



ASPIRE ERES ACADEMY

**CHARTER RENEWAL PETITION MATERIAL REVISION for the term July 1, 2019
through June 30, 2024**

Original Charter Approved by Oakland Unified School District
2009

Charter Renewal Approved
November 28, 2018



November 24, 2020

Analytics Specialist, Brett Noble
Oakland Unified School District, Office of Charter
Schools 1000 Broadway, 6th Floor, Suite 639
Oakland, California 94607

Dear Staff of Office of Charter Schools and Members of the Oakland Unified School District
Board of Education,

We hope this letter finds you well. Enclosed is Aspire's material revision to our charter for Aspire
ERES Academy, an existing charter school that has been authorized by Oakland Unified School
District since 2009. The current term of the charter school expires in 2024.

This letter authorizes the submission of this material revision request to the OUSD Board. This letter
certifies that the petitioner deems this material revision to be complete. Please find the material revision
requested about enrollment targets in Element 1.

Aspire ERES Academy has met the legal requirements for renewal as set forth in Education Code
§47607 as it has:

- Demonstrated, with clear and convincing documented data and information, that the
school's academic performance is at least equal to the academic performance of its
students' resident schools and the District's schools serving similar populations

Approval of this charter petition will ensure that Aspire can continue operating this high performing
school and continue our mission of preparing students in this community for college success.

We welcome the opportunity to speak with you. Please do not hesitate to contact us if you have
any questions about the enclosed petition. Thank you for your consideration.

Respectfully,

Beth Humphreys

Beth
Hunkapill
er Board
Chair
Aspire Public Schools Board of

Directors Enclosure

Aspire Bay Area Regional Office • 1001 22nd Ave. Suite 200, Oakland, CA 94606 • www.aspirepublicschools.org

TABLE OF CONTENTS

Contents

<u>Affirmations, Declarations and Assurances.....</u>	<u>5</u>
<u>Charter School Compliance with Legal Requirements.....</u>	<u>7</u>
<u>FISCAL ANALYSIS</u>	<u>23</u>
<u>INTRODUCTION</u>	<u>26</u>
<u>Element 1 – Educational Program</u>	<u>31</u>
<u>Element 2 (Measurable Pupil Outcomes) and</u>	<u>81</u>
<u>Element 3 (Method of Measuring Pupil Outcomes).....</u>	<u>81</u>
<u>Element 4 (Governance)</u>	<u>97</u>
<u>Element 5 (Employee Qualifications).....</u>	<u>106</u>
<u>Element 6 (Health and Safety).....</u>	<u>117</u>
<u>Element 8 (Admissions Policies and Procedures)</u>	<u>124</u>
<u>Element 9 (Independent Financial Audits)</u>	<u>130</u>
<u>Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)</u>	<u>133</u>
<u>Element 12 (Pupil Attendance Alternatives)</u>	<u>148</u>
<u>Element 13 (Employee Rights of Return).....</u>	<u>149</u>
<u>Element 14 (Dispute Resolution).....</u>	<u>152</u>
<u>Element 15 (Closure Procedures)</u>	<u>168</u>
<u>ADDITIONAL PROVISIONS</u>	<u>174</u>

Affirmations, Declarations and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Aspire ERES Academy (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil 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 noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (l).
10. Shall follow the provisions of the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific “District Required Language (DRL)”, including the above Affirmations, Declarations, and Assurances section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

~~Aspire ERES Academy: Assurances~~

~~Aspire ERES 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. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.~~
- ~~2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.~~
- ~~3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.~~
- ~~4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.~~
- ~~5. Will not exclude admission based on the student’s or parent’s/guardian’s place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.~~
- ~~6. Will meet all statewide standards and conduct the pupil 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 noncharter public schools.~~
- ~~7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as “No Child Left Behind”). (20 U.S.C. § 6319.)~~
- ~~8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational~~

programs, as required by Education Code section 47605(e)(2).

~~9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.~~

~~10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.~~

~~11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.~~

~~12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.~~

~~13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”~~

~~14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).~~

~~15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).~~

~~16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.~~

~~17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.~~

~~18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).~~

~~19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.~~

~~20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).~~

~~21. Will operate in compliance with generally accepted government accounting principles.~~

~~22. Will maintain separate accountings of all funds received and disbursed by the school.~~

~~23. Will participate in the California State Teachers' Retirement System, and/or the California Public Employees' Retirement System, and/or other retirement systems, as applicable.~~

~~24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.~~

~~25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(1).~~

~~26. Will at all times maintain all necessary and appropriate insurance coverage.~~

~~27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.~~

~~28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.~~

~~29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)~~

~~30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).~~

~~31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.~~

~~32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.~~

~~33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.~~

~~34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.~~

—

~~Kimi Kean
Bay Area Region Superintendent
Aspire Public Schools~~

~~9/21/11~~
DATE

Nicole William Browning, Bay Area Regional
Superintendent., Aspire Public Schools

Date

Charter School Compliance with Legal Requirements

Governing Law: “Renewals ... are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Education Code Section 47607(a)(2))

Governing Law “... [A] reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.” (5 CCR 11966.4(a)(2).)

<u>Effective Date</u>	<u>Legal Citation/Description</u>	<u>How the Charter School has Met the Requirement</u>
<u>July 1, 2022</u>	<u>SB 328 Education Code Section 46148 requires schooldays to start no earlier than 8:30 a.m. for high schools and no earlier than 8:00 a.m. for middle schools.</u>	<u>The Charter School affirms that it shall comply with these laws.</u>
<u>July 1, 2021</u>	<u>SB 390 Expands requirement to include security guards at charter schools to complete training course regardless of numbers of hours worked per week.</u>	<u>The Charter School affirms that it shall comply with these laws.</u>
<u>January 1, 2021</u>	<u>AB 1 Adds new requirements for all youth tackle football programs, including restrictions on practices, required coach certification and trainings, concussion and head injury education, preparation of factsheet related to opioids, licensed medical professional at games, establishing divisions organized by relative age or weight or both.</u>	<u>Not applicable; the Charter School does not offer a youth tackle football program.</u>
<u>October 1, 2020</u>	<u>SB 316 Education Code Section 215.5 requires all public schools that issue student identification cards in grades 7-12 to include telephone number of the National Domestic Violence Hotline or local domestic violence hotline on either side of the identification card.</u>	<u>The Charter School will print the National Domestic Violence Hotline or local domestic violence hotline phone number on student identification cards commencing October 1, 2020.</u>

<p><u>July 1, 2020</u></p>	<p><u>AB 34</u> <u>Education Code Section 234.6,</u> <u>et al., requires each LEA to post</u> <u>on website policies and</u> <u>procedures on suicide</u> <u>prevention for grades K-12,</u> <u>definition of discrimination and</u> <u>harassment based on sex, Title</u> <u>IX information, sexual</u> <u>harassment policy, hate violence</u> <u>prevention (if exists), anti-</u> <u>discrimination, harassment,</u> <u>bullying policies, anti-</u> <u>cyberbullying policies, section</u> <u>on social media bullying, and</u> <u>link to statewide resources.</u></p>	<p><u>The Charter School will post all</u> <u>required policies and procedures</u> <u>on the school website.</u></p>
<p><u>July 1, 2020</u></p>	<p><u>AB 1172</u> <u>Requires LEAs contracting with</u> <u>non-public schools (NPS) to (1)</u> <u>conduct onsite visit to the NPS</u> <u>before placement if the LEA</u> <u>does not have any students</u> <u>enrolled at the NPS at the time</u> <u>of the placement, and (2) a</u> <u>minimum of one onsite</u> <u>monitoring visit during each</u> <u>school year when the LEA has a</u> <u>pupil attending and must report</u> <u>findings to the CDE within 60</u> <u>calendar days of the visit. An</u> <u>LEA contracting with an NPS</u> <u>shall ensure behavioral training</u> <u>at NPS occurs and certify same</u> <u>to the CDE.</u></p>	<p><u>If the Charter School contracts</u> <u>with NPS, it shall comply with</u> <u>all applicable requirements.</u></p>
<p><u>July 1, 2020</u></p>	<p><u>AB 1767</u> <u>Education Code Section 215</u> <u>requires governing body of an</u> <u>LEA that serve students in K-6,</u> <u>inclusive, before the beginning</u> <u>of the 2020-21 school year, to</u> <u>adopt at a regular board</u> <u>meeting, and update, a policy on</u> <u>suicide prevention, intervention,</u> <u>and postvention that specifically</u> <u>addresses the needs of high-risk</u> <u>groups, and ensure it is age-</u> <u>appropriate and developed in</u> <u>consultation with appropriate</u> <u>professionals and stakeholders.</u></p>	<p><u>The Charter School will adopt an</u> <u>age-appropriate policy in</u> <u>accordance with all applicable</u> <u>requirements.</u></p>

<u>July 1, 2020</u>	<u>SB 419</u> <u>Education Code Sections 48900</u> <u>and 48901.1 prohibit willful</u> <u>defiance as a suspendable</u> <u>offense for students in grades</u> <u>kindergarten through 5 in</u> <u>charter schools (indefinitely)</u> <u>and for grades 6 through 8 in</u> <u>charter schools (through</u> <u>7/1/2025).</u>	<u>The Charter School’s suspension</u> <u>and expulsion policy will be</u> <u>updated to satisfy this</u> <u>requirement.</u>
<u>January 1, 2020</u>	<u>AB 1595</u> <u>Requires charter schools</u> <u>offering interscholastic athletic</u> <u>programs to acquire at least one</u> <u>automated external defibrillator.</u> <u>Adds requirements to school</u> <u>safety plan.</u>	<u>Charter School does not offer</u> <u>interscholastic athletic programs.</u> <u>Charter petition updated to</u> <u>reflect all new, applicable</u> <u>requirements to school safety</u> <u>plan.</u>
<u>January 1, 2020</u>	<u>AB 1354</u> <u>Education Code Section 48647</u> <u>requires the county office of</u> <u>education, which includes</u> <u>charter schools that serve</u> <u>juvenile school pupils, to</u> <u>provide timely and required</u> <u>transition activities and transfer</u> <u>of records for students who</u> <u>enter the juvenile court school.</u>	<u>Not applicable.</u>
<u>January 1, 2020</u>	<u>AB 1319</u> <u>Education Code Section</u> <u>48204.7 requires LEAs,</u> <u>including charter schools, to</u> <u>allow pupils who are migratory</u> <u>children who no longer satisfy</u> <u>the residency requirement to</u> <u>continue their education by</u> <u>attending their school of origin</u> <u>or a school within the school</u> <u>district of origin for the duration</u> <u>of the pupil’s status as a pupil</u> <u>who is a migratory child. If</u> <u>status changes during a school</u> <u>year: K-8 students stay in</u> <u>school of origin through that</u> <u>academic year; 9-12 stay</u> <u>through graduation. New school</u> <u>must immediately enroll</u>	<u>The Charter School affirms that</u> <u>it shall comply with these laws.</u>

	<u>regardless of outstanding fees, fines, etc., or if student doesn't have all enrollment records.</u>	
<u>January 1, 2020</u>	<u>AB 947 Education Code Sections 56353 and 56354 authorizes LEAs to consider elements of the expanded core curriculum, as defined, when developing IEPs for a pupil who is blind, has low vision, or is visually impaired.</u>	<u>The Charter School shall comply through its policies and procedures.</u>
<u>January 1, 2020</u>	<u>AB 982 Education Code Sections 47606.2 and 48913.5 require teacher to provide homework that would have been assigned to a student (grades 1 to 12) suspended for 2+ schooldays, upon request of parent/guardian/other educational right holder; if homework assignment requested and turned into the teacher upon return from suspension or within timeframe prescribed by the teacher, whichever is later, is not graded before end of the term, the assignment shall not be included in student's overall calculation of student's grade; charter petition must include statement that suspension procedures will include above requirements.</u>	<u>The Charter School's suspension and expulsion policy reflects this updated requirement.</u>
<u>January 1, 2020</u>	<u>AB 711 Education Code Sections 47070 and 49062.5 require LEAs to update a former pupil's records to include updated legal name or gender if LEA receives a "government issued document" and to reissue any documents conferred on the pupil, if requested.</u>	<u>The Charter School affirms it shall comply.</u>
<u>January 1, 2020</u>	<u>AB 605 Education Code Section 56040.3 requires LEAs to provide continued access to assistive technology to a student</u>	<u>The Charter School affirms that complies with these laws.</u>

	<u>in the home or other settings pursuant to the student's IEP after the student disenrolls until alternative arrangements can be made or until 2 months have elapsed from the date the student disenrolled, whichever date is first.</u>	
<u>January 1, 2020</u>	<u>AB 543 Education Code Sections 231.5 and 231.6 require a copy of the sexual harassment policy to be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable; schools with students in grades 9-12 must create a poster that notifies students of the policy prominently and conspicuously displayed in each bathroom and locker room at the schoolsite, in accordance with all applicable content requirements.</u>	<u>The Charter School affirms that it shall provide and post all required information.</u>
<u>January 1, 2020</u>	<u>AB 189 Penal Code Section 11165.7 adds qualified autism service providers, professionals, and paraprofessionals to the list of mandated reporters.</u>	<u>The Charter School affirms that it shall comply with these laws.</u>
<u>January 1, 2020</u>	<u>AB 1507 Education Code Section 47605.1 removes authority of a charter school to locate outside the jurisdiction or geographic boundaries of the authorizing school district if a site or facility is unavailable where the charter school chooses to locate or if the site is needed for temporary use during a construction or expansion project; allows a charter school that established one site outside the boundaries of the authorizing school district, but within the county, before 1/1/2020, to continue</u>	<u>The Charter School affirms that it shall comply with these laws.</u>

	<p><u>operating that site until submission of a renewal request, at which time the charter school must obtain written approval from the school district where the site is operating; authorizes relocation if located within area subject to a Presidential declaration of a major disaster or emergency; authorizes a charter school to establish one resource center, meeting space, or satellite facility within the jurisdiction of the school district where the charter school is physically located if specified conditions are met, and prohibits State Board of Education from waiving these restrictions.</u></p>	
<p><u>January 1, 2020</u></p>	<p><u>AB 1505</u> <u>Two-year moratorium on establishment of any new nonclassroom-based charter schools.</u></p>	<p><u>The Charter School affirms that it shall comply with these laws.</u></p>
<p><u>July 1, 2020</u></p>	<p><u>Various changes to governing law for charter petitions; additional reasons for an authorizer to deny a petition for new or existing (only if proposing to expand) charter school; requires same credentialing requirements as school district teachers, with provision for all current charter school teachers to obtain required certificates and authorizations by 7/1/2025; revised charter renewal requirements to account for new CA School Dashboard.</u></p>	
<p><u>October 12, 2019</u></p>	<p><u>SB 265</u> <u>Education Code Section 49557.5 requires certain LEAs, including charter schools, that provide meals through National School Lunch Program or School Breakfast Program to ensure that a student is not denied a reimbursable meal</u></p>	<p><u>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u></p>

	<u>because the parent/guardian has unpaid meal fees and to ensure that the student is not shamed or treated differently.</u>	
<u>July 1, 2019</u>	<u>SB 75 Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.</u>	<u>The Charter School affirms that it shall comply with these laws.</u>
<u>July 1, 2019</u>	<u>SB 126 Created new Education Code Section 47604.1 which includes new requirements for compliance with the Brown Act (including meeting location), Public Records Act, Political Reform Act, and Government Code Section 1090.</u>	<u>The Charter School affirms that it shall comply with these laws.</u>
<u>July 1, 2019</u>	<u>SB 972 Education Code Section 215.5 requires charter schools that serve students in grades 7-12 and that issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.</u>	<u>The Charter School affirms that it shall comply with these laws.</u>
<u>January 1, 2019</u>	<u>AB 406 Education Code Section 47604 prohibits a charter school that submits an establishment charter petition, a material revision, or a renewal petition on or after July 1, 2019, from being operated as, or by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization, and prohibits charter schools from entering into a subcontract to avoid these requirements.</u>	<u>The Charter School is operated by a California nonprofit public benefit corporation, as identified throughout the charter.</u>
<u>January 1, 2019</u>	<u>AB 1747 Education Code Sections 47605(b)(5)(F)(ii) and (iii)</u>	<u>The Charter School shall ensure that the Safety Plan is reviewed and updated by March 1 of every</u>

	<u>require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.</u>	<u>year.</u>
<u>January 1, 2019</u>	<u>AB 1871 Commencing with the 2019–20 school year, Education Code Section 47613.5 requires a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday.</u>	<u>The Charter School affirms that it complies with these laws.</u>
<u>January 1, 2019</u>	<u>AB 2601 Commencing with the 2019–20 school year, Education Code Section 51931 requires charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education.</u>	<u>The Charter School affirms that it complies with these laws.</u>
<u>January 1, 2019</u>	<u>AB 1248 Education Code Section 35183.1 allows students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2019</u>	<u>AB 1974 Education Code Section 49041 prohibits a charter school from collecting debt from a student or former student, unless emancipated at the time the debt is incurred, and prohibits a charter school from taking a negative action against a student or former student because of a debt owed; these provisions do not apply to debt owed as a result of vandalism to cover the replacement cost of school books, supplies, or property loaned to a student.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>

<p><u>January 1, 2019</u></p>	<p><u>AB 2009</u> <u>A charter school that offers an interscholastic athletic program must (1) ensure that there is a written emergency action plan with procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program’s activities or events; (2) acquire, commencing July 1, 2019, at least one automatic emergency defibrillator (“AED”) for the to be available on campus, and to ensure proper maintenance and regular testing. Neither a charter school employee nor the charter school will be liable for civil damages pursuant to the bill’s provisions, except as provided.</u></p>	<p><u>The Charter School has drafted a written emergency action plan in its school safety plan, and shall conduct any necessary training of Charter School staff.</u></p>
<p><u>January 1, 2019</u></p>	<p><u>AB 2015</u> <u>Commencing with the 2020-21 school year, Education Code Section 51225.8 requires charter schools to ensure that every student receives information on how to properly complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act applications at least once before the student enters grade 12, and to ensure that a paper copy of the application is provided to a student upon request by the student or his/her parent/guardian.</u></p>	<p><u>These provisions are not applicable to the grade span offered by the Charter School.</u></p>
<p><u>January 1, 2019</u></p>	<p><u>AB 2022</u> <u>Education Code Section 49428 requires charter schools to notify students and their parents/guardians at least twice during the school year on how to initiate access to available mental health services on campus or in the community, or both.</u></p>	<p><u>The Charter School notifies students and their parents/guardians in compliance with these requirements, and provide any necessary training of Charter School staff. Notice to students and parents are included in the parent and student handbook.</u></p>
<p><u>January 1, 2019</u></p>	<p><u>AB 2109</u></p>	<p><u>The Charter School complies</u></p>

	<p><u>A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program impossible or inadvisable shall receive either individual instruction at home or individual instruction in a hospital or other residential health facility, provided by the local school district. Charter schools may continue to enroll students with a temporary disability who is receiving individual instruction in a hospital/facility, and must allow a student who is well enough to return to school to be allowed to return to the school that he/she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Charter schools may confer an honorary high school diploma upon a pupil who is terminally ill.</u></p>	<p><u>with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u></p>
<p><u>January 1, 2019</u></p>	<p><u>AB 2121 Education Code Section 51225.1 extends an exemption from all local coursework requirements beyond statewide requirements unless the student is reasonably able to complete the requirements in time to graduate by the end of the 4th year in high school, to students who are migratory children, and to students participating in an English language proficiency program for newly arrived immigrant pupils and who are in their 3rd or 4th year of high school; these students must also be granted full or partial credit for the coursework completed even if they did not complete the entire course.</u></p>	<p><u>These provisions are not applicable to the Charter School due to the grade span offered.</u></p>
<p><u>January 1, 2019</u></p>	<p><u>AB 2239</u></p>	<p><u>These provisions are not</u></p>

	<u>Education Code Section 51225.37 requires the CDE to encourage school districts and charter schools that offer world language courses that are specifically designed for native speakers to seek A-G certification of those courses.</u>	<u>applicable to the Charter School due to the grade span offered.</u>
<u>January 1, 2019</u>	<u>AB 2289 Local educational agencies (“LEAs”), including charter schools, are prohibited from applying any rule concerning a pupil’s actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Pregnant and parenting pupils are entitled to accommodations, and complaints of noncompliance with this law may be filed pursuant to the uniform complaint procedures (“UCP”). LEAs must notify pregnant and parenting pupils and their parents/guardians of the rights and options available to pregnant and parenting pupils.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2019</u>	<u>AB 2291 Education Code Sections 234.4 and 32283.5 require charter schools to adopt procedures to prevent acts of bullying and cyberbullying and make the CDE online training module available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2019</u>	<u>AB 2315 Education Code Section 49429 requires the CDE to consult with the State Department of Health Care Services and stakeholders to develop guidelines on or before July 1, 2020, for the use of telehealth</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>

	<u>technology in public schools, including charter schools, to provide mental health and behavioral health services to students on school campuses.</u>	
<u>January 1, 2019</u>	<u>AB 2622 This bill reduces the attendance level requirements for After School Education and Safety (“ASES”) programs located in very low-density areas for the CDE to adjust or terminate grants; requires ASES programs located in very-low density areas to end not earlier than 5 p.m.; and exempts ASES programs with the specified low-population density from the requirement to have an established waiting list for enrollment and to transfer funds only from another school program that has met a minimum 70% of its attendance goal.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2019</u>	<u>AB 2657 Education Code Sections 49005-49006.4 authorize educational providers to use behavioral restraints or seclusion techniques to control student behavior that poses a clear and present danger of serious physical harm to the pupil or others and cannot be immediately prevented by a response that is less restrictive so long as other specified conditions are met, and must report to CDE annually on the use of behavioral restraints and seclusion for pupils to be posted on the CDE’s website.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2019</u>	<u>AB 2735 Education Code Section 60811.8 requires charter schools with one or more English Learners to assess the English language development of each</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>

	<u>pupil, and prohibits a middle school or high school from denying pupils classified as English Learners from participation in a school standard instructional program.</u>	
<u>January 1, 2019</u>	<u>AB 2878 Education Code Sections 52060 and 52066 requires “family engagement” to be included in a local control and accountability plan (“LCAP”).</u>	<u>The Charter School will ensure that its LCAP and annual updates to the LCAP include “family engagement.”</u>
<u>January 1, 2019</u>	<u>AB 3022 Education Code Section 51430 allows charter schools to retroactively grant a high school diploma to a person who departed California against his or her will, and at the time of departure, was enrolled in grade 12 and was in good academic standing.</u>	<u>These provisions are inapplicable to the Charter School due to the grade span offered.</u>
<u>January 1, 2019</u>	<u>AB 3043 Education Code Section 49550.5 allows charter schools to provide a nutritionally adequate breakfast that qualifies for reimbursement under the federal School Breakfast Program to every pupil at no charge.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2019</u>	<u>SB 1104 Education Code Section 49381 requires charter schools to identify and implement the most appropriate methods of informing parents/guardians of students in grades 6-12 of human trafficking prevention resources by January 1, 2020.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2019</u>	<u>SB 1109 Education Code Section 49476 requires charter schools that offer an athletic program to annually give each athlete an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention, and requires each athlete and</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>

