUNIZATIONS**

State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. Students may be exempted from this requirement for medical reasons only. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into school in California. Personal beliefs exemptions on file for a child already attending school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability. Students who do not comply with the

requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

## **MEDICATION**

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

## **CONTACT INFORMATION**

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CONTACT INFORMATION.**

## **ATTENDANCE**

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

## **EXCUSED ABSENCES**

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 1) the reason for the absence is listed below and 2) the absence is communicated to the school within 5 days of the absence: [Education Code §48205(a) and §48205(c)]

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

### **“MAKE-UP” WORK FOR STUDENTS WHO WERE ABSENT**

Students who are absent from school for any of the excused reasons stated under “Excused Absences,” including suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. [Education Code §48205]

### **INDEPENDENT STUDY**

Independent Study is an instructional strategy that responds to a student’s individual needs. It is an alternative to classroom instruction consistent with Aspire’s course of study and is not an alternative curriculum.

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

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

### **GENERAL TARDINESS**

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

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

### **EXCESSIVE ABSENCES**

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

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

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

## **WITHDRAWAL DUE TO EXCESSIVE UNVERIFIED ABSENCES (AWOL)**

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

## **TRUANCY**

A student is considered truant when the student is:

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

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

1. The student is truant.
2. The parent and/or guardian is obligated to compel the student to attend school.
3. The parent and/or guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code §48260 *et seq.*
4. The availability of alternative educational programs in the local district.
5. The right of the parent and/or guardian to meet with appropriate school personnel to discuss the solution to the student's truancy.
6. That the student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.
7. A conference is requested with the parent and/or guardian and student.

## **ATTENDANCE REVIEW**

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

### **Local School's Student Attendance Review Team (SART)**

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

The school's SART will consist of:

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

### **Aspire's Student Attendance Review Board (APS SARB)**

The Aspire SARB will hold a hearing with the parent and/or guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the APS SARB's directive, the matter may be referred to the District Attorney for prosecution and other

appropriate action may be taken by the school up to, and including, a recommendation for disenrollment for the following academic year. A registered delivery confirmation letter will be sent to the parent or guardian informing them of this action. (Education Code §48260, 48261, 48262)

The APS SARB will consist of:

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

## NOTIFICATIONS OF TRUANCY

### First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and registered delivery confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.

### Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and registered delivery confirmation mail.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.

### Notification of Determination as an Habitual Truant

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

### Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions, including a recommendation for disenrollment upon the accrual of additional truancy events.

## SATURDAY ATTENDANCE MAKEUP SCHOOL

In an effort to respond to the problems of student absences, a weekend "makeup" school program may operate to allow the students the opportunity to voluntarily participate as a means of making up missed instructional time. Weekend Makeup School does not remove absences from the student's record. Students classified as truant may be assigned without parental permission. Parental permission shall be obtained for all non-truant students.

### Assignment to Weekend “Makeup” School

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

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

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

## **CAMPUS ENVIRONMENT**

### **NOTICE OF REGULATIONS**

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

### **BEHAVIOR MANAGEMENT CYCLE**

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

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

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

### **BEHAVIOR EXPECTATION GUIDELINES**

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

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

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

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **ABSTAIN** from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- **REFRAIN** from the possession, use, or distribution of tobacco products or cigarettes.

- DESIST from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- KEEP AWAY from gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- MAINTAIN A PEACEFUL LEARNING ENVIRONMENT by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don’t destroy or write on school buildings, grounds, or property.
- RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- DESIST from carrying beeper devices, music devices, and cell phones.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

## **SCHOOL-WIDE EXPECTATIONS FOR STUDENT SUCCESS**

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

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

## **CLOSED CAMPUS**

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

## **SUSPENSION**

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

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

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



### Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

### Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

### Suspension Alternatives

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

### Grounds for Suspension and Expulsion (CA Education Code)

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

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

- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication

device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A. A message, text, sound, or image.
- B. A post on a social network Internet Web site including, but not limited to:
  - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
  - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
    - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

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

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

### Procedures in Cases Requiring Suspension

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

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902] .