	<u>his/her parent sign a document acknowledging receipt of the factsheet and return it before the student begins practice or competition.</u>	
<u>January 1, 2019</u>	<u>SB 1428 Education Code Section 49120 prohibits charter schools from denying a student a work permit based on his or her grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government employment and training program which will occur during the summer recess or school vacation.</u>	<u>These provisions are inapplicable to the Charter School due to the grade span offered.</u>
<u>June 27, 2018</u>	<u>AB 1808 Revised academic threshold criteria for charter renewal to remove API and add alternative measures.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2018</u>	<u>AB 1360 Education Code Section 47605(d)(2)(B)(i)-(iv) requires admission preferences to be: approved by the chartering authority; consistent with all applicable law; to not limit enrollment access; and to not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.</u>	<u>The Charter School has ensured all admission preferences comply with this requirement.</u>
	<u>Education Code Section 47605(b)(5)(H) requires a description of admission policies and procedures in charter petitions.</u>	<u>The Charter School has provided additional details in its admissions policies that comply with this requirement.</u>
	<u>Education Code Section 47605(b)(5)(J) requires an explanation regarding due process for suspension, expulsion, and involuntary dismissal procedures.</u>	<u>The Charter School has provided additional details in its admissions policies that comply with this requirement.</u>
<u>January 1, 2018</u>	<u>AB 699</u>	<u>The Charter School identifies</u>

	<p><u>Education Code Section 200, 220 and 234.1 expressly include immigration status in the specified characteristics.</u></p> <p><u>The Education Code was modified and supplemented to further protect children who are immigrants.</u></p>	<p><u>immigration status when referencing the other specified characteristics in these code sections.</u></p> <p><u>The Charter School's nondiscrimination protected classes, Uniform Complaint Procedures, visitor policy, and student records policy have been updated to comply with new requirements.</u></p>
<u>January 1, 2018</u>	<p><u>AB 10</u> <u>Education Code Section 35292.6 requires public schools that serve grades 6 through 12 that meets the federal 40% pupil poverty threshold to stock at least 50% of the school's restrooms with feminine hygiene products.</u></p>	<p><u>The Charter School will provide feminine hygiene products pursuant to this section, if applicable.</u></p>
<u>January 1, 2018</u>	<p><u>AB 841</u> <u>Education Code Section 49431.9 prohibits charter schools that participate in the National School Lunch Program or School Breakfast Program from advertising for foods that it is not allowed to sell.</u></p>	<p><u>The Charter School does not advertise any foods that it is not allowed to sell pursuant to these federal programs.</u></p>
<u>January 1, 2018</u>	<p><u>SB 138</u> <u>Education Code Sections 49562, 49564, and 49564.5 require the CDE to share data with LEAs to directly certify students' eligibility for free and reduced-price meals; they also require "very high poverty schools" (including charter schools) to provide free breakfast and lunch to all students, unless exempt due to demonstrated fiscal hardship.</u></p>	<p><u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u></p>
<u>January 1, 2018</u>	<p><u>SB 233</u> <u>Education Code Sections 49069.3 and 49076 and Welfare and Institutions Code Sections 361, 361.5, 366.1, 366.21, 366.22, and 16010 require foster parents, foster family agencies,</u></p>	<p><u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u></p>

	<u>and group homes the right to review pupil records.</u>	
<u>January 1, 2018</u>	<u>SB 250 Education Code Section 49557.5 requires charter schools that receive funding under the National School Lunch Program or School Breakfast Program to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.</u>	<u>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</u>
<u>January 1, 2018</u>	<u>SB 455 Education Code Section 48204.3 establishes a student's residence in a school district if the student's parent is transferred or is pending transfer on active military duty.</u>	<u>The Charter School follows this definition of residency as applicable to its admission lottery, if any.</u>

FISCAL ANALYSIS
ASPIRE ERES ACADEMY MATERIAL REVISION

A. Background

Under Education Code section 47605(a)(4), a material revision (MR) is required when a charter school “proposes to expand operations to one or more additional sites or grade levels.” Pursuant to Education Code section 47607(a)(4), a MR for this type of expansion may include an analysis under Education Code section 47605(c)(7) or (8). However, the fiscal analysis for any MR “shall be limited to consideration only of the impact of the proposed material revision.” (Ed. Code, § 47607(a)(4).) Thus, to the extent the District seeks to consider the fiscal impact of the ERES charter MR under 47605(c)(7) or (8), this consideration is limited to an analysis of the fiscal impact of the proposed MR as compared to what the District has already approved, and in light of what is best for students academically. As set forth below, the proposed MR to revise Aspire ERES Academy’s projected enrollment and accommodate the new enrollment at a new site will in fact have a positive financial impact on the District.

B. Approved Charters: Baseline

Page 49 of the existing ERES charter approved by the District Board of Education states that the “target enrollment” for ERES is a maximum of 600 students. If the MR is not approved, ERES is already approved to enroll up to 600 students from the District. As a result, this baseline, i.e. the already-approved maximum target enrollment of 600, is the appropriate baseline for any fiscal impact analysis.

We understand the District has taken the position that ERES’ current maximum approved enrollment is 250, based not on the language in ERES’ charter but based on ERES’ projected budget. While ERES disagrees with the District’s position, this fiscal impact analysis below uses a 250-student enrollment as the baseline. Even using this baseline, the potential fiscal impact of ERES’ MR on the District is still positive. The positive impact is even more significant when the correct 600-student enrollment number is used.

If the MR of the ERES charter is approved, EPIC Charter School authorized by the Alameda County Board of Education has agreed to close. EPIC is currently approved to serve up to 400 students within the District’s boundaries.

C. Fiscal Impact

1. Net Increase of up to 869 Students to District

Under the MR of ERES’ charter, ERES’ maximum projected enrollment would be set at 550 students. This would be a decrease from ERES’ already-approved target of up to 600 as reflected in our charter, but would be an increase of 300 students above what the District believes to be our current capacity of 250. Since EPIC is authorized to serve 400 in-District students, approval of the ERES MR and closure of EPIC would result in a net increase of 896 approved charter seats back to the District over the next four years, as shown in the table below:

	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
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<u>Total Approved In-District Enrollment: ERES Approved Enrollment of 250 plus EPIC Approved Enrollment of 400</u>	<u>650</u>	<u>650</u>	<u>650</u>	<u>650</u>
<u>Total Approved In-District Enrollment After Approval of ERES Material Revision</u>	<u>304</u>	<u>384</u>	<u>466</u>	<u>550</u>
<u>Net Increase of Students Back to District</u>	<u>346</u>	<u>266</u>	<u>184</u>	<u>100</u>

2. Net Increase of up to \$6,919,808 in LCFF Revenue to District

In terms of increased LCFF revenue for the District, the District’s total enrollment in 2019-20 was 49,588 students¹ and the District’s total LCFF revenue was \$383,008,898.² This means the District’s LCFF revenue per student last year was approximately \$7,723, so the District’s potential increased LCFF revenue if the MR is approved is as follows:

	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
<u>Increased LCFF Revenue to the District</u>	<u>\$2,672,158</u>	<u>\$2,054,318</u>	<u>\$1,421,032</u>	<u>\$772,300</u>

This is a total increase in LCFF revenue of \$6,919,808 over the next four years.

3. Net Increase of in \$65,687 Oversight Revenue to District.

The District currently does not collect an oversight fee for EPIC’s approved 400 charter seats because that school is authorized by the County. If the MR is approved, the District’s oversight fee collected from ERES would increase as follows:

	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
<u>Oversight Fee with ERES Enrollment of 250 (1% of Revenue, assumes 95.5% ADA)</u>	<u>\$22,765</u>	<u>\$22,765</u>	<u>\$24,433</u>	<u>\$26,224</u>
<u>Oversight Fee Under Material Revision (1% of Revenue, assumes 95.5% ADA)</u>	<u>\$27,754</u>	<u>\$35,217</u>	<u>\$44,585</u>	<u>\$54,318</u>
<u>Increased Oversight Fee to the District</u>	<u>\$4,989</u>	<u>\$12,452</u>	<u>\$20,152</u>	<u>\$28,094</u>

¹ According to CDE’s DataQuest website.

² According to the District’s 2019-20 Unaudited Actuals presented to the District Board on September 9, 2020.

This is a total increase in oversight revenue of \$65,687 over the next four years.

D. Overall Significant, Positive Fiscal Impact of MR on District

When considering the increase of approved charter seats to the District, the corresponding increased LCFF revenue, and the increased oversight fee, the District will be in better financial shape if the MR is approved, as compared to a scenario where it is not approved:

	<u>21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>
<u>Increased LCFF Revenue to the District</u>	<u>\$2,672,158</u>	<u>\$2,054,318</u>	<u>\$1,421,032</u>	<u>\$772,300</u>
<u>Increased Oversight Fee to the District</u>	<u>\$4,989</u>	<u>\$12,452</u>	<u>\$20,152</u>	<u>\$28,094</u>
<u>TOTAL POSITIVE IMPACT</u>	<u>\$2,677,147</u>	<u>\$2,066,770</u>	<u>\$1,441,184</u>	<u>\$800,394</u>

We note this analysis does not consider the other potential increased revenues to the District, such as federal or special education funding, or other compensatory or positive fiscal impacts to the District. It also does not consider other relevant factors in any fiscal impact analysis under Education Code section 47605(c)(7) and (8); most significantly, the school’s academic performance and how it serves students. Aspire is prepared to provide an analysis of ERES’ academic performance compared to District-operated schools with similar demographics, as well as an analysis of other fiscal impact factors.

As evidenced above, the District’s financial position will be improved upon the approval of ERES’ proposed MR.

INTRODUCTION

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

Aspire Public Schools was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire Public Schools 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 Public Schools’ 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 OUSD (“District”) under the auspices of Aspire since 2009.

Aspire ERES Academy is a public charter elementary school in the Fruitvale community. We believe that every one of our students should, and will, have the opportunity to go to college and that it’s our responsibility to prepare them for middle school, high school, and beyond. College for Certain! ERES Academy was founded in 2009 in response to community requests when the Dolores Huerta Learning Academy was closed. Our founding families and staff created our name around our school values: E for education, R for responsibility, E for empowerment, and S for success. Every day we work to ensure that all of our students are receiving the socioemotional and academic support they need to transform the world into a more equitable and just place. We do this work through constant collaboration among teachers, staff, and families on a daily basis.

In 2017-18, ERES served 223 students in grades TK-8, with approximately one third from the Fruitvale and Jefferson neighborhoods, one third from the Fremont and Fairfax neighborhood and one third from the Lockwood Gardens/Havenscourt neighborhood. Aspire ERES Academy serves a diverse population of higher need than OUSD in several aspects. In 2017-18, 93% of students qualified for free or reduced priced meals as compared to 74% in OUSD, 94% were Hispanic or Latino, and 3% were African American. 13% of students served were supported through an Individualized Educational Program and Special Education services as compared to 12% in OUSD. 51% of students were English Learners as compared to 31% in OUSD. Many of our families have multiple children attending ERES. Most of our scholars will be the first in their families to go to college, so we—ERES staff and families—hold high expectations for them every day.

At Aspire ERES Academy, we are committed to creating a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities. Our vision is for all ERES graduates to become critically literate and empowered, prepared for high school, and ready to leverage college and create a more just world. The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

Our current mid-range goal is that in three years, all ERES scholars will be reading on grade level (as measured by SBAC) and there will no longer be a gap in academic achievement between scholars who receive FRL and those who do not. To realize this goal, we are focusing on:

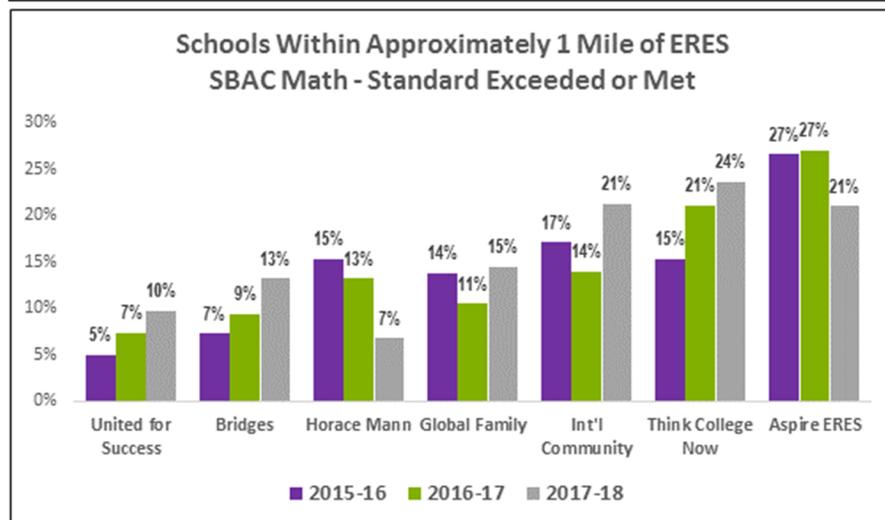
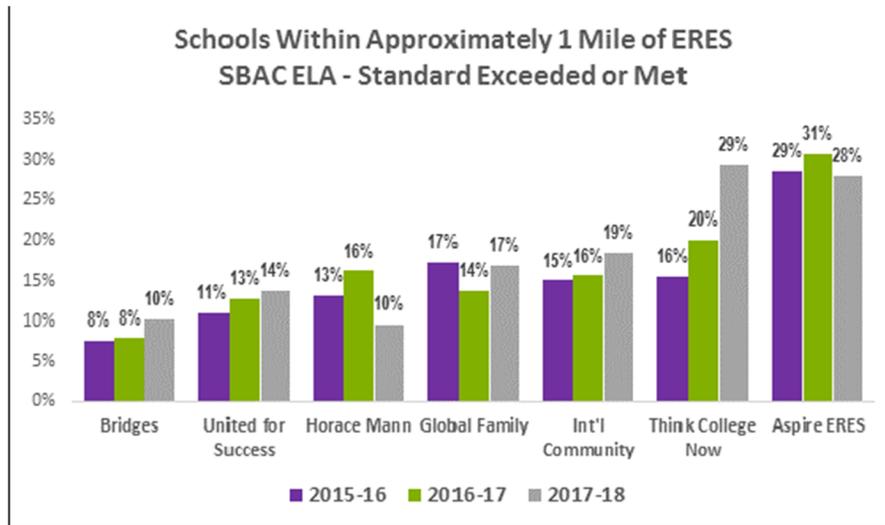
1. scholars developing a joyful reading identity by understanding themselves as a reader, actively working toward their literacy goals, and using texts, writing, and discourse to engage in and understand the world around them.
2. improving our school culture by developing both scholars' and educators' socio-emotional skills, in order to increase proactive problem-solving, attendance, and time in class, while decreasing disproportionate discipline outcomes by gender
3. preparing scholars for a high school experience that emphasizes college and career pathways through access to rigorous CCSS and NGSS aligned curriculum in ELA, Math, Science, and History, and Blended Learning programs that build 21st century skills
4. deeply engaging our families as partners in pursuit of our collective vision

Everything about Aspire ERES Academy from the college swag in our classrooms to our data-driven rigorous instruction — is designed to put our students on the road to a four-year degree. Helping our students realize the college dream is a challenge that requires the hard work of every member of our school family: our students love learning and achieve amazing results; our staff is the hardest-working group of professionals in the business; our parents and families are involved in supporting every aspect of our college-going culture; and our community partners, volunteers and supporters enable us to meet the unique needs of our students and our community. In our 2018 family survey, 94% of families responded affirmatively that they feel a sense of belonging with their child's school community.

Since 2014, ELA performance has increased from 23% to 28% of scholars meeting or exceeding grade level as measured by the SBAC. More recently we have focused in on closing the gap

earlier through focusing on early literacy achievement using the Early Reading Diagnostic, an invaluable resource from our SEEDS partnership. In 2017, whereas 4% of our TK-K scholars showed kindergarten readiness, by the end of the school year, 78% were meeting literacy benchmarks on the average of all ERD subtests.

In comparison to similar schools in the neighborhood, our SBAC results in 2015-16 and 2016-17 outperform our peers in both ELA and Math and all peers except TCN in 2017-2018.



We are proud of our focus on increasing reading levels over the last two years through on-going professional development in a balanced approach to literacy, including planning for standards-based instruction. As a result, we have seen great growth in the number of students reading on grade level and/or students reading below grade level making 1 or more years reading growth in a single school year. In 2016-17, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 15 percentage points from the beginning of the year to the end of the year. The next year as seen in the table below, in 2017-18, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 14 percentage points. In both years the number of students reading on or above grade level at least doubled: in 17-18

growing from 12% of students reading on or above grade level to 26% of students reading on or above grade level. Additionally, we were able to reduce the number of students reading far below grade level from 52% at the beginning of the year, to 28% by the end of the 17-18 school year.

The Charter School's present charter term is set to expire on June 30, 2019. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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

The Charter School has a year to year lease in its current facility, which is available to renew. The Charter School will continue to seek improved facility options through Prop 39 applications to OUSD and through exploring outside facility options.

Please refer to Appendix XIX for the financials.

The Charter School is located at 1936 Courtland Ave, Oakland, CA 94601.

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, 2019 to June 30, 2024.

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.

Element 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

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 section 47604.33. In accordance with Education Code section 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(c)(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, including but not limited to the following:

- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other 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 local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

<u>Grade Level</u>	<u>Year 1: 21-22 SY</u>	<u>Year 2: 22-23 SY</u>	<u>Year 3: 23-24 SY</u>	<u>24-25 SY</u>
<u>TK</u>	<u>1</u>	<u>24</u>	<u>24</u>	<u>24</u>
<u>K</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>1</u>	<u>26</u>	<u>52</u>	<u>52</u>	<u>52</u>
<u>2</u>	<u>26</u>	<u>26</u>	<u>52</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>	<u>52</u>	<u>52</u>
<u>4</u>	<u>27</u>	<u>27</u>	<u>27</u>	<u>54</u>
<u>5</u>	<u>27</u>	<u>27</u>	<u>27</u>	<u>54</u>
<u>6</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>90</u>
<u>7</u>	<u>30</u>	<u>60</u>	<u>60</u>	<u>60</u>
<u>8</u>	<u>30</u>	<u>30</u>	<u>60</u>	<u>60</u>
<u>Total</u>	<u>304</u>	<u>384</u>	<u>466</u>	<u>550</u>

Maximum enrollment of school during the upcoming charter term: 600 students

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

PETITION ELEMENTS

Element 1

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in

~~the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)~~

~~“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)~~

~~In accordance with SB 1290, The Charter School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups as defined 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 numerically significant subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:~~

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Aspire ERES Academy	Jenna Ogier-Marangella, Principal	jenna.ogier-marangella@aspirepublicschools.org ; 510-292-7296

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

ERES Academy is direct-funded charter school in Oakland, CA. It is chartered through Oakland Unified School District.

The school serves approximately 220 students in grades tk-8. The school's demographic profile is 92.3% Latino, 4.9% African-American, .9% Asian-American, 0% Caucasian, and 55% English Language Learners. 95% of the student body eligible for the free and reduced price meals program.

ERES ACADEMY is part of the non-profit Aspire Public Schools (APS). Aspire serves ERES ACADEMY through business services, professional development and other operational support.

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. The school's mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically, at ERES ACADEMY our mission is to empower scholars with the socio-emotional and academic skills necessary for secondary success and college readiness, leading to success in any career and life, and positive transformative change in their communities and the world.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

As an organization, region, and school, we paired down our priorities after 2016-2017 from 15 goals to 3 goals to reflect our most important work and ensure that the historically underserved students are prioritized in our actions, services, and plans. Significant changes in our organization and school including Common Core State Standard and Next Generation Science Standard aligned curriculum and instruction, multi-tiered supports of progress monitoring and intervention, and an emphasis on social emotional curriculum and development. They are guiding the way for great reform and positive

growth on our student socio-emotional and academic outcomes, as evident in the data. The first year has seen success in our English Learner progress toward proficiency and redesignation rate, and for our Students with Disabilities within English Language Arts.

As this was our first year pairing down our foci, we remain committed to our metrics and expectations for growth as we continue to focus on aligning our instructional practices and materials, analyzing data through Tiered approaches, and offering social emotional development and alternatives to suspension in order to change student outcomes. Our academic assessment results in math, as well discipline and chronic absentee rates, will make positive growth as we remain committed to changing these specific outcomes for our students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

One of Aspire ERES Academy's greatest areas of progress has been the increase in our English Learner Progress (1-12). At the Blue performance level, 86.2% of English Learners made progress towards English proficiency. This was a +32.5% increase from the previous school year. We were able to achieve this progress through the adoption of Common Core- aligned, rigorous curricula across grades K-8: for k-5 Lucy Calkins Reader's and Writer's Workshop, and 6-8 StudySync. In grades 6-8, students also participate in an additional daily 45 minute "academic literacy" block, driven by the Reading Apprenticeship framework. Weekly internalization of standards and the new curricula, professional development around literacy instruction, and data inquiry cycles allowed teachers to review reading and writing data in order to immediately adjust instruction and better meet the needs of our English Learners. Additionally, our school adopted Leveled Literacy Intervention (LLI) as our primary intervention curriculum, with two designated intervention teachers across grades K-8. Three literacy screeners/assessments, which included the ERD, F&P, and STAR, in addition

to CELDT data, allowed interventionists to tier student needs and identify which students needed additional instructional support.

Another area of growth is within English Language Arts (3-8). Students with Disabilities significantly increased by +20.6 points. Last year, we identified our greatest area of growth to be increasing the academic success of Students with Disabilities. In 15-16, 0% of students with disabilities achieved proficient or advanced scores on SBAC in ELA. We aimed to increase achievement for students with disabilities by increasing the number of special education teachers serving students with disabilities, in order to decrease caseloads and increase availability for small group and intentional push-in instruction. We also planned to use the Leveled Literacy Intervention (LLI) program to prioritize students with disabilities to ensure they received the most concentrated daily small group reading intervention.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

One of Aspire ERES Academy’s greatest needs is to improve our *Suspension Rate* (k-12). At the red performance level, our rate is at 7.3% and for all students increased by +2.8% from the following year. Additionally, Students with Disabilities had the highest significant increase by +15%. We aim to significantly lower our suspension rate and suspension behaviors by adopting Ruler, a socio-emotional curriculum created by the Yale Center for Emotional Intelligence. The curriculum focuses on the power of emotions to create more compassion and empathy among students, and growing emotional intelligence. The proposed programmatic strategy will continue to create a more positive and safe school learning environment. Additionally, building on our strategic Positive Behavioral Intervention Systems (PBIS) plan, coupled with Restorative Practices, our rate of incidents, referrals, and suspension rate has already decreased, with more students in class learning at all times. For example- in Semester 1, we saw a reduction in the number of office referrals and our suspension rate was 3.8%. While we were able to reduce the overall number of student referrals and suspensions, we are still seeing a disproportionate number of referrals for our male students. Our advisory teachers, MS

team, MTSS and Lead teams have been working to problem solve around this data trend. Some initial ideas have included beginning a boys affinity group, more male counseling groups, and tailoring our socio-emotional curriculum and lessons to better meet the needs of our male students.