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

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

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

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

### Appeals Process

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

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

## **EXPULSION**

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

### Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

## **SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS AND STUDENTS WITH 504S: MANIFESTATION DETERMINATION**

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student

## **EXPELLABLE OFFENSES**

### • Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel will also expel the student.

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

- **Mandatory Recommendation for Expulsion**

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

- **Permissive Recommendation for Expulsion-requires a second finding of fact**

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

## **HARASSMENT POLICY**

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### **Verbal Harassment**

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

### **Cyber Harassment**

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

### **Physical Harassment**

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

### **Sexual Harassment**

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's

academic status or progress.

2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

### Transgender Harrassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.

- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.0 described above

## **SEARCHES**

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

## **POSSESSION OF WEAPONS OR DANGEROUS OBJECTS**

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

## **DRUG, ALCOHOL, AND TOBACCO FREE**

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses.

Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

## **OTHER PROHIBITED ITEMS**

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

## **DRESS CODE**

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

### Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride



- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

### Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

## **SAFETY BEFORE AND AFTER SCHOOL**

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

## **TELEPHONES**

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office.

**ONLY EMERGENCY MESSAGES WILL BE RELAYED.** As appropriate, the office staff and administration will determine if a message is an emergency.

## HIGH SCHOOL ACADEMICS

### Graduation Requirements

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admissions and scholarships.

|                            |    |   |
|----------------------------|----|---|
| A. History/Social Sciences | 30 | 1 year of World History, 1 year of US History, 1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses.   |
| B. English                 | 40 | Emphasis in Literature & Composition.   |
| C. Mathematics             | 30 | Courses must be taken in grades 9-12<br>Recommended sequence: Algebra 1, Geometry, Algebra 2. Geometry is required. UC validation rules are in effect but 30 credits must still be earned. For the Class of 2017, total required high school credits is 20; this exception is in place because most students in this class took Alg 1 at their Aspire middle school. 4 years recommended. |
| D. Laboratory Science      | 20 | In at least two areas: physical and biological science; biology is required. 3 years recommended.   |
| E. World Languages         | 20 | Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned.  |
| F. Visual & Performing Art | 10 | The 10 credits must be in the same form of art in a year-long sequence taken in the correct order, or a semester block covering a year's worth of credit.   |
| G. Electives               | 10 | Courses can be an additional year in any of the a-g courses listed above or can be an a-g approved "g" elective.  |
| Other Academic Electives   | 55 | Courses can be additional years in any of the a-g courses listed above, labs which extend a-g courses, academic support courses, non a-g courses which are academic in nature, and additional Advisory course work.<br><b><i>Courses such as PE and other non-academic courses do not satisfy this requirement.</i></b>   |
| Advisory                   | 20 | Students must enroll in and pass advisory, <b><i>every semester, every year.</i></b> Schools will vary in offering half or full courses; credits  |

|            |     |  |
|------------|-----|--|
|            |     | taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership.                      |
| Technology | 5   | May waive by juried assessment; if waived, credits substituted by another college preparatory elective.  |
| Total      | 240 | <b>Credit is earned for grades of C- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 240-credit requirement.</b> |

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above must also complete the following:

|                        |  |
|------------------------|--|
| Exhibitions            | Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12  |
| College Credits        | Students must take at least 5 college courses, for a total of at least 15 college credits with a passing grade of C- or better. College units may be equivalent to 50 or more high school credits and may be used to satisfy the Other Academic Elective or a-g requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e., auto tech, wood shop, graphic design, etc.). |
| College Entrance Exams | Students must apply for and take the prescribed college-board entrance examinations.   |
| College Applications   | Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges). This requirement is reduced to 1 for a student who applies and is accepted to 4-year college through a binding Early Decision program.  |
| College Financial Aid  | Students must apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application.  |
| College Acceptance     | Students must be accepted to a 4-year university   |

Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code 46144, 46146).

### CONCURRENT ENROLLMENT

Aspire offers high school students the opportunity to obtain dual credit (high school- community college) during the regular school day for selected high school courses. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

At the school site's discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school's cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school's cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense during summer school.

## **GRANTING CREDIT FROM NON-ASPIRE SCHOOLS**

Aspire will transfer any credits received at another high school, however, no credit will be awarded for grades below C- from an external school. If a student transferring to an Aspire school has earned below a C- in a UC/CSU a-g course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School).

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

## **WAIVER OF HIGH SCHOOL GRADUATION REQUIREMENTS**

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more required courses in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, accommodations or modifications associated with IEPs or 504s, etc.

Approval of requests to waive graduation requirements is determined by a member of Aspire's Senior Leadership Team and/or Education Team.

## **ASPIRE GRADING**

Students earn grades based on established performance levels as described on the next page. In pursuit of our college for certain mission, students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Senior Director of Early College High School. All grade changes will be documented in student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

## **TESTING**

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards. These include the:

- CA Assessment of Student Performance and Progress (CAASPP)
- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA English Language Development Test (CELDT) for English Learners in K-12
- Additional benchmark and interim tests are administered for internal Aspire purposes
- Internal Reading Diagnostic Assessment

## **DROP CLASS POLICY**

Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:

- Student has taken and received credit for same class previously.
- Student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

No student will be allowed to drop a class after four (4) weeks of class unless:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

## **RE-TAKING A CLASS FOR WHICH A PASSING GRADE WAS EARNED**

In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

| GRADE | 4.0 POINT SCALE UNWEIGHTED | 5.0 POINT SCALE WEIGHTED | DESCRIPTION   |
|-------|----------------------------|--------------------------|---|
| A +   | 4.33                       | 5.33                     | <ul style="list-style-type: none"> <li>• Demonstrates exceptional progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.</li> <li>• Produces notably superior work and receives consistently high marks on class tests.</li> <li>• Does all assigned work plus additional work.</li> <li>• Shows superior ability to learn facts, principles, and skills; applies them to new situations.</li> <li>• Demonstrates creativity and originality.</li> <li>• Assumes active, alert leadership in learning activities.</li> <li>• Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject.</li> </ul> |
| A     | 4.00                       | 5.00                     |   |
| A-    | 3.67                       | 4.67                     |   |
| B+    | 3.33                       | 4.33                     | <ul style="list-style-type: none"> <li>• Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.</li> <li>• Does all assigned work plus some additional work.</li> <li>• Shows above average ability to learn and apply facts, principles, and skills.</li> <li>• Does some independent work, showing initiative and originality.</li> <li>• Assumes active, alert role of follower, and shows some leadership in learning activities.</li> </ul>   |
| B     | 3.00                       | 4.00                     |   |
| B-    | 2.67                       | 3.67                     |   |
| C+    | 2.33                       | 3.33                     | <ul style="list-style-type: none"> <li>• Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.</li> <li>• Does assigned work, and usually makes up work missed.</li> <li>• Shows average ability to learn and apply facts, principals, and skills.</li> <li>• Shows average ability in critical thinking, and some originality.</li> <li>• Follows class activities and makes some contribution.</li> </ul>  |
| C     | 2.00                       | 3.00                     |   |
| C-    | 1.67                       | 2.67                     |   |
| D+    | 0.00                       | 0.00                     | <ul style="list-style-type: none"> <li>• The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject</li> <li>• Shows below average growth in understanding of the subject.</li> <li>• Receives consistently below-average marks on tests.</li> <li>• Does less than the average amount of assigned work, and seldom makes up work missed.</li> <li>• Shows below-average ability or initiative in learning and applying facts, principals, and skills.</li> <li>• Participates inadequately or ineffectively in learning activities.</li> <li>• Shows below average ability or initiative in critical thinking and creativity.</li> </ul>       |
| D     |                            |                          |   |
| D-    |                            |                          |   |
| F     |                            |                          |   |

## WEIGHTED SCALING

For the Aspire weighted 9-12 GPA, only for grades of C- or better, Aspire will grant the weighted scale for UC-approved honors courses, AP courses, IB courses, and college and community college academic courses that are not remedial in nature and that are taken during high school. For non-Aspire GPAs,

weighting is determined by the organization calculating the GPA (UC, CSU, Cal Grant, etc.).

## **ACADEMIC INTEGRITY**

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

## **CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY**

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

## **INSTRUCTIONAL MATERIALS**

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

## **TEXT BOOKS**

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books or other school materials, including library books.