Another area of need is *Mathematics* (3-8) at the orange performance level. Student performance declined from the previous year by -9.5 points, and all students are performing low: 50.2 points below level 3. All statistically significant subgroups declined between -8.6 to -11.9 points, although Students with Disabilities maintained performance levels in comparison with the prior school year. One way that we aim to significantly improve our mathematic academic performance is through the adoption of Eureka, a math Common Core- aligned, top-rated, rigorous curricula across grades K-8. Eureka balances the need for students to develop fact fluency, algorithm, and conceptual understanding. This year we provided weekly professional development time for teachers to internalize the new curriculum with colleagues. Additionally, teachers met across grade level teams to discuss Common Core math power strands, analyze data, and observe math instruction in classrooms at other ASPIRE schools and within ERES. Finally, we increased the number of math instructional minutes from 45 minutes to over 90 minutes across all grade levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Even though we do not have state indicators that show performance gaps, our internal data shows a disproportionate number of office referrals and suspensions for boys. Please see Greatest Needs Paragraph 1.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Please see answers in the description of how we will increase student achievement for our greatest needs.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 3,600,000
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,500,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in the LCAP consist of food services, insurance, rent, utilities and communication, leases and printing, home office contribution and regional office contribution.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 2,475,000

Annual Update

LCAP Year Reviewed: 2017-2018

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
31% of students Meeting/Exceeding on ELA SBAC	16-17: 31.29% of students Meeting/Exceeding on ELA SBAC 17-18: Data coming soon

29% of students Meeting/Exceeding on Math SBAC	16-17: 26.85% of students Meeting/Exceeding on Math SBAC 17-18: Data coming soon
5% of scholars meeting/exceeding grade level lexile band based off baseline year data	22% meeting/exceeding grade level Lexile band as of 5/23/2018
80% of classrooms fully engaged in CCSS aligned lessons	80% of classrooms fully engaged in CCSS aligned lessons during 17-18 Leadership Walk observations
Sufficient instructional materials : 0% lacking sufficient instructional materials	0% lacking sufficient instructional materials
90% of teachers credentialed for core subjects	80% of teachers credentialed for core <u>all</u> subjects
6-8 th Grade Learning of NGSS via Amplify and 5% increase in CAST proficiency	100% of 6 th -8 th Grade Learning Amplify, CAST Data Not Yet Available
Maintain enrollment in a broad course of study	100% of 6-8 th grade students offered choice of electives 4x/week (Art, PE, Cooking, Yearbook)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement Aspire-wide TK-5 math program Implement region-wide TK-2 Foundational Skills program Intensively support teachers in their first year with classroom management 	<ul style="list-style-type: none"> Implemented Aspire-wide TK-8 math program (Eureka) Implemented region-wide TK-2 Foundational Skills program 	1 \$929,000	1 \$929,000
		2 \$130,000	2 \$130,000
		3 \$132,000	3 \$132,000
		4 \$112,000	4 \$112,000
		5 \$19,000	5 \$19,000

<ul style="list-style-type: none"> • Build capacity of leaders and teachers in NGSS • Introduce new AIR rubric and implement process • TK-8 ELA curriculum adoption and implementation (Readers' Workshop, Close Reading, and Study Sync) 	<ul style="list-style-type: none"> • Intensively supported teachers in their first year with classroom management by providing daily or weekly coaching • Built capacity of leaders and teachers in NGSS through adoption of Amplify in 6-8th grades • Introduced new AIR rubric and implemented process • TK-8 ELA curriculum adopted and implemented (Readers' Workshop, Close Reading, and Study Sync) 	<p>6 \$80,000</p> <p>7 \$24,000</p> <p>8 \$5,000</p> <p>9 \$1,000</p> <p>1 LCFF</p> <p>2 LCFF</p> <p>3 LCFF & Title I</p> <p>4 LCFF</p> <p>5 LCFF & Title II</p> <p>6 LCFF</p> <p>7 LCFF</p> <p>8 LCFF</p> <p>9 LCFF</p> <p>1 Sal + Benefits - All Teachers</p> <p>2 Sal + Benefits - Principal</p> <p>3 Sal + Benefits - Assistant Principal</p> <p>4 Sal + Benefits - Dean</p> <p>5 Lead Stipends</p> <p>6 Books and Materials</p> <p>7 Travel and Conferences</p> <p>8 Computers</p>	<p>6 \$80,000</p> <p>7 \$24,000</p> <p>8 \$5,000</p> <p>9 \$1,000</p>
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		9	Furniture	
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year marked significant change in curricular adoption and diving deeper into Common Core State Standard aligned instruction. Our continued emphasis on independent reading and reader's workshop is reflected in the number of students now reading above or at grade level Lexile benchmarks. An area we hope to improve after a year of curricular changes (which has not yet been reflected in our SBAC data) is through Eureka for Common Core aligned math instruction, and the adoption of Amplify in middle school science classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All teachers received weekly coaching using the Relay Graduate School of Education framework to ensure their continued growth and success. New teachers received daily coaching in order to support their classroom management. In walkthroughs we are seeing CCSS aligned instruction. We have seen growth in the number of students reading above or at grade level Lexile benchmarks, and the number of students making significant reading growth. Finally, our English Language Learners are making progress towards English proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As curricular changes were made at the beginning of this past school year, we will continue our focus on CCSS and NGSS aligned instruction that increases the rigor of students' tasks, change instructional practices our educators implement, and increase our assessment performance as the actual goals and services for the 2018-2019 school year remain unchanged.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities addressed by this goal:

State Priorities: 4
Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
<p>Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:</p> <p>FRL: 34% EL: 33% SPED:7%</p>	<p>16-17: % of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:</p> <p>FRL: 31.21 EL: 5.66% SPED: 5.88%</p>

	17-18: Data coming soon
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups: FRL: 32% EL: 19% SPED: 0%	% of students on Math SBAC Meeting/ Exceeding for FRL, EL, and SPED subgroups: FRL: 26.76% EL: 14.55% SPED: 0%
Increase 7% of students progressing in proficiency bands on CELDT: 39%	Increase 20% of students progressing in proficiency bands on CELDT: 59% met annual growth goal
Increase 7% of students reclassified as Fluent English Proficient: 53%	25.5% of students reclassified as Fluent English Proficient:

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitor progress of EL scholars to drive instructional strategies through Tier 1 program Implement regional collaborative data protocol 	<ul style="list-style-type: none"> Implemented weekly formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitored progress of EL scholars to drive instructional strategies through Tier 1 program Implemented RELAY data protocol Used LLI for Tier 3 intervention & SPED instruction 	1. Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$30,000 6 \$117,000 7 \$282,000	1. Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$11,000 6 \$117,000 7 \$282,000

<ul style="list-style-type: none"> Use LLI for Tier 3 intervention & SPED instruction 		<p>8 Duplicate Goal 1 9 \$15,000 10 \$17,000</p> <p>1 Duplicate Goal 1 2 LCFF & Title III 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 ASES 7 LCFF/Sped 8 Duplicate Goal 1 9 LCFF 10 LCFF</p> <p>1 Sal + Benefits - All Teachers 2 Sal + Benefits - Intervention Specialist 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Sal + Benefits - Blended Learning staff</p>	<p>8 Duplicate Goal 1 9 \$15,000 10 \$17,000</p> <p>5. LCFF</p> <p>5. Reading Specialist</p>
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		6	Sal + Benefits - After School Staff	
		7	Sal + Benefits - Sped Staff	
		8	Books and Materials	
		9	Software	
		10	Other Professional Services	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our tiered approach to supporting students in instruction, as well as access to intervention, was consistent and had a clear impact on our English Learners as evident in their increase in progress towards proficiency bands. Our focus on literacy instruction and tiered intervention was also evident in our number of students now reading on grade level and making accelerated reading growth, in addition to an increased number of SpEd students making their individualized reading growth goals. We also began RELAY weekly formative assessment and data protocols, and we will be continuing to deepen our practices next school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our focus on supporting our English Learners and SpEd students through actionable data protocols and a Response to Intervention Tiered model were effective in making growth for our students on the CELDT and in the SBAC ELA. These systems need to be much more focused on analyzing the success of our math instruction throughout the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures, except the portion for blended learning. We didn't hire someone for blended learning, instead we hire a reading specialist to support students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our regional and school site initiatives, focused on a robust Response to Intervention system, RELAY collaborative data protocols, and Tier 1 strategies for supporting English Learners and SpEd students is at the beginning of a three year implementation. The actual goals and services for the 2018-2019 school year remain unchanged.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3,5,6

Local Priorities: NA

Annual Measureable Outcomes

Expected

Actual

All subgroups will achieve and maintain a 95% or above attendance rate	97.2% attendance rate
Decrease suspension rate by 25% or maintain 1% or lower: 2.9% suspension rate	9.8% suspension rate
Decrease chronic absenteeism rate by 25% from baseline data: 4.05%	10.5% Chronic Absenteeism rate
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	62% of students feel safe and welcomed at school per ASPIRE's Student Survey
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey	78% of parents feel safe and welcomed at school per Aspire's Family Survey
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better: Maintain Fair status or better	Fair
Decrease dropout and expulsion rates by 25% or maintain 1% or lower: Maintain 1% or lower	0% dropout or expulsion

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> • Sustain Toolbox implementation • Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices • Identify a vision for Mental Health program • Ensure efficient and effective ongoing school site operations • Develop and implement year-round enrollment plan • Ensure ongoing facilities maintenance and planning 	<ul style="list-style-type: none"> • Sustained Toolbox implementation in k-5 classrooms • Consistently implemented Restorative Practices, Behavior Wellness Team, & attendance practices • Sent administrators and Mental Health counselor to Ruler training & introduced tools to staff • Identified a vision for Mental Health program • Ensured efficient and effective ongoing school site operations • Developed and implemented year-round enrollment plan • Ensured ongoing facilities maintenance and planning 	<p>Duplicate Goal 1</p> <p>2 Duplicate Goal</p> <p>2</p> <p>3 Duplicate Goal</p> <p>1</p> <p>4 Duplicate Goal</p> <p>1</p> <p>5 \$84,000</p> <p>6 \$285,000</p> <p>7 Duplicate Goal</p> <p>2</p> <p>8 Duplicate Goal</p> <p>1</p> <p>9 Duplicate Goal</p> <p>1</p> <p>10 Duplicate Goal</p> <p>2</p> <p>11 \$15,000</p> <p>12 \$27,000</p> <p>1 Duplicate Goal</p> <p>1</p> <p>2 Duplicate Goal</p> <p>2</p> <p>3 Duplicate Goal</p> <p>1</p> <p>4 Duplicate Goal</p> <p>1</p> <p>5 LCFF</p> <p>6 LCFF</p>	<p>Duplicate Goal 1</p> <p>2 Duplicate</p> <p>Goal 2</p> <p>3 Duplicate</p> <p>Goal 1</p> <p>4 Duplicate</p> <p>Goal 1</p> <p>5 \$84,000</p> <p>6 \$285,000</p> <p>7 Duplicate</p> <p>Goal 2</p> <p>8 Duplicate</p> <p>Goal 1</p> <p>9 Duplicate</p> <p>Goal 1</p> <p>10 Duplicate</p> <p>Goal 2</p> <p>11 \$15,000</p> <p>12 \$27,000</p>
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		7	Duplicate Goal	
		2		
		8	Duplicate Goal	
		1		
		9	Duplicate Goal	
		1		
		10	Duplicate Goal	
		2		
		11	LCFF	
		12	LCFF	
		1	Sal + Benefits - All Teachers	
		2	Sal + Benefits - Blended Learning staff	
		3	Sal + Benefits - Assistant Principal	
		4	Sal + Benefits - Dean	
		5	Sal + Benefits - Counselors	
		6	Sal + Benefits - School Operation Staff	
		7	Sal + Benefits - After School Staff	
		8	Books & Materials	
		9	Travel and Conferences	
		10	Software	

		11 Repairs and Maintenance	
		12 Facility Contractors	

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we re-grounded our practices, expectations and systems for Restorative Practices, Behavior Wellness team, and attendance practices. The sustained implementation of our tk-5 social emotional curriculum Toolbox has been beneficial for elementary, and we began investing in training administration and teachers in Ruler- a socio-emotional curriculum for tk-8.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As evident in our suspension, chronic absenteeism, student and family survey results, we need to continue working on school culture and socio-emotional learning through Ruler this upcoming school year. We will be meeting with our SSC and ELAC family groups to create plans that offer alternatives to suspension, positively reinforce attendance expectations, and effectively teach social emotional learning to all students and families in TK-8th grade. We remain committed to fostering effective changes in these areas as they dramatically impact learning and our school environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures, except the portion for blended learning. We didn’t hire someone for blended learning, instead we hire a reading specialist to support students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The most important change to our future actions, as modified in our 2018-2019 Actions and Services, is the implementation of a new Social Emotional Learning curriculum for all students and stakeholders named RULER. This will not impact funding allocation as we are prioritizing funding for a different curriculum than had been prioritized for Toolbox in the past. The remainder of our goals and metrics and expected outcomes for the next school year remain focused on lowering both our chronic absentee rates and suspension rates.

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ERES Academy conducts three major surveys during the school year – a parent, student, and teammate survey. These surveys are administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, and safety at school, engagement and participation.

Additionally, the following meetings were held to inform the reflection and planning process for this LCAP/Annual Review and Analysis:

School Site Council meeting held May 4th, 2018.

School Site Leadership Team meetings held April 17th and 24th.

Classified & Certificated Teammate meeting held April 27th.

Classified Teammate meeting held April 20th. Student Council Group meeting (secondary) held on April 24th, 2018.

Total LCAP meetings: 5

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The top themes that emerged from the stakeholder input sessions were continued emphasis and focus on the areas they believe most impacted students (school safety and academic rigor).

Families' themes in both surveys and meeting engagements remained focused on the academic rigor and readiness of our students as they leave for high school which is included in Goal 1, Action 1, and school safety and socio-emotional culture in Goal 3, Action 1.

Students' themes were focused on the course electives offered at the school which is included in Goal 1, Action 1.

Teammates' themes included support for ELL students and students with disabilities included in Goal 2, Action 1.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

Unchanged goal

Goal 1

Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities: NA

Identified Need:

Increase student achievement through a rigorously aligned standard based curriculum in order to better prepare all students for college and careers

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase by 5% of students on ELA SBAC Meeting/Exceeding	38% of students on ELA SBAC Meeting/Exceeding	43% of students on ELA SBAC Meeting/Exceeding	48% of students on ELA SBAC Meeting/Exceeding	53% of students on ELA SBAC Meeting/Exceeding
Increase by 5% of students on Math SBAC Meeting/ Exceeding	27% of students on Math SBAC Meeting/Exceeding	32% of students on Math SBAC Meeting/Exceeding	37% of students on Math SBAC Meeting/Exceeding	42% of students on Math SBAC Meeting/Exceeding
Increase by 5% of scholars Meeting/ Exceeding Grade Level Lexile Band	19% of scholars Meeting/Exceeding Grade Level Lexile Band	24% of scholars Meeting/Exceeding Grade Level Lexile Band	29% of scholars Meeting/Exceeding Grade Level Lexile Band	34% of scholars Meeting/Exceeding Grade Level Lexile Band
Implementation of state standards: % of classrooms demonstrating partial or full alignment to	72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations	80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations	85% of classes engaged in partial to fully aligned CCSS lessons during 2018-19 Leadership Walk observations	90% of classes engaged in partial to fully aligned CCSS lessons during 2019-20 Leadership Walk observations

standards on Leadership Walks				
100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology
100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week
2:1 Technology to Student Ratio in K-8	2:1 Technology to Student Ratio in K-8			

Sufficient instructional materials	80% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	85% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	90% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	100% of Families/Staff/Students Believe There Are Sufficient Materials to Teach
Teacher credentials for core subjects	95% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects
Science: NGSS Implemented & Increase of 5% on CAST	6 th -8 th Grade Learning NGSS Through Amplify	4 th -8 th Grade Learning Amplify and 30% CAST Meeting/Exceeding	K-8 NGSS Implementation and 35% CAST Meeting/Exceeding	K-8 NGSS Implementation and 40% CAST Meeting/Exceeding

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement Aspire-wide TK-5 math program Implement region-wide TK-2 Foundational Skills program Intensively support teachers in their first year with classroom management Build capacity of leaders and teachers in NGSS Introduce new AIR rubric and implement process TK-8 ELA curriculum adoption and implementation (Readers' Workshop, Close Reading, and Study Sync)	Deepen TK-5 math instruction Deepen TK-5 literacy instruction Intensively support teachers in their first year with classroom management Implement NGSS instruction in grades 3-5 Full implementation of new AIR rubric Pilot culturally responsive teaching practices in new AIR rubric Aspire-wide IP roll out TBD	Deepen TK-5 math instruction Deepen TK-5 literacy instruction Intensively support teachers in their first year with classroom management Implement NGSS instruction in grades 3-5 Full implementation of new AIR rubric Pilot culturally responsive teaching practices in new AIR rubric Aspire-wide IP roll out TBD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 \$929,000 2 \$130,000 3 \$132,000 4 \$112,000 5 \$19,000 6 \$80,000 7 \$24,000 8 \$5,000 9 \$1,000	1 \$1,093,000 2 \$130,000 3 \$132,000 4 \$112,000 5 \$19,000 6 \$70,000 7 \$14,000 8 \$25,000 9 \$1,000	See 2018-19
Source	1 LCFF 2 LCFF 3 LCFF & Title I 4 LCFF 5 LCFF & Title II 6 LCFF 7 LCFF 8 LCFF 9 LCFF	1 LCFF 2 LCFF 3 LCFF & Title I 4 LCFF 5 LCFF & Title II 6 LCFF 7 LCFF 8 LCFF 9 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Principal 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Lead Stipends 6 Books and Materials 7 Travel and Conferences 8 Computers 9 Furniture	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Principal 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Lead Stipends 6 Books and Materials 7 Travel and Conferences 8 Computers 9 Furniture	See 2018-19

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.
 Unchanged

Goal 2

Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: NA

Identified Need:

The need to drive improvements with a focus on English Learners and students receiving Special Education services.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	16-17: FRL: 31.21 EL: 5.66% SPED: 5.88%	FRL: 38.21% EL: 12.66% SPED:12.88%	FRL: 45.21% EL: 19.66% SPED:19.88%	FRL: 52.21% EL: 26.66% SPED:26.88%
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL: 26.76% EL: 14.55% SPED: 0%	FRL: 33.76% EL: 21.55% SPED: 7%	FRL: 40.76% EL: 28.55% SPED: 14%	FRL: 47.76% EL: 35.55% SPED: 21%
Increase 7% of students progressing in proficiency bands on CELDT	32%	39%	Discontinued	Discontinued
Increase 7% of students reclassified as Fluent English Proficient	19%	26%	33%	40%

ELPAC	Baseline data coming summer of 2018	Baseline year	Outcome to be set once baseline data is available	Outcome to be set once baseline data is available
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA	NA
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FRL	Schoolwide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitor progress of EL scholars to drive instructional strategies through Tier 1 program Implement regional collaborative data protocol Use LLI for Tier 3 intervention & SPED instruction	Continue consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Continue to monitor progress of EL scholars to drive instructional strategies through Tier 1 program Continue to implement regional collaborative data protocol	Maintained previous years actions

	Continue to use LLI for Tier 3 intervention & SPED instruction Region-wide roll-out of EL support	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$30,000 6 \$117,000 7 \$282,000 8 Duplicate Goal 1 9 \$15,000 10 \$17,000	1 Duplicate Goal 1 2 \$50,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$160,000 6 \$282,000 7 Duplicate Goal 1 8 \$30,000 9 \$2,000	See 2018-19
Source	1 Duplicate Goal 1 2 LCFF & Title III 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 ASES 7 LCFF/Sped 8 Duplicate Goal 1 9 LCFF 10 LCFF	1 Duplicate Goal 1 2 LCFF & Title III 3 Duplicate Goal 1 4 Duplicate Goal 1 5 ASES 6 LCFF/Sped 7 Duplicate Goal 1 8 LCFF 9 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Intervention Specialist 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Sal + Benefits - Blended Learning staff 6 Sal + Benefits - After School Staff 7 Sal + Benefits - Sped Staff 8 Books and Materials	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Intervention Specialist 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean staff 5 Sal + Benefits - After School Staff 6 Sal + Benefits - Sped Staff 7 Books and Materials	See 2018-19

	9	Software	8	Software	
	10	Other Professional Services	9	Other Professional Services	

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

Unchanged goal

Goal 3

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Local Priorities: NA

Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All subgroups will achieve and maintain a 95% or above attendance rate	96.93% (15-16)	Maintain above 95% attendance	Maintain above 95% attendance	Maintain above 95% attendance
Decrease suspension rate by 25% or maintain 1% or lower	16-17: All: 7.3% suspension rate EL: 7.1% FRL: 7.5% SPED: 21.9%	All: 5.475% suspension rate EL: 5.3% FRL: 5.6% SPED: 16.4%	All: 4.1% EL: 3.9% FRL: 4.2% SPED: 12.3%	All: 3% EL: 3% FRL: 3% SPED: 9%
Decrease chronic absenteeism rate by 25% from baseline data	5.4%	All: 10.5% EL: 11% FRL: 10.9% SPED: 7.4%	All: 7.8% EL: 8.25% FRL: 8.1% SPED: 5.55%	All: 5.9% EL: 6.1% FRL: 6.1% SPED: 3%
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	96%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey	95%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better	FAIR	Maintain Fair status or better	Maintain Fair status or better	Maintain Fair status or better

Decrease dropout and expulsion rates by 25% or maintain 1% or lower	15-16 dropout and expulsion rate for ERES Academy 0%	Maintain 1% or lower	Maintain 1% or lower	Maintain 1% or lower
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

Sustain Toolbox implementation
Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices
Identify a vision for Mental Health program
Ensure efficient and effective ongoing school site operations
Develop and implement year-round enrollment plan
Ensure ongoing facilities maintenance and planning

2018-19 Actions/Services

Implement RULER as a TK-8 social emotional learning program
Sustain Toolbox implementation
Maintain Restorative Practices, Behavior Wellness Team, attendance practices
Maintain Mental Health team systems & practices
Maintain efficient and effective ongoing school site operations

2019-20 Actions/Services

Sustain RULER as a TK-8 social emotional learning program
Sustain Toolbox implementation
Maintain Restorative Practices, Behavior Wellness Team, attendance practices
Maintain Mental Health team systems & practices
Maintain efficient and effective ongoing school site operations

	Maintain year-round enrollment plan Ensure ongoing facilities maintenance and planning	Maintain year-round enrollment plan Ensure ongoing facilities maintenance and planning
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$84,000 6 \$285,000 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 \$15,000 12 \$27,000	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$84,000 6 \$285,000 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 \$10,000 12 \$30,000	See 2018-19
Source	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 LCFF 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 LCFF 12 LCFF	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 LCFF 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 LCFF 12 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Blended Learning staff 3 Sal + Benefits - Assistant Principal	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Blended Learning staff 3 Sal + Benefits - Assistant Principal	See 2018-19

	4	Sal + Benefits - Dean	4	Sal + Benefits - Dean	
	5	Sal + Benefits - Counselors	5	Sal + Benefits - Counselors	
	6	Sal + Benefits - School Operation Staff	6	Sal + Benefits - School Operation Staff	
	7	Sal + Benefits - After School Staff	7	Sal + Benefits - After School Staff	
	8	Books & Materials	8	Books & Materials	
	9	Travel and Conferences	9	Travel and Conferences	
	10	Software	10	Software	
	11	Repairs and Maintenance	11	Repairs and Maintenance	
	12	Facility Contractors	12	Facility Contractors	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$426,679

27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2017-2018 school year, \$426,679 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 intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 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 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

<u>Estimated Supplemental and Concentration Grant Funds</u>	<u>Percentage to Increase or Improve Services</u>
\$ 577,465	23.3%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2018-2019 school year, \$577,465 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 intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2018-2019 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 23.3%. This proportionality percentage will be

met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

~~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.~~

~~Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.~~

The Charter School's Mission

The Charter School's mission is to provide all students with an exceptional education that allows 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 strives to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

Student Population to be Served

The Charter School currently serves approximately 238 students in grades TK-8. A summary of historical enrollment and demographics data can be found in Appendix II.

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 50,231 students in 2017-18. Of these students, Hispanics constitutes 45.6% of the students, African Americans 24.3%, Asians 12.6%, Whites 10.1%, Filipinos 0.9%, Pacific Islanders 0.9%, and American Indians 0.2%. During the 2017-18 school year, students who spoke English as a second language made up 31.2% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of similar schools can be found in Appendix III.

The Charter School'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 The Charter School is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.

The Educated Person in the 21st Century

The Charter School recognizes that to be an Educated Person in the 21st century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

How Learning Best Occurs

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

In order to prepare students to succeed in college, The Charter School'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 informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire's schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

The Charter School's Program Design Elements

The Charter School is designed to incorporate numerous research-based and proven program elements that are innovative, thoughtfully implemented, and results driven, especially for the underserved student population of the Charter School. Aspire Public Schools addresses best practices in order to achieve the vision of College For

Certain. These best practices (described in the following sections) include the following:

1. Building school communities where students and families are connected and teachers know their students well in order to meet their individual needs.
2. Providing more learning time per day and per year in order to maximize learning time and address all elements of the Common Core State Standards. This includes increased time for core subjects.
3. Instructional Design which is Common Core aligned and which uses strategies, curriculum, and materials that ensure that student learning is personalized, monitored frequently, and leads to the wide ranging skills for 21st Century Learners.
4. Instructional program based on the Instructional Pyramid (see below) so that all areas of well-aligned content areas (ELA, Math, Science, etc.) are addressed: Vision, College Ready Metrics, Student Habits and Competencies, Standards, Teacher and Leader Practices/Development, Content and Curriculum, Assessment Model, Data System, and Multi- Tiered Support System.
5. Social Emotional Learning and Culturally Responsive Teaching in order to powerfully support our students' social and emotional development and academic engagement to be caring and productive citizens.

Community

Aspire Public Schools 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 is between 300 and 600 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 30:1 ratio in grades four through twelve.
- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. These groups do special projects, have extra time for pleasure reading, and participate in activities related to social emotional learning. 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 multiple years, sometimes through graduation, and provides a support structure for students.

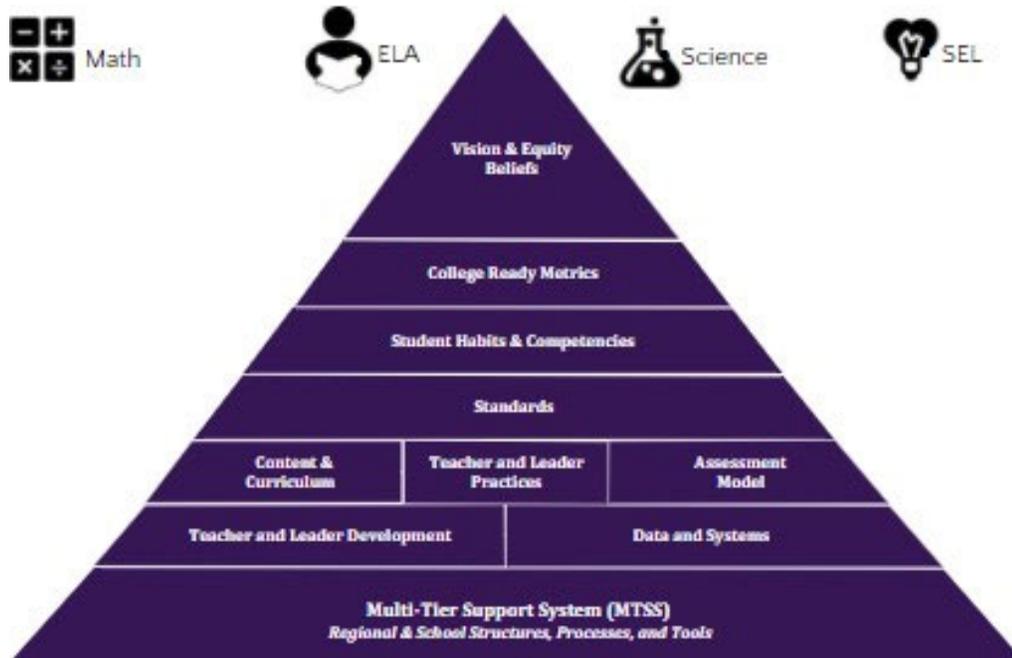
Learning Time

The Charter School 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. The Charter School has, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix IV.
- *Longer School Year:* The Charter School provides approximately 180-185 days of instruction, which is more than most traditional public schools. Often there is additional instruction holiday breaks. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix V.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

Instructional Design

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. The Charter School's Instructional Methods for math, English Language Arts, science and history provide guidance for 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 Student Learning Rubric. The Charter School's instructional methods are periodically revised to reflect what is being learned through implementation of the CCSS and the evolution of Aspire's instructional program. (See Aspire Instructional Program Pyramid below)



The Charter School's Assessment framework can be found on Appendix VI.

Teaching Methods

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.
- *Multiple Lesson Types/Approaches 6-8 Math*: The 6th grade math instructional program allows for different types of lesson delivery and engagement. Lesson structures range from Modeling to Socratic in addition to Exploratory and Problem Set/Practice lessons. The multiple models allow students to be challenged and engaged through different methods and structures.
- *Close Reading with Text-Dependent Questions*: Supported access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.

- *Student-to-Student Discourse*: Daily opportunities for students to engage in protocols that support academic discourse among peers to push thinking about text to a deeper level. Protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.
- *Building Academic Vocabulary*: Regular, ongoing opportunities for scholars to strengthen Tier 2 vocabulary. Protocols to support include: Frayer Model, Semantic Webbing, SVES, Vocabulary Squares, and Contextual Redefinition.
- *Problem Solving*: this method provides students with a step-by-step process for determining the solution.
- *Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives. Culturally Responsive Teaching (CRT) and Culturally Relative Pedagogy (CRP) are two tenants of the The Charter School's program. Guiding the approach of the Charter School, is the seminal work of Zaretta Hammond, CRT and the Brain. The Charter School uses the Ready for Rigor framework which encompasses four key approach: Awareness, or awareness of self, the backgrounds of students of color and the larger societal and cultural context; Learning Partnerships, or the intentional building of trusting, mutually respectful relationships with students as a foundation for rigorous and challenging learning; Information Processing, or intentionally taught techniques for grappling with rigorous and challenging text and content; and Community of Learners, or the building of an intentional, safe, collaborative learning community within the classroom. The Charter School's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom. As an organization when we adopted units of study for CCSS we replaced texts to be more diverse and appealing to a broader demographic. The Charter School emphasizes a wide range of books available in classroom libraries which are reflective of diverse perspectives and include a diversity of heroes, historical figures and authors that are intentionally reflective of the communities we serve. The Charter School provides opportunities for students to learn from mentors and heroes, local, national and global, and from a variety of backgrounds to further inspire learning and achievement. Further, The Charter School has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' schools.

To measure our effectiveness in meeting the needs of our diverse students, the Charter School disaggregates achievement data for the subgroups served and determine if our practices are effective for each group based on their outcomes in a quarterly data cycle to

enable adjustments to supports and instruction at multiple points during the school year. The Charter School uses this data to plan and adjust instruction.

- *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. The Charter School utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also pull small groups of students to the U-Table for additional support in math or reading when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to pull or work with small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during or after school for targeted interventions based on need. Finally, both students identified with IEPs or those with severe academic gaps may work on modified assignments to fill gaps with the Intervention Specialist and/or Education Specialist.
- *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. There are a variety of local assessments used for diagnostic purposes. STAR REN is an online reading assessment done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. Zearn and the Aspire Math Interim Assessments are generated to monitor progress on the Eureka math curriculum. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally the ELPAC will be used to assess English Language Learners to determine their annual English Language Development progress and prioritize interventions.
- *Authentic experiences:* In the early elementary grades at The Charter School, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at The Charter School, students focus on "reading to learn," through reciprocal teaching, close reading, literature circles, socratic seminar and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on science experiments and by interacting with others on understanding and problem solving around community issues.

Curriculum

The Charter School uses a combination of adopted programs and curriculum developed in-house to meet The Charter School's 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. The Charter School Elementary ELA program is designed to reflect the ELA Common Core State Standards, specifically:

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

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

The primary phonics resource in TK-5 literacy instruction is the Open Court Reading green section materials. Writing may be supplemented with vocabulary and instruction based on the Units of Study. In addition, Aspire Oakland elementary schools also use the SEEDS early literacy curriculum in TK.

1. Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts
2. Nonfiction & Informational Text: A heavy focus on nonfiction, with informational texts used routinely to increase reading comprehension
3. Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences
4. Content literacy: Development of literacy skills across all content domains
5. Vocabulary: Focus on both general academic vocabulary and domain-specific vocabulary, especial for English Learners
6. Independent reading: Opportunities for choice and time to become lifelong lovers of reading
7. Reading, writing, speaking and listening skills- Integrating all lessons to teach, practice, and reinforce all four communication skills

To ensure students are growing in their ability to access complex texts and develop a personal reader identity, scholars are also provided an additional Academic Literacy Block. During this block, students in Tier 1 work to build stamina through reading diverse, choice texts at their independent or instructional reading level. Tier 3 students, who struggle the most with access to grade level texts, are supported with a Leveled Literacy Intervention

(LLI) program to specifically address literacy gaps, build reading strategies, and support reading confidence.

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.

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

Throughout the K-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.

- *Aspire Math Vision:* The Charter School’s Math Program is guided by the following Vision: *All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and career, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.*

The program is designed to reflect the Math Common Core State Standards, specifically:

- Shifting from mile-wide, inch-deep curriculum: Deep understanding of the most critical key topics at each grade level
- Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels
- Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency
- Foster reasoning and sense-making in mathematics: Critical-thinking and problem-solving skills students need to be successful 21st century thinkers

With these design elements in mind, teachers choose math materials and plan with the following guidance on the standards:

1. Focus and coherence: Key topics at each grade level and coherent progressions across grade levels
2. Balance of concepts and skills: Required both conceptual understanding and procedural fluency
3. Mathematical practices: Reasoning and sense-making in mathematics are fostered consistently
4. College and career readiness: Progression of rigorous skills building at every grade level

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

A key tool in mathematics instruction is the CCSS-based software program Illuminate. Illuminate creates, scores and reports CCSS-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Illuminate reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction. Aspire also plans to administer the Smarter Balanced Assessment Consortium Interim Assessments.

Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

The Charter School math classroom is marked by a focus on the Standards for Mathematical Practice and the Standards by Domain with a balanced approach provides both the conceptual understanding of math and the skills to solve problems. The Charter School has intensive math time in the daily schedule, and teachers weave the Eureka Math Program (grades TK-8), and CPM or CorePlus (grades 9-12), which is powerfully aligned with CCSS, into other content areas.

- Science: Through the implementation of the Next Generation Science Standards (NGSS) students demonstrate understanding of 3 dimensional learning in their investigations, analysis, and argumentation as they explain relevant scientific phenomena. Students use the science and engineering practices and cross-cutting concepts to fully develop their understanding of disciplinary core ideas. All students apply conceptual understanding of physical science, life science, and Earth and Space sciences to understand their world around them. Aspire uses the Amplify curriculum to strategically support all students in grades 6-8 aligned to the California Preferred Integrated Model instructional sequence. In grades 9-12, Aspire uses a variety of curricular materials to support courses that dive deeper into the individual disciplines of biology, chemistry, physics, and engineering including Living By Chemistry, BSCS Biology: A Human Approach, Mosa Mack Science, and Holt Physics. All teachers use the 5E instructional model for inquiry-based

science to ensure that students are learning the content of science through the authentic practice of science. Curriculum is also supplemented with local scientific resources including Newsela, Science, KQED Science, Discover Science, other science education journals, field trips, guest speakers, and presentations.

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

- *Social Emotional Learning (SEL):*

Aspire Social and Emotional Learning Vision Statement

The Charter School is committed to **supporting our students' social and emotional development** to be caring and productive citizens. We engage in **culturally responsive and equitable practices** in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

SEL competencies are taught throughout the school day and during the advisory block that features the use of circles for relationship and group identity building as well as for restoration of community. RULER curriculum is being implemented this year with the purpose of developing self-awareness, empathy, and strategies for managing emotions and conflict. In addition, smaller groups are organized for 6-8 week blocks to support students with more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.

- *Visual and Performing Arts:* Appreciation and participation in the fine and performing arts are essential to each student's development. Emphasizing creativity and self-expression, the arts are integrated into the instructional program in order to inspire students, help concepts and information come to life, support multiple intelligences and experiential learning, and ensure cultural literacy. Visiting artists, field trips, after school classes, parent docents, and partnerships with arts-focused organizations like Inner City Arts also provide important programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.
- *Health:* Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies Health instruction follows the California Health Framework

and the California Healthy Youth Act which requires sexual health education in middle and high school. Data from internal surveys and other sources will inform additional needed interventions.

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

Interventions and Enrichment

The Charter School instructional program is designed with the understanding that not all students learn at the same pace in the same way; therefore,, all available data drives the teacher's response to the individual student's learning needs. The Response to Intervention Program is used at the Charter School, in order to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade level standards. The most important element of RtI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows.

- **Tier 1** is at the classroom instruction level, ensuring that teachers are differentiating the instruction in order to understand each student's strengths and weaknesses. This could mean individual assistance, small group review, and personalized courseware experiences.
- **Tier 2** adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant.
- **Tier 3** interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches.

All teachers at the Charter School receive professional development on intervention strategies, especially those tailored to the specific needs of English Learners or students of underserved populations. The tiered approach to intervention moves quickly and must be efficient enough to give students the support they need and deserve just in time. If Tier 3 assistance is still unsuccessful, the teacher works with the Principal and Leadership Team to move forward with the SST process to determine next steps

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, ELPAC and Physical Fitness Test)¹;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. STAR Renaissance Reading Assessment, Fountas and Pinnell reading benchmarks and running records)
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, Performance Tasks);
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at the Charter School will be their Rites of Passage Experiences (ROPES) Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.

Technology as a Tool

At The Charter School , technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school in the Aspire network 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

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

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

Technology is also used as a tool to provide students with additional opportunities for individualized learning at The Charter School. To best reach students, Aspire believes in classroom structures that enable small group and one-on-one instruction. 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 within their zone of proximal development 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, the Charter School has been leveraging blended learning in both its ELA and math blocks for several years. This instructional model combines teacher-led small group instruction with digital learning and interdisciplinary units. Students will follow individualized learning paths on computers as part of their core instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills.

Support for all Students

Effective Teachers and Education Specialists

At the center of the educational program are the teachers and Education Specialists. The faculty will consist of well-prepared and certified teachers and Education Specialists. 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 ongoing 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. The focus of teacher collaboration, which includes Education Specialist, is to engage the instructional cycle which includes analyzing data to understand student learning, internalizing 6-8 week modules and units with a standards lens to gain a wider understanding of overall learning goals, internalization of weekly lessons with a standards focus, and teach backs which empower teachers to practice instructional delivery and get feedback before engaging with students. Finally, The Charter School invests deeply in low ratios for instructional and management coaching, ensuring that every teacher and Education Specialist is observed and has a coaching debrief at least once every two weeks.

Support for English Learners

Overview

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

- Opportunity for ELs to receive instruction that produces high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning is implemented in a culturally relevant manner;

The Charter School meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, 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 implements 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.

The Charter School administers the English Language Proficiency Assessment for California (ELPAC). 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 VII.

Home Language Survey

The School administers the home language survey upon a student's initial enrollment into the School (on registration forms). Students in the country less than twelve months are 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.

ELPAC Testing

All students who indicate that their home language is a language other than English will go through the following:

- the student is given the English Language Proficiency Assessment for California (ELPAC) or the current California language assessment and tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

- Aspire notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal. The sample report below guides the placement and instruction of all English Learners, as well as inform professional development for all staff.

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/ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Assessment of students' independent reading level as compared to grade level Lexile expectations using the STAR Reading assessment in conjunction with the Fountas and Pinnell Reading Benchmark.

Strategies for English Learner Instruction and Intervention

To meet the needs of English learners, Aspire has adopted curricula with embedded supports to target English Language Learner needs and added an intensive literacy intervention (LLI) to target EL reading skills. Specifically, strategies in these resources include:

- Integrated strategies to ensure comprehensible input within the Lucy Calkins Units of Study
- Strategies for honoring and building upon student's prior knowledge as a key lever for literacy growth
- Daily opportunities for structured oral language practice
- Differentiated tools for supporting ELLs in accessing complex academic concepts and strategies

All teachers will be given professional development to ensure curricular resources for all ELLs is aligned to grade-level standards in all content areas. Teachers will also be provided context and support for utilizing the ELA/ELD Framework to support integrated ELD instruction.

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 interim assessments.

In the beginning of the year, a student data tracker is used to identify levels and multi-year trends in progress for English Language Learners. The student data tracker is used to identify English Learners for targeted instruction during the intervention blocks. Special attention in planning interventions is given to English Learners who are not making expected progress. All interventions are monitored and progress is tracked to either move students into new levels or out of intervention services.

Monitoring and Evaluation of Program Effectiveness

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

- Monitoring student literacy growth through quarterly STAR Reading Assessments and F&P Benchmarks
- Regular and ongoing Running Record assessments embedded into the Leveled Literacy Intervention for struggling readers
- Early Reading Diagnostic assessment, four times a year, to progress monitor foundational literacy skills with specific EL foci in grades K-2
- Additional progress monitoring of TK EL scholars with IGDI (Individual Growth and Development Indicators assessment) to gauge vocabulary acquisition

- Summative ELPAC data analysis (first round of data in Fall 2018) with paired appropriate ELD instructional strategies targeting specific needs
- ELAC meetings and activities to involve families and school staff in monitoring EL instruction, experiences, and data

Redesignation Procedures & Reclassification (Exit) Criteria

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

<u>State Criteria</u>	<u>'18-'19 Aspire Policy</u>
Assessment of English Language Proficiency	Using ELPAC: 1. Overall score of Level 3 (or higher) 2. Oral Language score and Written Language score of Level 3 (or higher)
Teacher Evaluation	Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	Scored at or above on <u>one</u> of the following academic indicators: 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. One level below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. Below Grade Level on STAR Ren (Grades 2-12) or lexile of -104 for K and 1

After receiving the ELPAC results each year, the Data & Assessment team at Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation.

After a student is redesignated to RFEP, 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 reclassified students. Reclassified students must be monitored for continued progress for 4 years.

Assessment of English Learners with Disabilities

Students with disabilities participate in the state assessments for English Language proficiency as determined by their IEP team. IEP teams consider whether a student requires accommodations to participate in the statewide assessment, and specify which accommodations the student needs. If the team determines the statewide assessment is not appropriate for the student based on their individual needs and disability, the student participates in an alternate assessment to assess their English language proficiency. IEP teams use the participation criteria for alternate assessments provided by the California Department of Education to guide their decision making for participation in alternate assessments for individual students.

Reclassifying English Learners with Disabilities

A student with a disability may be reclassified as English proficient according to criteria for students with disabilities. If an IEP team identifies that an alternate assessment is appropriate for a student, their performance on the alternate assessment is used as a measure of their English language proficiency in place of the statewide assessment to determine reclassification. IEP teams, which include the parent, determine whether a student has met the criteria for

reclassification as identified by the LEA, with consideration of alternate assessments as a means to determine language proficiency and basic skills.

<u>State Criteria</u>	<u>'18-'19 Aspire Policy</u>
Assessment of English Language Proficiency (ELPAC Test Results)	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)</p>
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. Two levels below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. STAR Ren level at the average of an English Only student with a similar disability 5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)

For Students with Disabilities on Alternate Curriculum

<p><u>State Criteria</u></p>	<p><u>'17-'18 and '18-'19 Aspire Policy (no change)</u></p>
<p>Assessment of English Language Proficiency</p>	<p>VCCALPS assessment with a score of 49 or above</p>
<p>Teacher Evaluation</p>	<p>Education Specialist agrees the student should be reclassified based on evidence of academic performance</p>
<p>Parent Opinion and Consultation</p>	<p>Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified</p>
<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT)</p>

Student Achievement Goals

1. Academic Achievement – English Learners show evidence of academic achievement at the same rate or higher as measured by performance tasks, Star Ren, ICA Assessments, Eureka Math Interims for K-8, and the California Common Core State Standards Assessment (SBAC). Each school’s individual charter and LCAP provide specific growth targets.
2. Reclassifying English learners - All English Learners who meet established criteria are reclassified. There is 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 state required conditions for reclassifying are as follows:
 - a. Students meet the ELPAC criterion, scoring at the Early Advanced or Advanced level on the ELPAC without any subtest scores below the Intermediate level
 - b. Students meet district set Academic Criteria
 - c. Teacher recommends reclassification based on classroom evidence of academic performance
 - d. Notification of parents of student status and right to be involved in the reclassification process

Strategies and Support

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 each 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. By having a common understanding of students’ needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child. The Charter School provides professional development in the ELD standards and in aligned strategies for delivering instruction and modifying instruction to respond to the needs of English Learners.