## **REQUIRED RESTITUTION**

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school.

## **STUDENT LIFE**

### Activities

**Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity.** Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**

- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, AND
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire’s Board of Directors; AND
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

### Athletics

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.
3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

### School Lunches

In addition to our regular food service program, students may be eligible for the no-cost or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

### Employment of Students - Work Permit

While school and preparation for university must always be a student’s first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

- a. maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.
- b. maintain, during the previous grading period (by quarter), at least a 2.0 GPA.
- c. not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students or Academic Counselor to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. In accordance with Aspire Public Schools Administrative Regulations and CA Education Code 49164 - “The CEO or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law.” Specific details may be found on the following websites or by talking with your school dean or counselor:

- Information on Minors and Employment , (<http://www.dir.ca.gov/dlse/DLSE-CL.htm>)
- Division of Labor Standards Summary Chart, (<http://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf>)



Child Labor Laws 2013, ([http: www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf](http://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf)) Work Permits FAQ, ([http: www.cde.ca.gov/ci/ct/we/wpfaq.asp](http://www.cde.ca.gov/ci/ct/we/wpfaq.asp))

## **EXPANDED LEARNING/AFTERSCHOOL PROGRAMS**

Aspire Public Schools' expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun.

### *Alignment with the School Day*

All aspects of our expanded learning programming are tightly aligned with the school day. Students are expected to follow Aspire Public Schools' student Code of Conduct and all school behavior rules and expectations apply during afterschool time. In addition, expanded learning program staff work closely with teachers to target instruction to meet your student's learning and development needs.

### *Registration and Enrollment*

The program is open to all students. However, funding limitations may restrict the number of students the program can serve. When more students wish to enroll than the program can accommodate, priority for enrollment will be given to students with greatest academic need based on assessment data along with teacher or administrator referrals. Please refer to the Expanded Learning Time Program Handbook for more information regarding your school's program waitlist policy.

To join the program, students and families must complete a Registration Form. If accepted for enrollment, parents and students will be required to review the program's handbook and sign an enrollment contract indicating that you agree to the program's attendance and behavior policies.

### *Hours of Operation and Location*

The program operates every day that school is in session from the time of school dismissal until 6:00pm, including all early release school days, student led conference days, and field trip days. The program does not operate on days when school is closed, such as staff development days, school breaks and summer. All students are offered a snack or supper every day. All students must depart campus no later than 6:00pm.

Program activities take place primarily on-campus with occasional field trips and community service activities. In addition, students may be offered opportunities to participate in off-campus enrichment activities led by partner organizations. Separate permission forms will be requested for any off-campus activities.

### *Attendance*

Elementary school students are expected to attend the program every day. Middle school students may register to attend a minimum of 3 days per week or more; priority is given to middle school students who are able to attend every day. All students are expected to attend the full program each day, unless they have a permitted reason for early release (see Early Release Policy in the Expanded Learning Time Program Handbook). Partial program attendance is not allowed as it interferes with our ability to deliver quality instruction and inhibits the ability of students to fully benefit from the program offerings. Full day attendance is also a requirement of our grant funding for the program.

### *Staff*

Expanded Learning programs are led by Afterschool Directors. Our program staff includes college students and adults from our local community. All have met Aspire's paraprofessional qualifications and many have college degrees and prior teaching experience. We provide ongoing training to staff and encourage small group instruction and individual tutoring to ensure students get the support they need. In each classroom, we must always maintain a student-staff ratio of 20:1 or lower.

### Funding and Fees

The program is supported primarily by state grants that are specifically designated for afterschool programming. These grants determine the number of students we can serve and our hours of operation. In addition, we may charge a small fee that allows us to maintain key program features and instructional quality at a time of diminishing state support for public education. Information about fee rates is available in the Expanded Learning Time Program Handbook. In no case should fees be a barrier to participation for students who are otherwise qualified to enroll. Therefore, Scholarships are available for families for whom payment of fees poses financial hardship. Scholarship Application Forms are available from the Afterschool Director or the School Office.

## **STUDENT SUPPORTS AND PROTECTIONS**

### **SECTION 504 PLAN**

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

### **SPECIAL EDUCATION**

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a "free appropriate public education" (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

[For more information on the Special Education referral process, see the section *Child Find and Special Education Notification*]

- **Parent's Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

### **STUDENT STUDY TEAM (SST)**

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

## **AGREEMENT TO CONTINUE STUDENT IN KINDERGARTEN**

Kindergarten is an important place for children to develop the pre-requisite skills they need to be successful in 1st grade. If a student is struggling to develop those pre-requisite skills we work with families to determine if students should progress or repeat kindergarten. Students will not repeat kindergarten without the agreement of parents to postpone 1st grade [Education Code §48011].

## **SOCIAL-EMOTIONAL SCHOOL COUNSELING PROGRAMS**

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact your child's school to determine specific protocols at your school site. Schools without a counselor cannot provide counseling services unless otherwise stipulated in an IEP or 504 document.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

**Counseling services are not guaranteed for students.** Additionally, students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. There is no charge for school based counseling support. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral or student.

### Referral Process

Student can be referred for counseling from a variety of avenues, but the primary referral source is through school systems such as the SST, RtI or Special Education process. These referrals take priority over other referral sources. Parent referrals, self-referrals, etc. are evaluated on a case by case basis and may not result in counseling services. In some instances, students referred to the counseling team will be referred out for services and it is the responsibility of the student/parent to follow up on these referrals. Each counseling team makes referral determinations using a variety of factors, including applicable state and federal laws.

### Referrals to Outside Resources

The counseling department maintains a list of outside agencies and resources to which parents and students can be referred for services as necessary. Parents who are interested in receiving this list should contact the school's counseling department or main office. This list reflects agencies and resources in the geographic area of the school and does not imply an endorsement of these agencies and/or resources by the school or Aspire.

### Crisis

Social-emotional crisis includes, but is not limited to, times when a student discloses or expresses homicidal or suicidal ideation, desire to hurt self or others (including self-injury) and instances of child abuse. In these instances, Aspire schools follow a crisis protocol that may end with a student being evaluated by county mental health or other crisis response agency. Aspire Public Schools will make every effort to contact parents during crisis as appropriate, but must follow crisis protocols to protect the safety of all students and staff. Please contact the Director of Student and Family Support if you have questions or concerns about crisis response at 510-434-5000.

### Consent and Confidentiality

Aspire complies with state and federal laws around consent and confidentiality for school based

counseling services. In California, students ages 12 and over hold rights to their counseling records. Please contact the school counselor if you have questions or concerns about consent for counseling and confidentiality of the counseling record.

#### Alignment with the School Day

Counselors make every effort to pull students at times that are convenient for their students and are aligned with the academic needs of the student.

#### Termination of Services

As stated above, school counseling services are not guaranteed. Services may be ended for a variety of reasons and with reasonable notice to parents/students. In these instances, referrals can be given, but the responsibility to follow up on these referrals falls with the parent/student. Additionally, students who repeatedly miss counseling service appointments for any reason may be dropped from school counseling services permanently. Counseling services are only available during the regular school calendar.

### **EMERGENCY MEDICAL CARE**

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

#### Contagious or Infectious Disease and Head Lice

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist.

Head lice, while a significant social problem, do not transmit disease to humans. Parent(s)/guardian(s) are encouraged to routinely screen students at home. If lice are seen on a child at school the parent(s)/guardian(s) will be called to pick up the child at the end of the school day and be given a copy of the brochure "A Parent's Guide to Head Lice" At home, all members of the family should be checked for head lice. This policy allows parent(s)/guardian(s) to treat the child overnight. The day following treatment, the child should be re-examined and admitted to class. If the child still has lice, then the parent(s)/guardian(s) will be contacted.

### **CHILD ABUSE REPORTING**

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

### **CHILDFIND AND SPECIAL EDUCATION NOTIFICATION**

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special education programs and services such as specialized instruction, behavioral services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

### **McKINNEY-VENTO REAUTHORIZATION OF 2002**

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth,

please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

## **FAMILY LIFE/HIV/AIDS EDUCATION**

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility.