The tenets of the program include these guiding principles:

- The priority for instruction is language learning and exploration.
 - In TK-5th grades, teachers incorporate integrated English Learner supports and instructional strategies from our Reading and Writing Workshop curricula. These strategies are identified based on trends from multiple sources of data and incorporated into unit and lesson planning.
 - 6-8th grade teachers have integrated and designated ELD supports embedded within the ELA curriculum - StudySync. Supports provided include ELD-framework aligned scaffolding and instruction aligned to the CA ELD Standards.
 - TK-2nd grade teachers utilize integrated ELD instructional supports during foundational skills teaching, which support all learners and provide additional scaffolds and practice for English Learners
 - All classrooms TK-8, engaged in structured academic discourse in all content areas, with appropriate scaffolds (such as pictures, vocabulary previewing, sentence stems, strategic partnerships) based on students needs
- Using our RtI program, students are grouped by proficiency level, as determined by multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, F&P, SBAC) along with oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- The school English Learner Advisory Council (ELAC) helps to review EL supports and provides feedback on additional needs.

Students Achieving Below Grade Level

The Charter School sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one setting or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention services are grounded in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

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

Assessment	Criteria For Additional Intervention
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Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Standard Not Met or Approaching the Standard
Placement Reading Diagnostic (PRD)	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Not Met or Nearly Met the Standard
STAR Reading Assessment	Below grade level
Fountas and Pinnell	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any
ELD Screener	

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Not Met or Nearly Met the Standard
Fountas and Pinnell	Below grade level
Parent Recommendation	Any

Teacher Recommendation	Any
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The Charter School 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 of weekly review of student progress, 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, which is initiated by the teacher and then overseen by a group of teachers that makes up the RtI team, guides decision-making about the intervention’s success and student’s next step.

The Charter School 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. The Charter School 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.

Socio-Economically Disadvantaged / Low Income Students

The Charter School seeks to serve students who are socio-economically disadvantaged and low income, so the school was designed to create small communities where students are known well. By having a small school and small classes our students and their individual needs are known well. Socio-Economically Disadvantaged students are typically identified by qualification for Free or Reduced Price Meals. Qualification for this program is monitored on an annual basis.

Our instructional program across Aspire Public Schools is designed with the intention of serving students from traditionally underserved populations and many of our curriculum and instructional decisions focus on meeting the needs of struggling learners to advance them to grade level standards so that they are college and career ready. We do not require any specific parent support, and take ownership to provide any needed materials; however, our hope is to involve and engage families along their child’s educational journey.

The needs of individual students or groups of these students would be identified and discussed at grade level Cycles of Inquiry and the school-wide RtI team. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the Common Core grade level standards. They along with the leadership team analyze data by all 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. The RtI lead or the classroom teacher would be responsible for making sure supports were implemented. At a minimum, supports include:

- Social emotional counseling during school

- Additional academic help during school and after school
- Involvement of the parent/guardian
- Enrichment after school
- Connections with community agencies made by our Regional Student Support Coordinator for families and students

In addition, Aspire Public Schools' Data team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their socio-economically disadvantaged/low income students' achievement on SBAC, ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students.

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.

The Charter School identifies our highest achieving student through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students' Lexile level on the STAR REN are used as a metric, and finally GPA is an additional factor for consideration. Similar to how struggling students are given differentiated work, small groups and adapted projects work and tasks are similarly adapted for the highest students as well. There are occasions where students will move up to a higher grade level for a subject or move up altogether but these instances are rare. College coursework for high school students is based on GPA and achievement scores. Student may be placed in zero, one or two college courses per semester based on their achievement. The highest achieving students are able to graduate from high school with their Associates Degree from a community college (60 units).

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. 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 aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Support for Students with Disabilities *Overview*

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

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

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

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

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section 504 of the Rehabilitation Act

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

In instances where a student may be eligible for 504 protections, a 504 team will be assembled by the Principal and encourage participation of 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 that 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 which may indicate 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, will receive relevant portions 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 the student 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 VIII.

Services for Students under the IDEIA

In accordance with state and federal law, each student eligible under IDEIA will be provided a free appropriate education in the least restrictive environment. No student shall be

denied admission to The Charter School because the student is in need of special education services. The Charter School 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 extracurricular activities the same as their non-disabled peers. The Charter School aims to serve a proportional number of students with mild, moderate and severe disabilities relative to local, state and national averages. Recent innovations include revising the use of the learning center to provide more strategic and coordinated supports for students with moderate/severe mental health needs and revising the staffing model to provide higher quality instructional for students with significant cognitive disabilities.

The Charter School's special education program is characterized by integrated services which will support students with special education needs. The decisions regarding specialized academic instruction and related services that individual students 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). The IEP Teams must also include an Administrator, General Education Teacher and Education Specialist. When appropriate/relevant, the IEP team also includes related service providers.

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 supports and services 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 social/emotional/behavioral goals in the least restrictive environment.

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

The Charter School'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 differentiating instruction for all students or providing appropriate interventions include:

- Smarter Balance Assessment Consortium assessments
- ELPAC
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

Child Find

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections 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 or 504 services. The Student Success Teams addresses student needs and initiate the referral process, if appropriate, for special education or other services.

If a student is eligible for 504 supports their services will be provided as determined in their 504 plan. As discussed above, the 504 plan is created through a multi-disciplinary team approach that includes parents and students (when appropriate).

For the purposes of special education, The Charter School shall assume responsibility for the provision of services and meeting all local, state and Federal requirements of IDEIA. If needed, the special education resources, services, fees or requirements will be defined in the Memorandum of Understanding (MOU) between the District and the Charter.

LEA Assurances

The Charter School makes the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once

every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the Charter SELPA and/or CDE. The Aspire Director of Special Education will involve The Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEIA 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 on best practices that support the specialized learning needs of students with disabilities in the least restrictive environment. 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 SELPA, and other organizations with researched based practices that support students with disabilities.

A Typical Day

Morning community building: Breakfast is served in University Hall from 7:30 AM to 7:55 AM. At 7:55 AM, teachers walk outside to meet their classes. Breakfasting scholars are led out to the upper courtyard, as well. Starting at 8:00 AM, scholars and families join us in the upper courtyard for morning announcements, movement, social-emotional learning rituals, school cheers, and celebrations. Celebrations vary according to the day of the week:

- Movement/Mindful Mondays
- Thankful Tuesdays
- We-share Wednesdays
- Team Thursdays
- Town Hall Fridays

Fridays are the day of our weekly Town Hall, where scholars receive individual awards for Social-Emotional Learning, Art/PE, and Most Improved in Academics are recognized. We shout out birthdays, play a minute-to-win-it game, and sing a Flashback Friday song.

Following our morning ritual, scholars walk to their classrooms with their teachers and receive an individual greeting as they enter the room for quiet morning work. Students spend their first minutes with Do Nows and then transition to a class morning circle. Every morning, each student has an opportunity to share something about themselves and the class does an activity together that increases the feeling of belonging. This is also a time when scholars may receive explicit SEL instruction through the RULER curriculum.

Reader's and Writer's Workshop: One of the most important times of the day as an ERES elementary scholar is Reader's Workshop. During this time, the teacher teaches a brief lesson to scholars modeling and engaging them in a standards aligned teaching point. Scholars are then charged with trying out the teaching point while reading their own "just right" books. While scholars read, the teacher meets with individual students and small groups. This hour of the day is tailored to each and every student and focuses heavily on building a reading life. Scholars come to love reading at this time because they have choice, get to read accessible text, and get the support of their teacher.

Scholars experience this exact same lesson format in writing. Writing time is particularly special because students get to use their imagination or nonfiction topics they researched to create their writing pieces. Because scholars get choice in their writing and coaching from their teacher, this is a time when students can feel empowered and let their creativity shine through.

Scholars also experience the opportunity to closely read grade level, complex text through a Close Reading supplement. Close Reading lesson span multiple days, giving scholars the opportunity to support to gain increasing independence in deepening and clarifying meaning of difficult texts.

Art, PE, and other enrichment: Everyday, elementary scholars participate in Art or PE. After a short lesson in art class to learn key vocabulary, mediums, and strategies—often through artist study,—scholars spend most of the time creating. Scholars can be known to engage in a range of mediums from clay to pastel to paint. In PE, scholars start by watching a short motivational clip and getting quick instruction in the classroom and then getting out on the playground or court for some real time coaching. In addition to learning skills for sports like ultimate Soccer and basketball, PE has a large focus on sportsmanship and how to play games for fun. In addition to Art and PE, middle school scholars have the opportunity to expand their horizons by experiencing learning in cooking, publishing arts (Year Book), and crafts. While scholars are learning in fun and creative ways with teachers who specialize in these content areas, their regular classroom teachers are involved in collaborative instructional planning and preparation.

Recess: Recess at ERES is a time of choice and fun. All scholars are encouraged by campus monitors and teachers to get a lot of exercise. They play games like basketball, soccer, and jump rope. For competitive games like basketball, scholars are engaged in the creation of ERES behavior agreements and expectations which helps scholars meet the expectations of each game and allows all scholars to participate positively. Be safe, Be respectful, Be responsible.

During recess, our Dean of Culture may be hosting a restorative circle with a group of students to empower them to share their feelings, reflections and needs in learning and healing from a conflict. You would see students seated in a circle, speaking and sharing directly with each other and making requests to one another as a part of developing their social awareness, empathy and conflict resolution capacities.

Math: Scholars start math with highly engaging and fun counting and fact fluency sprints. Through this process, they are building proficiency with math fact families, number patterns, and place value. This is a short but powerful time of the day. Scholars then transition into working on a challenging word problem that helps them put the objective of the day into real-life context. Then scholars engage in the meat of the Eureka math lesson focused on building conceptual understanding of key standards in each topic. Each day, scholars complete an exit ticket so their teacher can understand student progress in the lesson and adjust instruction for the next day.

Blended Learning: Additionally, we are a blended learning school and students are developing as technically literate citizens. Tk-8 students have the opportunity to build their technical literacy and to self-pace through personalized on-instruction through our online curricula in reading, writing, math, and science. For example, during the school day you may view 1st grade students practicing Common Core grade level math on Zearn, 5th graders typing their informational reports on Google classroom, and 8th graders listening to an audio text and annotating on StudySync. During this time, the teacher leverages the benefits of computer based instruction where students independently engage in individualized learning, by pulling guided groups for reading or math.

For dismissal, all TK-5 scholars gather on the “Beach” under the roof, while middle school scholars gather on Upper Courtyard. Dismissal occurs between 3:25 and 3:40 PM.

After School or Expanded Learning Program (ELP): More than one third of ERES scholars participate in our after school program. At 3:25 they enjoy a snack in University Hall (cafeteria) while socializing with friends and their ELP teachers. Monday through Thursday, scholars spend 3:25-6:00 pm in ELP and on Fridays from 12:00-6:00 pm completing homework, participating in afternoon meetings, learning science, doing choice time, and drama in the enrichment block.

Element 2 (Measurable Pupil Outcomes) and Element 3 (Method of Measuring Pupil Outcomes)

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) 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. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- 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.

Element 2

~~“The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)~~

~~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 numerically significant subgroups 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 numerically significant subgroups 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:~~

Measurable Pupil Outcomes	Instrument	Target	Progress 2014-15
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate	14-15 ADA: 96.0% Analysis: Met. A focus on attendance is a priority and will continue to be one for our school.
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment MATH	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 – 5% point growth Year 5 – 5% point growth	14-15 SBAC Math % Met/Exceed: 22% Analysis: Baseline data
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 – 5% point growth Year 5 – 5% point growth	14-15 SBAC ELA % Met/Exceed: 23% Analysis: Baseline data
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 4 1 – 16 2 – 28 3 – 38	14-15 increase by 5 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points	DRA Fall 2014 Results in Percent: K-no new data 1st- 56% (13 students) 2nd- no data 3rd- 41% (24 students)

	4 – 40 5 – 50		4th- 8% (2 students) 5th- 50% (13 students) Spring 2015 %At/Above: Overall: 36% K: 69% 1st Grade: 50% 2nd Grade: 33% 3rd Grade: 23% 4th Grade: 33% 5th Grade: 34% Analysis: Baseline data. Goal not met. To address this area of need we put greater emphasis on 1:1 reading conferences and guided reading. Updated data no longer available as the DRA assessment is no longer used to measure reading proficiency.
Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot	Percent at 3 or 4	14-15 increase by 5 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points	Baseline data. 14-15 Spring Proficiency Rate - 38.3% Analysis: Writing Snapshot no longer used as a measure
Annual Basis: Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher	Percent at 90%	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points	Baseline data. 14-15 Spring % Proficient - 7.7% Analysis: 5th Grade Math Basic Skills Test no longer being used as a measure
Annual Basis: 90% of families are satisfied: My child is getting a good education at this school	Annual Survey	10% growth per year until reaching 90% or higher	Baseline data. The annual survey for 2013-2014 was 98% 14-15 Percent Positive: 95.5% Analysis: Met. ERES families have confidence and trust in our school to provide a good education for their students.
Annual Basis: All students with an IEP receive 100% of their required service minutes	Annual Meeting Data	Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached	6/17 or 35% of students at ERES Academy received 100% of their services in 2013/2014. All students who did not receive 100% of their service minutes received at least 80% of these minutes. Students who were owed service minutes in

			<p>2013/14 are being provided compensatory services in the 2014/2015 school year.</p> <p>Analysis: To ensure that service minutes are met, we increased the number of full time Ed Specialists, service providers, and Independence Facilitators. This has significantly increased since the 2014-2015 school year.</p>
<p>Annual Basis: Increase percentage of students becoming reclassified English Language Proficient as measured by CELDT</p>	<p>Annual RFEP Data</p>	<p>14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points</p>	<p>6 students were reclassified</p> <p>Analysis: Baseline data. In 16-17 adopted reading intervention curriculum and 18-19 professional development is focused on ELD strategies and standards.</p>

NEW COLLECTIVE MPO TARGETS					
<p>MPO 1-2: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the ELA portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.</p>					
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	35	29	31.3	27.9
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					

Hispanic or Latino	3	35	29	29.8	28.3
Black or African American					
White					
Two or More Races					
English Learners	2	10	4	5.7	5.3
Economically Disadvantaged	3	34	28	31.2	25.9
Students in Foster Care					
Students with Disabilities			0.0	5.9	0.0

Analysis:

MPO 1-2 goal met schoolwide and for all subgroups of students for 2016-2017. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers, and number of new students to school contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for this school year.

MPO 3-4: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the Math portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.

Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	34	27	26.9	20.7

American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	3	34	25	25.9	20.6
Black or African American					
White					
Two or More Races					
English Learners	2	15	7	14.6	8.3
Economically Disadvantaged	3	33	26	26.8	19.6
Students in Foster Care					
Students with Disabilities			0.0	0.0	0.0

Analysis:

MPO 3-4 goal not met. In 2016-2017 only met for English Learner subgroup. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers and new students contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for the 18-19 school year.

MPO 5-6: Each year, schoolwide and for each numerically significant student subgroup, [Amount 1] percent of students will increase [Amount 2] on the [ELA/Reading Assessment] or achieve proficiency.

Numbers below represent the % of students in January 16-17 that either increased a proficiency level (compared to their 15-16 spring scores) or scored at/above grade level in 16-17. Students had to have tested in both years. The DRA is used for 15-16 and F&P is used for 16-17, as those were the tests administered.

ELA/Reading Assessment		Developmental Reading Assessment (DRA)			
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	70	one year	62	50.0	57.1
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	70	one year	61	48.6	57.1
Black or African					
White					
Two or More Races					
English Learners	65	one year	41	28.9	57.9

Economically Disadvantaged	70	one year	61	50.7	60.0
Students in Foster Care					
Students with Disabilities					
<p>Analysis: MPO 5-6 goal difficult to analyze because different assessments were used each year and in different grade levels. There will be a continued focus on literacy and standards-aligned instruction so as to improve proficiency levels of all students.</p>					
MPO 7: Each year, [Amount] percent of ELs will improve one overall proficiency level on CELDT.					
			2015-2016	2016-2017	2017-2018
SCHOOLWIDE	50		23	59	N/A (ELPAC transition)
<p>Analysis: MPO 7 goal met in 2016-2017. Since then, we have transitioned to the ELPAC. We are learning more about how best to utilize the ELPAC data to drive instruction for our EL students.</p>					
MPO 8-9: Each year, schoolwide and for each numerically significant student subgroup, have less than [Amount] percent of students absent more than 10% of the school days (chronic absence).			2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3.9		5.4	5.6	11
American Indian or Alaska Native					
Asian					

Native Hawaiian or Pacific Islander				
Filipino				
Hispanic or Latino	3	5.2	5.1	8.5
Black or African American				
White				
Two or More Races				
English Learners	3.1	5	5.6	9.9
Economically Disadvantaged	3.1	5.7	6.1	11.3
Students in Foster Care				
Students with Disabilities				
<p>Analysis: MPO 8-9 goal met for Latino and English Learner students, but not for economically disadvantaged students or school-wide. We have seen an increase in students leave the area and commute to the school from locations much farther away due to the changing economic climate of the Bay Area. We are working closely with families to change this outcome and are analyzing and intervening in chronic absenteeism data on a biweekly basis.</p>				
MPO 10: Each year, at least [Amount] percent of students and families positively rate school safety.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	90			
Student Survey Question	I feel safe at this school	no data-not included in survey	83.06	82.9% (Only asked on Grades 1-2 survey this year)
Family Survey Question	I feel like the school provides a safe environment for my child	no data-not included in survey	83.06	77.6%

Analysis:

MPO 10 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.

MPO 11: Each year, at least [Amount] percent of students and families positively rate academic instruction.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	92			
Student Survey Question	When students don't understand something, my teacher explains it another way so they will understand. (*Q's differ by grade level)	Students: 87	Students: 82.64	70.9% (Questions were "When something is hard does your teacher help your class understand?" for Gr 1-2 and "How often does this teacher take time to make sure you understand the material?" for Gr 3 - 12. I think this differs from last year)
Family Survey Question	My Child is getting a good education with their teacher.	Families: 99	Families: 96.05	Question not asked on 17-18 survey. Potential replacement - "I would recommend my school to others": 83.3%

Analysis:

MPO 11 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.

MPO 12: Each year, at least [Amount] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	75			
Student Survey Question	My voice is heard and valued at my school - Student: " Does your teacher listen to you when it is your turn to talk in class?"	Students: 90	Students: 82.05	Question not asked on 17-18 survey. Possible replacement - "Does your teacher ask you questions about what you are learning?" for Gr. 1-2 and "How often does this teacher make you explain your answers?" for Gr 3- 12: 53.4%
Family Survey Question	I am encouraged to share my opinion and feedback in the school decision process - Family: "I feel comfortable discussing my child's needs with their teacher and/or other school staff"	Families: 94	Families: 92.7	Question not asked on 17-18 survey. "I am encouraged to share my opinion and feedback in the school decision

				making process.”: 67.3%
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Analysis:

MPO 12 goal likely met, though survey questions changed year to year. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been highly positive.

~~By July 1, 2015, and annually thereafter: The Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 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 Public Schools 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 Public Schools’s educational program is designed to help all of its students to develop the following measurable pupil outcomes:

To establish a foundation for success, Aspire Public Schools 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.

Aspire Public Schools 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). Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, The Charter School shall demonstrate student mastery of state standards.

Element 3

~~“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)~~

~~Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) 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 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.~~

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

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; and

- The District will receive data on student achievement through School reports and/or presentations.

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

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

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

Throughout the school year, the health of The Charter School is monitored with a suite of internal school health dashboards. These tools allow Aspire’s Executive Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Executive 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: SBAC and interim assessment scores, course grades, behavior, and internal benchmark scores;
- Student discipline: Chronic absenteeism, suspensions, student retention
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial and Enrollment: actual versus budget and forecast; average daily attendance, and enrollment.

K-2 Assessment and Monitoring

Since grades K-2 are not assessed on the CAASPP, Aspire has created a standards-based report card (see descriptors below), to be used in concert with internal ongoing formative assessments by the Charter School to evaluate and monitor the progress of all primary students.

PERFORMANCE LEVEL DESCRIPTORS

- Below the grade level standard 1
- Approaching the grade level standard 2
- Meeting the grade level standard 3
- Exceeding the grade level standard 4

The Aspire Home Office has also developed internal formative assessments and a data dashboard for every student that allows teachers to monitor how students are progressing in their mastery of standards. Grade level teams use this data to plan and to create interventions and enrichment as needed. The Principal and Lead Team then use all K-2 student data to address schoolwide instructional concerns and Cycles of Inquiry.

Reading Assessment

In grades 2-12, 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 assessment includes both computation and a problem solving section. The computation is scored with Illuminate software. The problem solving is scored with Aspire teachers and Education Specialists. A task analysis is done of every paper, so that teachers can identify standards that need to be re-taught. After every administration of the benchmark exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

External Reporting

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

Element 4 (Governance)

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

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 comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a 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 amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School 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 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

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

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).~~

~~Charter School through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.~~

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 X. Aspire is a California, nonprofit, public benefit corporation. Proof of Aspire's tax exempt status is attached in Appendix XI.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The

Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and conflicts code are attached in Appendix XII but not incorporated herein by reference.

The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (https://aspirepublicschools.org/discover_aspire/accountability/), in accordance with the Brown Act, as applicable.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

The Aspire Board of Directors currently consists of a maximum of 8 regular members. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive and Compensation 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 seven-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

Step 7: Board votes on prospective member

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 four years and a Board member may not serve more than two consecutive terms. 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.

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.

Aspire’s comprehensive organization chart is below:

- *Chief Executive Officer (CEO)* – The CEO is responsible for the strategic direction and success of the organization across all states and regions.

- *Chief Financial Officer (CFO)* – The CFO is responsible for general accounting and financial planning and analysis, as well as major facilities planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

- *Chief Operating Officer (COO)* – The COO is responsible for overseeing Aspire’s Operations, People, Data & Assessment and Technology teams.

- *Chief Academic Officer (CAO)* - The CAO is responsible for leading Aspire’s instructional vision and program design.

- *Chief Schools Officer (CSO)* - The CSO is responsible for leading Aspire’s four Area Superintendents, Student and Family Supports and Leadership Initiatives.

- *Area Superintendent* – This role is focused on providing coaching and mentoring support to the principals that they manage. This role is responsible for the overall performance of the schools in their region.

- *Principal* – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

- *Finance Committee*- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
 - Discuss long-term financial targets
 - Review assumptions in the annual budgeting process
 - Review financial results in relation to our organization's bond covenants
- *Executive and Compensation Committee* - Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:
 - Act with delegated limited approval authority of the Board (defined below) between meetings
 - Evaluate the CEO
 - Perform such other duties as the Board may from time to time assign to the committee.
 - *Audit Committee* - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:
 - Select and retain auditor
 - Review and approve audit
 - Review audit findings
 - Review and approve Form 990
 - *Governance Committee* - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:
 - Identify, cultivate and recruit new directors to serve on the Board.
 - Support orientation of new directors
 - Engage now directors as active participants
 - Plan for board leadership succession.
 - Assess how the board, directors and committees
 - Identify opportunities for the Board to keep abreast of
 - *School Site Council*- responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees.