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

## **FAMILY AND COMMUNITY ENGAGEMENT**

### **SCHOOL-HOME COMMUNICATION**

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

### **VISITOR POLICY**

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

Parents and guardians are encouraged to visit school sites and classrooms to observe and support the work of the schools. This is one of the essential vehicles for a school-parent partnership. Each school has various ways to engage with parents and make them comfortable in the school including Saturday Schools, Advisory School councils, volunteer opportunities and site specific events.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code section 32211.

### **VOLUNTEERS**

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include: coaches, after school program staff, business mentors, tutors, and

chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

#### Volunteer Drivers

- The driver must have a valid California Driver’s License.
- The parent or adult driver must have a current “**Driver’s Liability Insurance Statement**” on file in the school office with the following minimum coverage: \$15,000 per person, \$30,000 per occurrence, \$5,000 property damage (15 30 5).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.
- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

## **FAMILY RIGHTS AND RESPONSIBILITIES**

### **NOTICE FOR DIRECTORY INFORMATION**

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Aspire may disclose appropriately designated “directory information” without written consent, unless you have advised Aspire to the contrary in accordance with Aspire procedures. The primary purpose of directory information is to allow Aspire to include information from your child’s education records in certain school publications.

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised their local schools that they do not want their student’s information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all of types of information designated as directory information from your child’s education records without your prior written consent, you must notify the Aspire in writing.

### **NON-DISCRIMINATION POLICY**

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire’s “Discrimination Harassment Policy” or who wish to file a discrimination or harassment complaint should complete Aspire’s “Community Complaint Form”, and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire’s Community Complaint and Discrimination Harassment procedures is included later in this handbook.

### **ASPIRE STUDENT DATA PRIVACY POLICY**

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including:
  - Family Educational Rights Privacy Act (FERPA)
  - Protection of Pupil Rights Amendment (PPRA)
  - Children's Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

## **FAMILY EDUCATIONAL RIGHTS TO PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901



## **USDA CIVIL RIGHTS STATEMENT**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## **NO CHILD LEFT BEHIND NOTIFICATION**

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

## **PUBLIC MEETING NOTICE**

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

## **UNIFORM COMPLAINT POLICY**

Aspire makes every effort to respond to parent concerns and complaints in a manner that, whenever possible, rebuilds the relationship between the family and the school site. We acknowledge that often relationships require additional support to be repaired and our Regional Offices may also engage with families in working through school site concerns. In the event that a parent is not satisfied with the disposition of their concern at the school and/or regional office level the following information details the process by which Aspire supports families in remedying those complaints.

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

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

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

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

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

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

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

Aspire designates its 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.

## **UNIFORM COMPLAINT PROCESS AND PROCEDURES**

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

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

### **INVESTIGATION OF COMPLAINT**

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

### **RESPONSE/RESOLUTION**

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. The Area Superintendent for Student Services or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services's written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education or to the Achievement School District in Tennessee, as applicable. With regards to issues concerning pupil fees, if there is a finding of merit then a remedy shall be provided to all affected pupils, parents, and guardians, including reasonable efforts for full reimbursement.

### **SPECIAL EDUCATION**

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent's Procedural Safeguards with the parent which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

## **CIVIL LAW REMEDIES**

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

All forms may be mailed or delivered to:

In California:

Aspire Public Schools  
ATTN: Community Complaint Officer  
1001 – 22<sup>nd</sup> Avenue, Suite 100  
Oakland, CA 94606

In Tennessee:

Aspire Public Schools  
ATTN: Executive Director  
516 Tennessee St., Ste. 406  
Memphis, TN 38103

Aspire reserves the right to modify locations for receipt of forms as necessary.



### COMMUNITY COMPLAINT FORM

Name \_\_\_\_\_

Name of Student \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ (day) \_\_\_\_\_ (evening)

School Site \_\_\_\_\_

1 Specific Person (if any) you are filing a complaint against:

\_\_\_\_\_

2 If a school employee, has this been discussed with him/her? Y \_\_\_ N \_\_\_ Date:

3 Has the complaint been discussed with the principal or supervisor? Y \_\_\_ N \_\_\_ Date:

4 Has the complaint been discussed with the Aspire Regional Office? 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 \_\_\_\_\_



College for Certain

## **STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM**

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2016-2017.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date