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, and Education Code section 47604.33.~~

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

NOTIFICATION OF 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.~~

~~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.~~

~~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.~~

~~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 federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law 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 and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.~~

~~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 Every Student Succeeds Act (ESSA) 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 ESSA and other applicable federal programs.~~

~~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.~~

Family and Community Involvement

For Aspire board meetings, there is a live teleconference line and video broadcast available in a conference room at the LA, CV and MEM Regional Offices. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any parents who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing. Early in each school year, the board of directors sets and approve its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Board meetings are typically physically held at the principal office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606 and are subject to change. Regular Board meetings are typically held 5 times per year. Executive and Compensation Committee meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings shall be called according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act.

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which handles all school-related matters, such as expulsions, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee meets almost monthly and is subject to Brown Act. The Executive and Compensation Committee typically meets at the Aspire Home Office, and the meetings are broadcasted in the same way as the full Board meetings.

Their responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;
2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;

11. Local Control and Accountability Plans for each individual Aspire school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between board meetings

Aspire encourages all stakeholders to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, pursuant to Education Code (EC) Section 52852, the Charter School shares local control with a School Site Council (SSC). The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school; in secondary schools, students themselves may be part of the group. The group is generally responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of the LEA's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. The SSC is an integral part of the success of the students and the school as a whole; however, there are certain areas that *NOT* the scope of the SSC:

- Management of the school
- Policy-making
- Political organizing
- Fundraising
- Socializing
- Personnel recommendations and decisions

Additionally, in order to encourage and support stakeholder involvement, each school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
4. Short summaries of issues, ideas, and decisions of school committees
5. At least two opportunities for parents to give detailed input on the Local Control Accountability Plan

As the leader of the school, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. The Principal is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, but the school welcomes parents to participate in morning meetings, assemblies, open

houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

According to EC 47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

In order to ensure that parents understand that there is no volunteering requirement, information will be sent home via ParentSquare in English and in Spanish. Additionally, the print out of the ParentSquare message will be printed in English and Spanish and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work.
2. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.
3. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
4. 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. Parent volunteering is not a condition of their child’s admission/enrollment and/or continued enrollment within the Charter School.
5. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.
6. 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.
7. Aspire Board of Directors meetings (including Executive and Compensation Committee 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.
8. In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

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 XIII. 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 XIV.

Element 5 (Employee Qualifications)

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements 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.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

Element 5

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

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/ESSA AND CREDENTIALING REQUIREMENTS~~

~~Charter School shall adhere to all State and federal requirements 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.”~~

~~OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING~~

~~Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.~~

~~EMPLOYMENT OF FELONS~~

~~The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.~~

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 Director of Employee Services and the Controller, 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 authorization requirements outlined in Section 47605(1) 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 non-core, non-college-prep courses (e.g. music, physical education, various electives, etc.) or as authorized under Education Code §44258.3. 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.

Chief Executive Officer

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Aspire does not have a set of specific required background knowledge and qualifications for the CEO. The following characteristics are generally part of what makes an ideal CEO for Aspire:

- Experience in the charter sector, leading charter management organizations of significant size.
- Proven ability to lead the organization through its next phase of growth and to its next level of student achievement.
- Ability to inspire and maintain a strong organizational culture across Aspire.

Bay Area, Area Superintendent

Overall responsibility for “dual bottom line” (academic and fiscal results) of all schools in geographic area. Oversees education program implementation, operations, fiscal management, and human resource management. Support principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools.

Required knowledge, skills, and abilities:

- Demonstrated success as an instructional leader and in the professional development of teachers and principals
- Demonstrated command of the intricacies of school operations and planning
- Exceptional management skills including planning, directing, reporting, budgeting and administrative responsibilities
- Knowledge of characteristics of successful schools and how to implement them
- Knowledge of California school finance
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Demonstrated budget management responsibility
- Entrepreneurial passion

Required educational level:

- Master's Degree or Ph.D. in education

Required experience:

- 5+ years teaching
- 5+ years in school administration at the district level
- 5+ years experience as 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. Principal applicants are first screened by the Area Superintendent; if move on, phone screened by the regional recruiter; if move on, participate in a panel interview with lead teachers and other principals; if move on, participate in a panel interview with students, parents and community members that have a presence at the school site. A biography of The Charter School's Principal is attached in Appendix XV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

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

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education preferred

Required experience:

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

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

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 valid California authorization similar 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 authorization. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

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

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

Other Jobs at the School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

Building Manager

Required knowledge, skills, and abilities:

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to guide and support facility staff
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages

Required educational level:

- None

Required Experience

- 1-3 years of janitorial experience preferred but not required

Essential Duties and Responsibilities

- Oversees and supports the Assistant Building Manager
- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
- Set up and clean dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform minor routine maintenance, including touch-up painting, replacing lights, etc.
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
- Coordinate and manage night cleaning service and contractors to ensure building and grounds are well-cleaned and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.)
- Order cleaning and building supplies
- Set up and arrange furniture for assemblies, meetings and special events
- May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off

- Identify any major security or safety hazards and major repair needs
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

After School Educator

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Required educational level:

- Associate's degree or 48 units of college credit

Required Experience

- Experience working with children or youth in a school or community-based setting
- 1+ year as a teacher, teacher intern, or teaching assistant preferred

Essential Duties and Responsibilities

- Maintains a safe and effective environment for academic instruction and/or enrichment activities
 - Effectively manages student classroom behavior to ensure all students are fully engaged in learning
 - Complies with all safety and other regulatory and/or funder requirements
- Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
 - Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
 - Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
 - As needed, provides whole class, small group and individualized instruction to students
- Creates an environment of high expectations for learning, student behavior and staff professionalism

- Fosters a program culture of high expectations that includes college preparation for all students
- Collaborates with Aspire team members to shares best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
- Supports regular communications with parents/families to engage them in the afterschool program to help support student success
- Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

Counselor

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students in applicable grade level
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Bilingual - Spanish
- The ability to perform the following duties is highly desirable:
 - Supervise MSW level interns/PPS Interns
 - Supervise additional MSW level employees pursuing their clinical licensure in CA

Required educational level:

- Master's Degree in Counseling/Social Work or related discipline

Required Experience

- PPS Credential or Eligibility for PPS Credential

Essential Duties and Responsibilities

- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play Therapy)
- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Aspire
- Collaborate with school on universal interventions for students such as peer mediation, conflict mediation, etc.

- Foster healthy families through community and school programming, including, but not limited to: parent education and community service
- Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students under their care
- Continually improve social work skills by seeking out constructive feedback and professional development opportunities
- Exhibit positive rapport with students
- Possess a thorough understanding of and abide by the NASW Code of Ethics
- Create positive and consistent communication with Aspire staff and administration about social work goals and processes
- Attend all staff meetings
- Attend IEP and inter-departmental meetings for students receiving counseling services
- Supervise counseling trainees/interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Education Specialist Mild/Moderate/Severe

Required knowledge, skills, and abilities:

- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Special Education Experience
- Ability to work independently as a self-starter in a new organization
- Ability to excel as a member of a team
- Ability to work with an ethnically and economically diverse student body

Required educational level:

- Current California Education Specialist (Mild/Moderate or Moderate/Severe) authorization required
- Bachelor's Degree required; Master's Degree preferred

Required Experience

- 2+ years working with students which special needs in an educational setting required

Essential Duties and Responsibilities

- Administer academic diagnostic tests
- Participate as a member of a team to identify the needs and specific goals and objectives of each child's IEP
- Instruct students with IEPs for the purpose of developing appropriate academic and interpersonal skills
- Consult and articulate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Create and maintain notifications, records, files, and reports as required by federal, state, and SELPA regulations
- Maintain knowledge of current regulations pertaining to special education
- Participate in Student Study Team meetings and follow up plans as needed
- Collaborate with faculty to ensure that students modifications and accommodations are being appropriately implemented in the general education classroom
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

School Psychologist

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Required educational level:

- Bachelor's degree; Master of Science in Psychology or Sociology
- Pupil Personnel Services Credential

Required Experience

- School Psychologist Intern also acceptable

Essential Duties and Responsibilities

- Provide individual and group services to children that emphasize improved educational performance and/or conduct

- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around RtI implementation, Student Study Team meetings, and Aspire wide Crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; submit records, reports, and assignments promptly and efficiently
- Supervise Psychology interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional 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.

In addition, Aspire conducts formal and informal observations of instructional practice. Teachers receive frequent observations from a trained observer throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework (ASLF). Originally based on TNTP's Core Teaching Rubric, the ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms. Each domain includes a separate list of instructional strategies, known as Core Teacher Skills, that teachers may utilize to improve student performance in the given area of focus. The Aspire Student Learning Framework is attached in Appendix XVI.

Element 6

~~“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)~~

~~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 blood borne 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.~~

Element 6 (Health and Safety)

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter

school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- A. Child abuse reporting procedures;
- B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- E. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- F. The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- H. A safe and orderly environment conducive to learning at the school;
- I. The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- J. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use

disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

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 Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 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.

Tuberculosis Screening

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.

In order to provide safety for all students and staff, Aspire has adopted and implemented

full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. The Charter School's safety plan is attached in Appendix XVII.

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 workplace. Whenever 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.~~

Procedures for Background Checks

Employees, volunteers, and contractors of The Charter School 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 Director of Employee Services and the Controller, shall monitor compliance with this policy.

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).

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. All staff, including teaching and non-teaching shall be mandated child abuse reporters, and will be required to complete SafeSchools online training "Child Abuse: Mandatory Reporting (full course)" and will follow all applicable reporting laws

Tuberculosis Testing

The Charter School's faculty and staff will be tested/examined for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

~~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.~~

Immunizations

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

DIABETES

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

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

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.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, as applicable to the Charter School pursuant to Education Code Section 35292.6.

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.

~~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.~~

~~Competitive Athletics~~

~~Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers, as well as Education Code section 49475 et seq. with respect to institution of a concussion protocol.~~

[A]

~~Gun-Free Schools Act~~

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

~~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.~~

~~SUICIDE PREVENTION POLICY (GRADES 7-12)~~

~~Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.~~

~~TRANSPORTATION~~

~~The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.~~

~~DATA PRIVACY~~

~~Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.~~

~~OTHER REQUIREMENTS~~

~~Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.~~

Drug Free/Alcohol Free/Smoke Free Environment

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

Asbestos

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

Facility Safety

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

Comprehensive Sexual Harassment Policies and procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, gender, immigration status, 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).

SUICIDE PREVENTION POLICY

Aspire Public Schools' Suicide Prevention Policy for all grades meets the requirements of Education Code Section 215 and to California Bill 2246

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, special education, and EL student 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 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, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school’s curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

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

Element 8 (Admissions Policies and Procedures)

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, 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.

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, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

The Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii).]

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 contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

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.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Element 8

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

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.

Charter School shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or

~~sexual orientation.~~

~~(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.~~

~~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 with respect to foster children and homeless youth.~~

~~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:

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children of Founding families of the Charter School
- Students who are eligible for free or reduced-price meals
- All students who seek to continue their preparation and readiness for college from other Aspire schools
- Children residing within the District
- All other students who reside in the state of California

All names will be drawn 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 the Charter School Office/Business Manager phone, email, and mail within two days and asked to register within two weeks for the upcoming school year online or in person. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist. 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, the Office/Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system.

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 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 time frame.

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 (Independent Financial Audits)

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

Element 9

~~*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*~~

~~*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 On or before July 1, an annual update required pursuant to Section 47606.5.*~~
- ~~*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 will be communicated to the District in a timely matter. If any audit exceptions are identified during the audit, Aspire will immediately look to address the root cause of the issue and seek to determine an action plan to resolve to ensure that exceptions have been corrected. Aspire will put processes and procedures

in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor.

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 XIX, 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.

Element 10

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

The Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii)(i) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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 the District 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.

The Charter School will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District Representative may attend.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or authenticated written transcript, of the hearing. All documentation needs to be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion.

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.

Aspire Public Schools' 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.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level behaviors and or provide systems for intervening through alternatives to suspension.

Positive Behavior Support Systems

Aspire is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

Multi-tiered Systems of Support (MTSS): MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs.

Positive Behavior Interventions and Supports (PBIS): PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

Restorative Practices (RP): RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire’s overarching positive behavior and discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

- | Alternatives to Suspension |
|--|
| <ul style="list-style-type: none">● Parent Conference● Reflection Zone (Minutes, Reflection Prompt, etc.)● Friday Detention● Saturday Service Day● Adult-Student Relationship Building through specifically planned activities(Ex. Hiking)● Behavior Daily’s● Mentoring● Counseling● Peer Mediations● In-School Alternatives● Restorative conversations, circles and conferences |

In addition to more broad school-based interventions and school culture work, the Charter School’s counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to 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 Manager or Regional Director of Student Services (RM or RDSS) specifically assigned to our schools. The RM/RDSS’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, APs of Culture and other staff around areas related to student behavior and discipline, 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
 - 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
 - Professional development opportunities for mental health counselors
 - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff 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 authorizer support resources around discipline and behavior interventions
 - Family resource referrals for outside agencies and supports
- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
 - The RM/RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
 - The RM/RDSS works 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. Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

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, but are not limited to:

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

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcher student information system and SEL assessments in order to provide

data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RM/RDSS'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, each RM/RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, APs, 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 directors and managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others. The position is supported by the Chief Schools Officer of Aspire Public Schools.

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 the teacher's classroom for the day of the suspension plus the following school day.
2. The Principal or the Principal's 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.

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 the pupil's 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 the pupil's physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

- D. Causing a reasonable pupil to experience substantial interference with the pupil's 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 the pupil's age with the pupil's 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 school days 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 the student's 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 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, 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 expel any student found to have committed a suspendable or expellable offense (APS 5144.1) under the required timelines and provisions of California Education Code. An expulsion decision may be appealed to the Aspire Board of Directors.

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's application for readmission is reviewed by the board for approval. If approved, 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. If determined that the student has committed a mandatory expellable offense, the Aspire Administrative Panel will 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) 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 Discipline of Students with Disabilities

1. Disciplinary Removals of Less than 10 days:

A LEA may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, as long as the removal does not constitute a change of placement (34 CFR 300.536).

2. Disciplinary Removals of 10 Days or More:

If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA shall conduct a Manifestation Determination (MD) meeting within ten days of the decision to change the student's placement.

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 manifestation determination team makes the determination that the conduct was a manifestation of the child's disability or was the direct failure of the LEA to implement the IEP/504 plan, the child will return to the placement from which they were removed and the the IEP/504 Team shall convene to address the following:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Aspire school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has previously been developed,
 - i. review the behavioral intervention plan,

ii. and modify it, as necessary, to address the behavior

4. Expulsion of Students with Disabilities:

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

Notification of District of Residence

Aspire Public Schools shall immediately 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.

Services Pending a Recommendation for Expulsion

Students pending an expulsion hearing or following expulsion until enrollment in a different LEA 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;

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.

Special Circumstances

Aspire Public School administrators, the CEO or designee (Senior 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 (Senior 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.

After the student's removal, the LEA shall conduct a Manifestation Determination meeting.

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 the 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.

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.

If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. If parents request a special education evaluation at the time of the disciplinary action and the Aspire school did not have a basis of knowledge for the disability, Aspire Public Schools shall conduct an expedited special education evaluation. The Aspire school may put the disciplinary proceeding on hold pending the outcome of the evaluation. Upon completion of the evaluation, an IEP team will meet to determine eligibility. If the student is found eligible for special education, a manifestation determination meeting shall be conducted to determine whether the incident that occurred was a manifestation of the student's identified disability.

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

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

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.

Element 12 (Pupil Attendance Alternatives)

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

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 District.

Aspire schools are “schools of choice,” and The Charter School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school.

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

Element 13

“The rights of an 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).)

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 (Employee Rights of Return)

“The rights of an 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(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly 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, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

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 for handling.

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.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue

~~the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.~~

~~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(e), 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 ERES Academy
1936 Courtland Ave.
Oakland, CA 94601~~

~~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.~~

Element 14 (Dispute Resolution)

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

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

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. 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 shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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.

Complaints by Students and 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.

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the 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(f), 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) 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 Name], c/o School Director:

Aspire ERES Academy

Courtland Ave.
Oakland, CA 94601

To Director, Office of Charter Schools:

1000 Broadway, 3rd Floor, Suite 300
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, mail, or electronic 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 calendar 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.

Aspire is committed to working with the District in a spirit of cooperation. Matters unable to be resolved by the District Superintendent or designee and Aspire will be referred to a mutually agreed upon legally licensed mediator at standard cost. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties.

Element 15

~~“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)~~

REVOCATION OF THE CHARTER

~~The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:~~

- ~~• Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.~~
- ~~• Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.~~
- ~~• Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.~~
- ~~• Charter School violated any provision of law.~~

~~Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.~~

~~Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.~~

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 or is surrendered.~~

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 15 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.~~

~~REQUIRED NOTIFICATION TO DISTRICT~~

~~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.~~

FACILITIES

~~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, 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 or request for material revision 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 or material revision of the charter petition, the approval of the renewal or request for material revision 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 or material revision of the charter petition, whichever comes first. 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

~~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.~~

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

~~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.~~

~~Charter School, through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.~~

~~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 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).)~~

~~[Charter School/District] shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.~~

Element 15 (Closure Procedures)

~~**“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)**~~

Closure Action

~~The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.~~

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” 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 Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) 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 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 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 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 ACOE 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 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 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 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 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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to 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 OCS 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 submitted to OCS 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 OCS for the delivery 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 OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other 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 “closeout 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, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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 budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. 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 the 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 closure 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:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide 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. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to 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. This requirement shall also apply, upon request by the District, 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 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

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 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. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

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

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and

- Compliance with applicable grant requirements.

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 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

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.

Charter School will provide the charter authorizer the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the charter authorizer and the designee a list of all active and

inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the charter authorizer immediately upon the transfer of Charter School's employee records to the designee. The Chief Operating Officer will serve as the school's closure agent.

Documentation of Closure Action

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

Notification to the California Department of Education

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

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

Notification to Parents and Students

The Aspire Board of Directors will promptly notify parents and students of The Charter School, the State Board of Education, the County Office of Education in which The Charter School is located, The Charter School's SELPA, the retirement systems in which The Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

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

Financial Close-Out

Aspire will have an independent audit completed within six months after the closure of The Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles *This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of The Charter School.* The final audit will include an accounting of all The Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The Charter School. The cost of the audit will be considered a liability of The Charter School.

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

Dissolution of Assets

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

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

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

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

CHARTER RELATED ISSUES

Term of Charter Petition

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

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

The Charter School's renewed charter shall begin on July 1, 2019 and will expire on June 30, 2024.

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 1936 Courtland Ave. Oakland, California.

Administrative Services

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

Potential Civil Liability Effects

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

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

requested protocol to ensure the District shall not be liable for the operation of The Charter School.

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

APPENDICES

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



ASPIRE ERES ACADEMY

MATERIAL REVISION for the term July 1, 2019 through June 30, 2024

Original Charter Approved by Oakland Unified School District
2009

Charter Renewal Approved
November 28, 2018



November 24, 2020

Analytics Specialist, Brett Noble
Oakland Unified School District, Office of Charter
Schools 1000 Broadway, 6th Floor, Suite 639
Oakland, California 94607

Dear Staff of Office of Charter Schools and Members of the Oakland Unified School District Board of Education,

We hope this letter finds you well. Enclosed is Aspire's material revision to our charter for Aspire ERES Academy, an existing charter school that has been authorized by Oakland Unified School District since 2009. The current term of the charter school expires in 2024.

This letter authorizes the submission of this material revision request to the OUSD Board. This letter certifies that the petitioner deems this material revision to be complete. Please find the material revision requested about enrollment targets in Element 1.

Aspire ERES Academy has met the legal requirements for renewal as set forth in Education Code §47607 as it has:

- Demonstrated, with clear and convincing documented data and information, that the school's academic performance is at least equal to the academic performance of its students' resident schools and the District's schools serving similar populations

Approval of this charter petition will ensure that Aspire can continue operating this high performing school and continue our mission of preparing students in this community for college success.

We welcome the opportunity to speak with you. Please do not hesitate to contact us if you have any questions about the enclosed petition. Thank you for your consideration.

Respectfully,

Beth Hunkapiler

Beth Hunkapiler

Aspire Public Schools Board of Directors Enclosure

Aspire Bay Area Regional Office • 1001 22nd Ave. Suite 200, Oakland, CA 94606 • www.aspirepublicschools.org

TABLE OF CONTENTS

Contents

Affirmations, Declarations and Assurances.....	5
Charter School Compliance with Legal Requirements.....	7
FISCAL ANALYSIS	23
INTRODUCTION	26
Element 1 – Educational Program	31
Element 2 (Measurable Pupil Outcomes) and	81
Element 3 (Method of Measuring Pupil Outcomes).....	81
Element 4 (Governance)	97
Element 5 (Employee Qualifications).....	108
Element 6 (Health and Safety)	117
Element 8 (Admissions Policies and Procedures)	124
Element 9 (Independent Financial Audits)	129
Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)	132
Element 12 (Pupil Attendance Alternatives)	148
Element 13 (Employee Rights of Return).....	149
Element 14 (Dispute Resolution).....	150
Element 15 (Closure Procedures)	166
ADDITIONAL PROVISIONS	171

Affirmations, Declarations and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Aspire ERES Academy (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving

admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

- a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
- b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
- c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
- d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
- the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
- Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of
1. Shall meet all statewide standards and conduct the pupil 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 noncharter public schools. (Ed. Code § 47605(d)(1))
 2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
 3. Shall at all times maintain all necessary and appropriate insurance coverage.
 4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
 5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
 6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise

provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
 - a. The California Code of Regulations
 - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
 - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
 - d. Displaying all required postings at school site and online
 - e. Following the minimum and maximum age requirements for enrollment
 - f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific “District Required Language (DRL)”, including the above *Affirmations, Declarations, and Assurances* section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Nicole William Browning Bay Area
Regional Superintendent,, Aspire Public
Schools

Date : November 24, 2020

Charter School Compliance with Legal Requirements

Governing Law: “Renewals ... are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Education Code Section 47607(a)(2))

Governing Law “... [A] reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.” (5 CCR 11966.4(a)(2).)

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2022	SB 328 Education Code Section 46148 requires schooldays to start no earlier than 8:30 a.m. for high schools and no earlier than 8:00 a.m. for middle schools.	The Charter School affirms that it shall comply with these laws.
July 1, 2021	SB 390 Expands requirement to include security guards at charter schools to complete training course regardless of numbers of hours worked per week.	The Charter School affirms that it shall comply with these laws.
January 1, 2021	AB 1 Adds new requirements for all youth tackle football programs, including restrictions on practices, required coach certification and trainings, concussion and head injury education, preparation of factsheet related to opioids, licensed medical professional at games, establishing divisions organized by relative age or weight or both.	Not applicable; the Charter School does not offer a youth tackle football program.
October 1, 2020	SB 316 Education Code Section 215.5 requires all public schools that issue student identification cards in grades 7-12 to include telephone number of the National Domestic Violence Hotline or local domestic violence hotline on either side of the identification card.	The Charter School will print the National Domestic Violence Hotline or local domestic violence hotline phone number on student identification cards commencing October 1, 2020.

<p>July 1, 2020</p>	<p>AB 34 Education Code Section 234.6, <i>et al.</i>, requires each LEA to post on website policies and procedures on suicide prevention for grades K-12, definition of discrimination and harassment based on sex, Title IX information, sexual harassment policy, hate violence prevention (if exists), anti-discrimination, harassment, bullying policies, anti-cyberbullying policies, section on social media bullying, and link to statewide resources.</p>	<p>The Charter School will post all required policies and procedures on the school website.</p>
<p>July 1, 2020</p>	<p>AB 1172 Requires LEAs contracting with non-public schools (NPS) to (1) conduct onsite visit to the NPS before placement if the LEA does not have any students enrolled at the NPS at the time of the placement, and (2) a minimum of one onsite monitoring visit during each school year when the LEA has a pupil attending and must report findings to the CDE within 60 calendar days of the visit. An LEA contracting with an NPS shall ensure behavioral training at NPS occurs and certify same to the CDE.</p>	<p>If the Charter School contracts with NPS, it shall comply with all applicable requirements.</p>
<p>July 1, 2020</p>	<p>AB 1767 Education Code Section 215 requires governing body of an LEA that serve students in K-6, inclusive, before the beginning of the 2020-21 school year, to adopt at a regular board meeting, and update, a policy on suicide prevention, intervention, and postvention that specifically addresses the needs of high-risk groups, and ensure it is age-appropriate and developed in consultation with appropriate professionals and stakeholders.</p>	<p>The Charter School will adopt an age-appropriate policy in accordance with all applicable requirements.</p>

July 1, 2020	<p>SB 419 Education Code Sections 48900 and 48901.1 prohibit willful defiance as a suspendable offense for students in grades kindergarten through 5 in charter schools (indefinitely) and for grades 6 through 8 in charter schools (through 7/1/2025).</p>	<p>The Charter School’s suspension and expulsion policy will be updated to satisfy this requirement.</p>
January 1, 2020	<p>AB 1595 Requires charter schools offering interscholastic athletic programs to acquire at least one automated external defibrillator.</p> <p>Adds requirements to school safety plan.</p>	<p>Charter School does not offer interscholastic athletic programs.</p> <p>Charter petition updated to reflect all new, applicable requirements to school safety plan.</p>
January 1, 2020	<p>AB 1354 Education Code Section 48647 requires the county office of education, which includes charter schools that serve juvenile school pupils, to provide timely and required transition activities and transfer of records for students who enter the juvenile court school.</p>	<p>Not applicable.</p>
January 1, 2020	<p>AB 1319 Education Code Section 48204.7 requires LEAs, including charter schools, to allow pupils who are migratory children who no longer satisfy the residency requirement to continue their education by attending their school of origin or a school within the school district of origin for the duration of the pupil’s status as a pupil who is a migratory child. If status changes during a school year: K-8 students stay in school of origin through that academic year; 9-12 stay through graduation. New school must immediately enroll</p>	<p>The Charter School affirms that it shall comply with these laws.</p>

	regardless of outstanding fees, fines, etc., or if student doesn't have all enrollment records.	
January 1, 2020	AB 947 Education Code Sections 56353 and 56354 authorizes LEAs to consider elements of the expanded core curriculum, as defined, when developing IEPs for a pupil who is blind, has low vision, or is visually impaired.	The Charter School shall comply through its policies and procedures.
January 1, 2020	AB 982 Education Code Sections 47606.2 and 48913.5 require teacher to provide homework that would have been assigned to a student (grades 1 to 12) suspended for 2+ schooldays, upon request of parent/guardian/other educational right holder; if homework assignment requested and turned into the teacher upon return from suspension or within timeframe prescribed by the teacher, whichever is later, is not graded before end of the term, the assignment shall not be included in student's overall calculation of student's grade; charter petition must include statement that suspension procedures will include above requirements.	The Charter School's suspension and expulsion policy reflects this updated requirement.
January 1, 2020	AB 711 Education Code Sections 47070 and 49062.5 require LEAs to update a former pupil's records to include updated legal name or gender if LEA receives a "government issued document" and to reissue any documents conferred on the pupil, if requested.	The Charter School affirms it shall comply.
January 1, 2020	AB 605 Education Code Section 56040.3 requires LEAs to provide continued access to assistive technology to a student	The Charter School affirms that complies with these laws.

	<p>in the home or other settings pursuant to the student’s IEP after the student disenrolls until alternative arrangements can be made or until 2 months have elapsed from the date the student disenrolled, whichever date is first.</p>	
January 1, 2020	<p>AB 543 Education Code Sections 231.5 and 231.6 require a copy of the sexual harassment policy to be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable; schools with students in grades 9-12 must create a poster that notifies students of the policy prominently and conspicuously displayed in each bathroom and locker room at the schoolsite, in accordance with all applicable content requirements.</p>	<p>The Charter School affirms that it shall provide and post all required information.</p>
January 1, 2020	<p>AB 189 Penal Code Section 11165.7 adds qualified autism service providers, professionals, and paraprofessionals to the list of mandated reporters.</p>	<p>The Charter School affirms that it shall comply with these laws.</p>
January 1, 2020	<p>AB 1507 Education Code Section 47605.1 removes authority of a charter school to locate outside the jurisdiction or geographic boundaries of the authorizing school district if a site or facility is unavailable where the charter school chooses to locate or if the site is needed for temporary use during a construction or expansion project; allows a charter school that established one site outside the boundaries of the authorizing school district, but within the county, before 1/1/2020, to continue</p>	<p>The Charter School affirms that it shall comply with these laws.</p>

	<p>operating that site until submission of a renewal request, at which time the charter school must obtain written approval from the school district where the site is operating; authorizes relocation if located within area subject to a Presidential declaration of a major disaster or emergency; authorizes a charter school to establish one resource center, meeting space, or satellite facility within the jurisdiction of the school district where the charter school is physically located if specified conditions are met, and prohibits State Board of Education from waiving these restrictions.</p>	
<p>January 1, 2020</p> <p>July 1, 2020</p>	<p>AB 1505 Two-year moratorium on establishment of any new nonclassroom-based charter schools.</p> <p>Various changes to governing law for charter petitions; additional reasons for an authorizer to deny a petition for new or existing (only if proposing to expand) charter school; requires same credentialing requirements as school district teachers, with provision for all current charter school teachers to obtain required certificates and authorizations by 7/1/2025; revised charter renewal requirements to account for new CA School Dashboard.</p>	<p>The Charter School affirms that it shall comply with these laws.</p>
<p>October 12, 2019</p>	<p>SB 265 Education Code Section 49557.5 requires certain LEAs, including charter schools, that provide meals through National School Lunch Program or School Breakfast Program to ensure that a student is not denied a reimbursable meal</p>	<p>The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>

	because the parent/guardian has unpaid meal fees and to ensure that the student is not shamed or treated differently.	
July 1, 2019	SB 75 Various changes to governing law for charter petitions; limits charter petition description to State Priorities 2-8; additional admission and enrollment protections for selected groups.	The Charter School affirms that it shall comply with these laws.
July 1, 2019	SB 126 Created new Education Code Section 47604.1 which includes new requirements for compliance with the Brown Act (including meeting location), Public Records Act, Political Reform Act, and Government Code Section 1090.	The Charter School affirms that it shall comply with these laws.
July 1, 2019	SB 972 Education Code Section 215.5 requires charter schools that serve students in grades 7-12 and that issue pupil identification cards to print the National Suicide Prevention Lifeline phone number on those identification cards commencing July 1, 2019.	The Charter School affirms that it shall comply with these laws.
January 1, 2019	AB 406 Education Code Section 47604 prohibits a charter school that submits an establishment charter petition, a material revision, or a renewal petition on or after July 1, 2019, from being operated as, or by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization, and prohibits charter schools from entering into a subcontract to avoid these requirements.	The Charter School is operated by a California nonprofit public benefit corporation, as identified throughout the charter.
January 1, 2019	AB 1747 Education Code Sections 47605(b)(5)(F)(ii) and (iii)	The Charter School shall ensure that the Safety Plan is reviewed and updated by March 1 of every

	require a charter petition to include a reasonably comprehensive description of a school safety plan, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.	year.
January 1, 2019	AB 1871 Commencing with the 2019–20 school year, Education Code Section 47613.5 requires a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday.	The Charter School affirms that it complies with these laws.
January 1, 2019	AB 2601 Commencing with the 2019–20 school year, Education Code Section 51931 requires charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education.	The Charter School affirms that it complies with these laws.
January 1, 2019	AB 1248 Education Code Section 35183.1 allows students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 1974 Education Code Section 49041 prohibits a charter school from collecting debt from a student or former student, unless emancipated at the time the debt is incurred, and prohibits a charter school from taking a negative action against a student or former student because of a debt owed; these provisions do not apply to debt owed as a result of vandalism to cover the replacement cost of school books, supplies, or property loaned to a student.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

January 1, 2019	<p>AB 2009</p> <p>A charter school that offers an interscholastic athletic program must (1) ensure that there is a written emergency action plan with procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program’s activities or events; (2) acquire, commencing July 1, 2019, at least one automatic emergency defibrillator (“AED”) for the to be available on campus, and to ensure proper maintenance and regular testing. Neither a charter school employee nor the charter school will be liable for civil damages pursuant to the bill’s provisions, except as provided.</p>	The Charter School has drafted a written emergency action plan in its school safety plan, and shall conduct any necessary training of Charter School staff.
January 1, 2019	<p>AB 2015</p> <p>Commencing with the 2020-21 school year, Education Code Section 51225.8 requires charter schools to ensure that every student receives information on how to properly complete and submit the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act applications at least once before the student enters grade 12, and to ensure that a paper copy of the application is provided to a student upon request by the student or his/her parent/guardian.</p>	These provisions are not applicable to the grade span offered by the Charter School.
January 1, 2019	<p>AB 2022</p> <p>Education Code Section 49428 requires charter schools to notify students and their parents/guardians at least twice during the school year on how to initiate access to available mental health services on campus or in the community, or both.</p>	The Charter School notifies students and their parents/guardians in compliance with these requirements, and provide any necessary training of Charter School staff. Notice to students and parents are included in the parent and student handbook.
January 1, 2019	AB 2109	The Charter School complies

	<p>A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program impossible or inadvisable shall receive either individual instruction at home or individual instruction in a hospital or other residential health facility, provided by the local school district. Charter schools may continue to enroll students with a temporary disability who is receiving individual instruction in a hospital/facility, and must allow a student who is well enough to return to school to be allowed to return to the school that he/she attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Charter schools may confer an honorary high school diploma upon a pupil who is terminally ill.</p>	<p>with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>
<p>January 1, 2019</p>	<p>AB 2121 Education Code Section 51225.1 extends an exemption from all local coursework requirements beyond statewide requirements unless the student is reasonably able to complete the requirements in time to graduate by the end of the 4th year in high school, to students who are migratory children, and to students participating in an English language proficiency program for newly arrived immigrant pupils and who are in their 3rd or 4th year of high school; these students must also be granted full or partial credit for the coursework completed even if they did not complete the entire course.</p>	<p>These provisions are not applicable to the Charter School due to the grade span offered.</p>
<p>January 1, 2019</p>	<p>AB 2239</p>	<p>These provisions are not</p>

	Education Code Section 51225.37 requires the CDE to encourage school districts and charter schools that offer world language courses that are specifically designed for native speakers to seek A-G certification of those courses.	applicable to the Charter School due to the grade span offered.
January 1, 2019	AB 2289 Local educational agencies (“LEAs”), including charter schools, are prohibited from applying any rule concerning a pupil’s actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Pregnant and parenting pupils are entitled to accommodations, and complaints of noncompliance with this law may be filed pursuant to the uniform complaint procedures (“UCP”). LEAs must notify pregnant and parenting pupils and their parents/guardians of the rights and options available to pregnant and parenting pupils.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 2291 Education Code Sections 234.4 and 32283.5 require charter schools to adopt procedures to prevent acts of bullying and cyberbullying and make the CDE online training module available to certificated schoolsite employees and all other schoolsite employees who have regular interaction with students.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	AB 2315 Education Code Section 49429 requires the CDE to consult with the State Department of Health Care Services and stakeholders to develop guidelines on or before July 1, 2020, for the use of telehealth	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

	technology in public schools, including charter schools, to provide mental health and behavioral health services to students on school campuses.	
January 1, 2019	<p>AB 2622</p> <p>This bill reduces the attendance level requirements for After School Education and Safety (“ASES”) programs located in very low-density areas for the CDE to adjust or terminate grants; requires ASES programs located in very-low density areas to end not earlier than 5 p.m.; and exempts ASES programs with the specified low-population density from the requirement to have an established waiting list for enrollment and to transfer funds only from another school program that has met a minimum 70% of its attendance goal.</p>	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	<p>AB 2657</p> <p>Education Code Sections 49005-49006.4 authorize educational providers to use behavioral restraints or seclusion techniques to control student behavior that poses a clear and present danger of serious physical harm to the pupil or others and cannot be immediately prevented by a response that is less restrictive so long as other specified conditions are met, and must report to CDE annually on the use of behavioral restraints and seclusion for pupils to be posted on the CDE’s website.</p>	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	<p>AB 2735</p> <p>Education Code Section 60811.8 requires charter schools with one or more English Learners to assess the English language development of each</p>	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

	pupil, and prohibits a middle school or high school from denying pupils classified as English Learners from participation in a school standard instructional program.	
January 1, 2019	AB 2878 Education Code Sections 52060 and 52066 requires “family engagement” to be included in a local control and accountability plan (“LCAP”).	The Charter School will ensure that its LCAP and annual updates to the LCAP include “family engagement.”
January 1, 2019	AB 3022 Education Code Section 51430 allows charter schools to retroactively grant a high school diploma to a person who departed California against his or her will, and at the time of departure, was enrolled in grade 12 and was in good academic standing.	These provisions are inapplicable to the Charter School due to the grade span offered.
January 1, 2019	AB 3043 Education Code Section 49550.5 allows charter schools to provide a nutritionally adequate breakfast that qualifies for reimbursement under the federal School Breakfast Program to every pupil at no charge.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	SB 1104 Education Code Section 49381 requires charter schools to identify and implement the most appropriate methods of informing parents/guardians of students in grades 6-12 of human trafficking prevention resources by January 1, 2020.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2019	SB 1109 Education Code Section 49476 requires charter schools that offer an athletic program to annually give each athlete an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention, and requires each athlete and	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.

	his/her parent sign a document acknowledging receipt of the factsheet and return it before the student begins practice or competition.	
January 1, 2019	SB 1428 Education Code Section 49120 prohibits charter schools from denying a student a work permit based on his or her grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government employment and training program which will occur during the summer recess or school vacation.	These provisions are inapplicable to the Charter School due to the grade span offered.
June 27, 2018	AB 1808 Revised academic threshold criteria for charter renewal to remove API and add alternative measures.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2018	AB 1360 Education Code Section 47605(d)(2)(B)(i)-(iv) requires admission preferences to be: approved by the chartering authority; consistent with all applicable law; to not limit enrollment access; and to not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Education Code Section 47605(b)(5)(H) requires a description of admission policies and procedures in charter petitions. Education Code Section 47605(b)(5)(J) requires an explanation regarding due process for suspension, expulsion, and involuntary dismissal procedures.	The Charter School has ensured all admission preferences comply with this requirement. The Charter School has provided additional details in its admissions policies that comply with this requirement. The Charter School has provided additional details in its admissions policies that comply with this requirement.
January 1, 2018	AB 699	The Charter School identifies

	<p>Education Code Section 200, 220 and 234.1 expressly include immigration status in the specified characteristics.</p> <p>The Education Code was modified and supplemented to further protect children who are immigrants.</p>	<p>immigration status when referencing the other specified characteristics in these code sections.</p> <p>The Charter School's nondiscrimination protected classes, Uniform Complaint Procedures, visitor policy, and student records policy have been updated to comply with new requirements.</p>
January 1, 2018	<p>AB 10 Education Code Section 35292.6 requires public schools that serve grades 6 through 12 that meets the federal 40% pupil poverty threshold to stock at least 50% of the school's restrooms with feminine hygiene products.</p>	<p>The Charter School will provide feminine hygiene products pursuant to this section, if applicable.</p>
January 1, 2018	<p>AB 841 Education Code Section 49431.9 prohibits charter schools that participate in the National School Lunch Program or School Breakfast Program from advertising for foods that it is not allowed to sell.</p>	<p>The Charter School does not advertise any foods that it is not allowed to sell pursuant to these federal programs.</p>
January 1, 2018	<p>SB 138 Education Code Sections 49562, 49564, and 49564.5 require the CDE to share data with LEAs to directly certify students' eligibility for free and reduced-price meals; they also require "very high poverty schools" (including charter schools) to provide free breakfast and lunch to all students, unless exempt due to demonstrated fiscal hardship.</p>	<p>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>
January 1, 2018	<p>SB 233 Education Code Sections 49069.3 and 49076 and Welfare and Institutions Code Sections 361, 361.5, 366.1, 366.21, 366.22, and 16010 require foster parents, foster family agencies,</p>	<p>The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.</p>

	and group homes the right to review pupil records.	
January 1, 2018	SB 250 Education Code Section 49557.5 requires charter schools that receive funding under the National School Lunch Program or School Breakfast Program to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.	The Charter School complies with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
January 1, 2018	SB 455 Education Code Section 48204.3 establishes a student's residence in a school district if the student's parent is transferred or is pending transfer on active military duty.	The Charter School follows this definition of residency as applicable to its admission lottery, if any.

FISCAL ANALYSIS
ASPIRE ERES ACADEMY MATERIAL REVISION

A. Background

Under Education Code section 47605(a)(4), a material revision (MR) is required when a charter school “proposes to expand operations to one or more additional sites or grade levels.” Pursuant to Education Code section 47607(a)(4), a MR for this type of expansion may include an analysis under Education Code section 47605(c)(7) or (8). However, the fiscal analysis for any MR “shall be limited to consideration only of the impact of the proposed material revision.” (Ed. Code, § 47607(a)(4).) Thus, to the extent the District seeks to consider the fiscal impact of the ERES charter MR under 47605(c)(7) or (8), this consideration is limited to an analysis of the fiscal impact of the proposed MR as compared to what the District has already approved, and in light of what is best for students academically. As set forth below, the proposed MR to revise Aspire ERES Academy’s projected enrollment and accommodate the new enrollment at a new site will in fact have a positive financial impact on the District.

B. Approved Charters: Baseline

Page 49 of the existing ERES charter approved by the District Board of Education states that the “target enrollment” for ERES is a maximum of 600 students. If the MR is not approved, ERES is already approved to enroll up to 600 students from the District. As a result, this baseline, i.e. the already-approved maximum target enrollment of 600, is the appropriate baseline for any fiscal impact analysis.

We understand the District has taken the position that ERES’ current maximum approved enrollment is 250, based not on the language in ERES’ charter but based on ERES’ projected budget. While ERES disagrees with the District’s position, this fiscal impact analysis below uses a 250-student enrollment as the baseline. Even using this baseline, the potential fiscal impact of ERES’ MR on the District is still positive. The positive impact is even more significant when the correct 600-student enrollment number is used.

If the MR of the ERES charter is approved, EPIC Charter School authorized by the Alameda County Board of Education has agreed to close. EPIC is currently approved to serve up to 400 students within the District’s boundaries.

C. Fiscal Impact

1. Net Increase of up to 869 Students to District

Under the MR of ERES’ charter, ERES’ maximum projected enrollment would be set at 550 students. This would be a decrease from ERES’ already-approved target of up to 600 as reflected in our charter, but would be an increase of 300 students above what the District believes to be our current capacity of 250. Since EPIC is authorized to serve 400 in-District students, approval of the ERES MR and closure of EPIC would result in a net increase of 896 approved charter seats back to the District over the next four years, as shown in the table below:

	21-22	22-23	23-24	24-25
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Total Approved In-District Enrollment: ERES Approved Enrollment of 250 plus EPIC Approved Enrollment of 400	650	650	650	650
Total Approved In-District Enrollment After Approval of ERES Material Revision	304	384	466	550
Net Increase of Students Back to District	346	266	184	100

2. Net Increase of up to \$6,919,808 in LCFF Revenue to District

In terms of increased LCFF revenue for the District, the District’s total enrollment in 2019-20 was 49,588 students¹ and the District’s total LCFF revenue was \$383,008,898.² This means the District’s LCFF revenue per student last year was approximately \$7,723, so the District’s potential increased LCFF revenue if the MR is approved is as follows:

	21-22	22-23	23-24	24-25
Increased LCFF Revenue to the District	\$2,672,158	\$2,054,318	\$1,421,032	\$772,300

This is a total increase in LCFF revenue of \$6,919,808 over the next four years.

3. Net Increase of in \$65,687 Oversight Revenue to District.

The District currently does not collect an oversight fee for EPIC’s approved 400 charter seats because that school is authorized by the County. If the MR is approved, the District’s oversight fee collected from ERES would increase as follows:

	21-22	22-23	23-24	24-25
Oversight Fee with ERES Enrollment of 250 (1% of Revenue, assumes 95.5% ADA)	\$22,765	\$22,765	\$24,433	\$26,224
Oversight Fee Under Material Revision (1% of Revenue, assumes 95.5% ADA)	\$27,754	\$35,217	\$44,585	\$54,318
Increased Oversight Fee to the District	\$4,989	\$12,452	\$20,152	\$28,094

¹ According to CDE’s DataQuest website.

² According to the District’s 2019-20 Unaudited Actuals presented to the District Board on September 9, 2020.

This is a total increase in oversight revenue of \$65,687 over the next four years.

D. Overall Significant, Positive Fiscal Impact of MR on District

When considering the increase of approved charter seats to the District, the corresponding increased LCFF revenue, and the increased oversight fee, the District will be in better financial shape if the MR is approved, as compared to a scenario where it is not approved:

	21-22	22-23	23-24	24-25
Increased LCFF Revenue to the District	\$2,672,158	\$2,054,318	\$1,421,032	\$772,300
Increased Oversight Fee to the District	\$4,989	\$12,452	\$20,152	\$28,094
TOTAL POSITIVE IMPACT	\$2,677,147	\$2,066,770	\$1,441,184	\$800,394

We note this analysis does not consider the other potential increased revenues to the District, such as federal or special education funding, or other compensatory or positive fiscal impacts to the District. It also does not consider other relevant factors in any fiscal impact analysis under Education Code section 47605(c)(7) and (8); most significantly, the school’s academic performance and how it serves students. Aspire is prepared to provide an analysis of ERES’ academic performance compared to District-operated schools with similar demographics, as well as an analysis of other fiscal impact factors.

As evidenced above, the District’s financial position will be improved upon the approval of ERES’ proposed MR.

INTRODUCTION

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

Aspire Public Schools was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire Public Schools 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 Public Schools’ 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 OUSD (“District”) under the auspices of Aspire since 2009.

Aspire ERES Academy is a public charter elementary school in the Fruitvale community. We believe that every one of our students should, and will, have the opportunity to go to college and that it’s our responsibility to prepare them for middle school, high school, and beyond. College for Certain! ERES Academy was founded in 2009 in response to community requests when the Dolores Huerta Learning Academy was closed. Our founding families and staff created our name around our school values: E for education, R for responsibility, E for empowerment, and S for success. Every day we work to ensure that all of our students are receiving the socioemotional and academic support they need to transform the world into a more equitable and just place. We do this work through constant collaboration among teachers, staff, and families on a daily basis.

In 2017-18, ERES served 223 students in grades TK-8, with approximately one third from the Fruitvale and Jefferson neighborhoods, one third from the Fremont and Fairfax neighborhood and one third from the Lockwood Gardens/Havenscourt neighborhood. Aspire ERES Academy serves a diverse population of higher need than OUSD in several aspects. In 2017-18, 93% of students qualified for free or reduced priced meals as compared to 74% in OUSD, 94% were Hispanic or Latino, and 3% were African American. 13% of students served were supported through an Individualized Educational Program and Special Education services as compared to 12% in OUSD. 51% of students were English Learners as compared to 31% in OUSD. Many of our families have multiple children attending ERES. Most of our scholars will be the first in their families to go to college, so we—ERES staff and families—hold high expectations for them every day.

At Aspire ERES Academy, we are committed to creating a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities. Our vision is for all ERES graduates to become critically literate and empowered, prepared for high school, and ready to leverage college and create a more just world. The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

Our current mid-range goal is that in three years, all ERES scholars will be reading on grade level (as measured by SBAC) and there will no longer be a gap in academic achievement between scholars who receive FRL and those who do not. To realize this goal, we are focusing on:

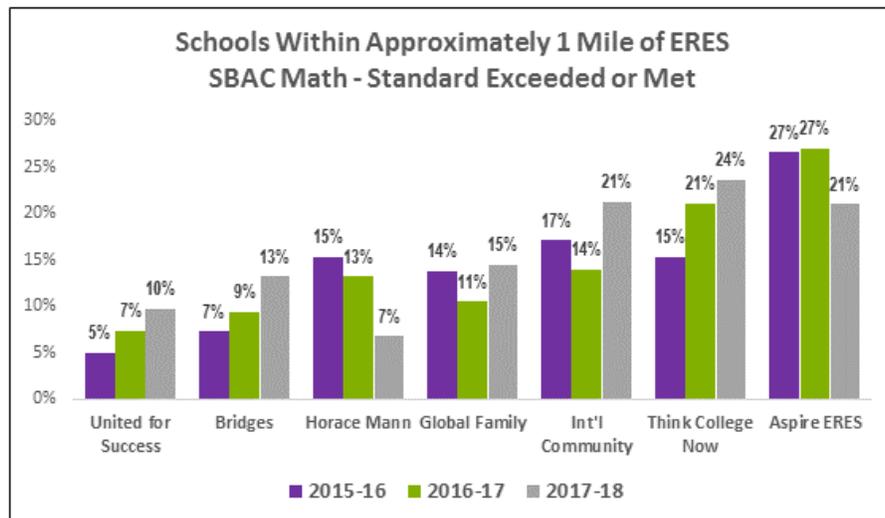
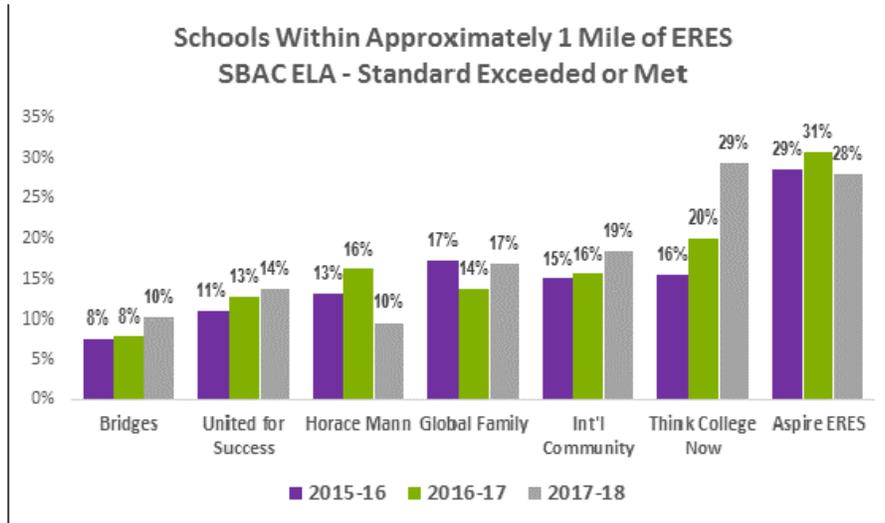
1. scholars developing a joyful reading identity by understanding themselves as a reader, actively working toward their literacy goals, and using texts, writing, and discourse to engage in and understand the world around them.
2. improving our school culture by developing both scholars' and educators' socio-emotional skills, in order to increase proactive problem-solving, attendance, and time in class, while decreasing disproportionate discipline outcomes by gender
3. preparing scholars for a high school experience that emphasizes college and career pathways through access to rigorous CCSS and NGSS aligned curriculum in ELA, Math, Science, and History, and Blended Learning programs that build 21st century skills
4. deeply engaging our families as partners in pursuit of our collective vision

Everything about Aspire ERES Academy from the college swag in our classrooms to our data-driven rigorous instruction — is designed to put our students on the road to a four-year degree. Helping our students realize the college dream is a challenge that requires the hard work of every member of our school family: our students love learning and achieve amazing results; our staff is the hardest-working group of professionals in the business; our parents and families are involved in supporting every aspect of our college-going culture; and our community partners, volunteers and supporters enable us to meet the unique needs of our students and our community. In our 2018 family survey, 94% of families responded affirmatively that they feel a sense of belonging with their child's school community.

Since 2014, ELA performance has increased from 23% to 28% of scholars meeting or exceeding grade level as measured by the SBAC. More recently we have focused in on closing the gap

earlier through focusing on early literacy achievement using the Early Reading Diagnostic, an invaluable resource from our SEEDS partnership. In 2017, whereas 4% of our TK-K scholars showed kindergarten readiness, by the end of the school year, 78% were meeting literacy benchmarks on the average of all ERD subtests.

In comparison to similar schools in the neighborhood, our SBAC results in 2015-16 and 2016-17 outperform our peers in both ELA and Math and all peers except TCN in 2017-2018.



We are proud of our focus on increasing reading levels over the last two years through on-going professional development in a balanced approach to literacy, including planning for standards-based instruction. As a result, we have seen great growth in the number of students reading on grade level and/or students reading below grade level making 1 or more years reading growth in a single school year. In 2016-17, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 15 percentage points from the beginning of the year to the end of the year. The next year as seen in the table below, in 2017-18, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 14 percentage points. In both years the number of students reading on or above grade level at least doubled: in 17-18

growing from 12% of students reading on or above grade level to 26% of students reading on or above grade level. Additionally, we were able to reduce the number of students reading far below grade level from 52% at the beginning of the year, to 28% by the end of the 17-18 school year.

The Charter School's present charter term is set to expire on June 30, 2019. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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

The Charter School has a year to year lease in its current facility, which is available to renew. The Charter School will continue to seek improved facility options through Prop 39 applications to OUSD and through exploring outside facility options.

Please refer to Appendix XIX for the financials.

The Charter School is located at 1936 Courtland Ave, Oakland, CA 94601.

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, 2019 to June 30, 2024.

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.

Element 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

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 section 47604.33. In accordance with Education Code section 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(c)(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, including but not limited to the following:

- 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.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other 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 local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	Year 1: 21-22 SY	Year 2: 22-23 SY	Year 3: 23-24 SY	24-25 SY
TK	-	24	24	24
K	52	52	52	52
1	26	52	52	52
2	26	26	52	52
3	26	26	52	52
4	27	27	27	54
5	27	27	27	54
6	60	60	60	90
7	30	60	60	60
8	30	30	60	60
Total	304	384	466	550

Maximum enrollment of school during the upcoming charter term: 600 students

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Aspire ERES Academy	Jenna Ogier-Marangella, Principal	jenna.ogier-marangella@aspirepublicschools.org ; 510-292-7296

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

ERES Academy is direct-funded charter school in Oakland, CA. It is chartered through Oakland Unified School District.

The school serves approximately 220 students in grades tk-8. The school's demographic profile is 92.3% Latino, 4.9% African-American, .9% Asian-American, 0% Caucasian, and 55% English Language Learners. 95% of the student body eligible for the free and reduced price meals program.

ERES ACADEMY is part of the non-profit Aspire Public Schools (APS). Aspire serves ERES ACADEMY through business services, professional development and other operational support.

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. The school's mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically, at ERES ACADEMY our mission is to empower scholars with the socio-emotional and academic skills necessary for secondary success and college readiness, leading to success in any career and life, and positive transformative change in their communities and the world.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

As an organization, region, and school, we paired down our priorities after 2016-2017 from 15 goals to 3 goals to reflect our most important work and ensure that the historically underserved students are prioritized in our actions, services, and plans. Significant changes in our organization and school including Common Core State Standard and Next Generation Science Standard aligned curriculum and instruction, multi-tiered supports of progress monitoring and intervention, and an emphasis on social emotional curriculum and development. They are guiding the way for great reform and positive

growth on our student socio-emotional and academic outcomes, as evident in the data. The first year has seen success in our English Learner progress toward proficiency and redesignation rate, and for our Students with Disabilities within English Language Arts.

As this was our first year pairing down our foci, we remain committed to our metrics and expectations for growth as we continue to focus on aligning our instructional practices and materials, analyzing data through Tiered approaches, and offering social emotional development and alternatives to suspension in order to change student outcomes. Our academic assessment results in math, as well discipline and chronic absentee rates, will make positive growth as we remain committed to changing these specific outcomes for our students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

One of Aspire ERES Academy's greatest areas of progress has been the increase in our English Learner Progress (1-12). At the Blue performance level, 86.2% of English Learners made progress towards English proficiency. This was a +32.5% increase from the previous school year. We were able to achieve this progress through the adoption of Common Core- aligned, rigorous curricula across grades K-8: for k-5 Lucy Calkins Reader's and Writer's Workshop, and 6-8 StudySync. In grades 6-8, students also participate in an additional daily 45 minute "academic literacy" block, driven by the Reading Apprenticeship framework. Weekly internalization of standards and the new curricula, professional development around literacy instruction, and data inquiry cycles allowed teachers to review reading and writing data in order to immediately adjust instruction and better meet the needs of our English Learners. Additionally, our school adopted Leveled Literacy Intervention (LLI) as our primary intervention curriculum, with two designated intervention teachers across grades K-8. Three literacy screeners/assessments, which included the ERD, F&P, and STAR, in addition

to CELDT data, allowed interventionists to tier student needs and identify which students needed additional instructional support.

Another area of growth is within English Language Arts (3-8). Students with Disabilities significantly increased by +20.6 points. Last year, we identified our greatest area of growth to be increasing the academic success of Students with Disabilities. In 15-16, 0% of students with disabilities achieved proficient or advanced scores on SBAC in ELA. We aimed to increase achievement for students with disabilities by increasing the number of special education teachers serving students with disabilities, in order to decrease caseloads and increase availability for small group and intentional push-in instruction. We also planned to use the Leveled Literacy Intervention (LLI) program to prioritize students with disabilities to ensure they received the most concentrated daily small group reading intervention.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

One of Aspire ERES Academy’s greatest needs is to improve our *Suspension Rate* (k-12). At the red performance level, our rate is at 7.3% and for all students increased by +2.8% from the following year. Additionally, Students with Disabilities had the highest significant increase by +15%. We aim to significantly lower our suspension rate and suspension behaviors by adopting Ruler, a socio-emotional curriculum created by the Yale Center for Emotional Intelligence. The curriculum focuses on the power of emotions to create more compassion and empathy among students, and growing emotional intelligence. The proposed programmatic strategy will continue to create a more positive and safe school learning environment. Additionally, building on our strategic Positive Behavioral Intervention Systems (PBIS) plan, coupled with Restorative Practices, our rate of incidents, referrals, and suspension rate has already decreased, with more students in class learning at all times. For example- in Semester 1, we saw a reduction in the number of office referrals and our suspension rate was 3.8%. While we were able to reduce the overall number of student referrals and suspensions, we are still seeing a disproportionate number of referrals for our male students. Our advisory teachers, MS

team, MTSS and Lead teams have been working to problem solve around this data trend. Some initial ideas have included beginning a boys affinity group, more male counseling groups, and tailoring our socio-emotional curriculum and lessons to better meet the needs of our male students.

Another area of need is *Mathematics* (3-8) at the orange performance level. Student performance declined from the previous year by -9.5 points, and all students are performing low: 50.2 points below level 3. All statistically significant subgroups declined between -8.6 to -11.9 points, although Students with Disabilities maintained performance levels in comparison with the prior school year. One way that we aim to significantly improve our mathematic academic performance is through the adoption of Eureka, a math Common Core- aligned, top-rated, rigorous curricula across grades K-8. Eureka balances the need for students to develop fact fluency, algorithm, and conceptual understanding. This year we provided weekly professional development time for teachers to internalize the new curriculum with colleagues. Additionally, teachers met across grade level teams to discuss Common Core math power strands, analyze data, and observe math instruction in classrooms at other ASPIRE schools and within ERES. Finally, we increased the number of math instructional minutes from 45 minutes to over 90 minutes across all grade levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Even though we do not have state indicators that show performance gaps, our internal data shows a disproportionate number of office referrals and suspensions for boys. Please see Greatest Needs Paragraph 1.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Please see answers in the description of how we will increase student achievement for our greatest needs.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 3,600,000
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,500,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in the LCAP consist of food services, insurance, rent, utilities and communication, leases and printing, home office contribution and regional office contribution.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 2,475,000

Annual Update

LCAP Year Reviewed: 2017-2018

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
31% of students Meeting/Exceeding on ELA SBAC	16-17: 31.29% of students Meeting/Exceeding on ELA SBAC 17-18: Data coming soon

29% of students Meeting/Exceeding on Math SBAC	16-17: 26.85% of students Meeting/Exceeding on Math SBAC 17-18: Data coming soon
5% of scholars meeting/exceeding grade level lexile band based off baseline year data	22% meeting/exceeding grade level Lexile band as of 5/23/2018
80% of classrooms fully engaged in CCSS aligned lessons	80% of classrooms fully engaged in CCSS aligned lessons during 17-18 Leadership Walk observations
Sufficient instructional materials : 0% lacking sufficient instructional materials	0% lacking sufficient instructional materials
90% of teachers credentialed for core subjects	80% of teachers credentialed for all subjects
6-8 th Grade Learning of NGSS via Amplify and 5% increase in CAST proficiency	100% of 6 th -8 th Grade Learning Amplify, CAST Data Not Yet Available
Maintain enrollment in a broad course of study	100% of 6-8 th grade students offered choice of electives 4x/week (Art, PE, Cooking, Yearbook)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement Aspire-wide TK-5 math program Implement region-wide TK-2 Foundational Skills program Intensively support teachers in their first year with classroom management 	<ul style="list-style-type: none"> Implemented Aspire-wide TK-8 math program (Eureka) Implemented region-wide TK-2 Foundational Skills program 	1 \$929,000	1 \$929,000
		2 \$130,000	2 \$130,000
		3 \$132,000	3 \$132,000
		4 \$112,000	4 \$112,000
		5 \$19,000	5 \$19,000

<ul style="list-style-type: none"> • Build capacity of leaders and teachers in NGSS • Introduce new AIR rubric and implement process • TK-8 ELA curriculum adoption and implementation (Readers' Workshop, Close Reading, and Study Sync) 	<ul style="list-style-type: none"> • Intensively supported teachers in their first year with classroom management by providing daily or weekly coaching • Built capacity of leaders and teachers in NGSS through adoption of Amplify in 6-8th grades • Introduced new AIR rubric and implemented process • TK-8 ELA curriculum adopted and implemented (Readers' Workshop, Close Reading, and Study Sync) 	<p>6 \$80,000</p> <p>7 \$24,000</p> <p>8 \$5,000</p> <p>9 \$1,000</p> <p>1 LCFF</p> <p>2 LCFF</p> <p>3 LCFF & Title I</p> <p>4 LCFF</p> <p>5 LCFF & Title II</p> <p>6 LCFF</p> <p>7 LCFF</p> <p>8 LCFF</p> <p>9 LCFF</p> <p>1 Sal + Benefits - All Teachers</p> <p>2 Sal + Benefits - Principal</p> <p>3 Sal + Benefits - Assistant Principal</p> <p>4 Sal + Benefits - Dean</p> <p>5 Lead Stipends</p> <p>6 Books and Materials</p> <p>7 Travel and Conferences</p> <p>8 Computers</p>	<p>6 \$80,000</p> <p>7 \$24,000</p> <p>8 \$5,000</p> <p>9 \$1,000</p>
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		9	Furniture	
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year marked significant change in curricular adoption and diving deeper into Common Core State Standard aligned instruction. Our continued emphasis on independent reading and reader’s workshop is reflected in the number of students now reading above or at grade level Lexile benchmarks. An area we hope to improve after a year of curricular changes (which has not yet been reflected in our SBAC data) is through Eureka for Common Core aligned math instruction, and the adoption of Amplify in middle school science classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All teachers received weekly coaching using the Relay Graduate School of Education framework to ensure their continued growth and success. New teachers received daily coaching in order to support their classroom management. In walkthroughs we are seeing CCSS aligned instruction. We have seen growth in the number of students reading above or at grade level Lexile benchmarks, and the number of students making significant reading growth. Finally, our English Language Learners are making progress towards English proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As curricular changes were made at the beginning of this past school year, we will continue our focus on CCSS and NGSS aligned instruction that increases the rigor of students' tasks, change instructional practices our educators implement, and increase our assessment performance as the actual goals and services for the 2018-2019 school year remain unchanged.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
<p>Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:</p> <p>FRL: 34% EL: 33% SPED:7%</p>	<p>16-17: % of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:</p> <p>FRL: 31.21 EL: 5.66% SPED: 5.88%</p>

	17-18: Data coming soon
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups: FRL: 32% EL: 19% SPED: 0%	% of students on Math SBAC Meeting/ Exceeding for FRL, EL, and SPED subgroups: FRL: 26.76% EL: 14.55% SPED: 0%
Increase 7% of students progressing in proficiency bands on CELDT: 39%	Increase 20% of students progressing in proficiency bands on CELDT: 59% met annual growth goal
Increase 7% of students reclassified as Fluent English Proficient: 53%	25.5% of students reclassified as Fluent English Proficient:

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitor progress of EL scholars to drive instructional strategies through Tier 1 program Implement regional collaborative data protocol 	<ul style="list-style-type: none"> Implemented weekly formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitored progress of EL scholars to drive instructional strategies through Tier 1 program Implemented RELAY data protocol Used LLI for Tier 3 intervention & SPED instruction 	1. Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$30,000 6 \$117,000 7 \$282,000	1. Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$11,000 6 \$117,000 7 \$282,000

		6	Sal + Benefits - After School Staff	
		7	Sal + Benefits - Sped Staff	
		8	Books and Materials	
		9	Software	
		10	Other Professional Services	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our tiered approach to supporting students in instruction, as well as access to intervention, was consistent and had a clear impact on our English Learners as evident in their increase in progress towards proficiency bands. Our focus on literacy instruction and tiered intervention was also evident in our number of students now reading on grade level and making accelerated reading growth, in addition to an increased number of SpEd students making their individualized reading growth goals. We also began RELAY weekly formative assessment and data protocols, and we will be continuing to deepen our practices next school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our focus on supporting our English Learners and SpEd students through actionable data protocols and a Response to Intervention Tiered model were effective in making growth for our students on the CELDT and in the SBAC ELA. These systems need to be much more focused on analyzing the success of our math instruction throughout the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures, except the portion for blended learning. We didn't hire someone for blended learning, instead we hire a reading specialist to support students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our regional and school site initiatives, focused on a robust Response to Intervention system, RELAY collaborative data protocols, and Tier 1 strategies for supporting English Learners and SpEd students is at the beginning of a three year implementation. The actual goals and services for the 2018-2019 school year remain unchanged.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3,5,6

Local Priorities: NA

Annual Measureable Outcomes

Expected

Actual

All subgroups will achieve and maintain a 95% or above attendance rate	97.2% attendance rate
Decrease suspension rate by 25% or maintain 1% or lower: 2.9% suspension rate	9.8% suspension rate
Decrease chronic absenteeism rate by 25% from baseline data: 4.05%	10.5% Chronic Absenteeism rate
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	62% of students feel safe and welcomed at school per ASPIRE's Student Survey
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey	78% of parents feel safe and welcomed at school per Aspire's Family Survey
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better: Maintain Fair status or better	Fair
Decrease dropout and expulsion rates by 25% or maintain 1% or lower: Maintain 1% or lower	0% dropout or expulsion

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> • Sustain Toolbox implementation • Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices • Identify a vision for Mental Health program • Ensure efficient and effective ongoing school site operations • Develop and implement year-round enrollment plan • Ensure ongoing facilities maintenance and planning 	<ul style="list-style-type: none"> • Sustained Toolbox implementation in k-5 classrooms • Consistently implemented Restorative Practices, Behavior Wellness Team, & attendance practices • Sent administrators and Mental Health counselor to Ruler training & introduced tools to staff • Identified a vision for Mental Health program • Ensured efficient and effective ongoing school site operations • Developed and implemented year-round enrollment plan • Ensured ongoing facilities maintenance and planning 	<p>Duplicate Goal 1</p> <p>2 Duplicate Goal</p> <p>2</p> <p>3 Duplicate Goal</p> <p>1</p> <p>4 Duplicate Goal</p> <p>1</p> <p>5 \$84,000</p> <p>6 \$285,000</p> <p>7 Duplicate Goal</p> <p>2</p> <p>8 Duplicate Goal</p> <p>1</p> <p>9 Duplicate Goal</p> <p>1</p> <p>10 Duplicate Goal</p> <p>2</p> <p>11 \$15,000</p> <p>12 \$27,000</p> <p>1 Duplicate Goal</p> <p>1</p> <p>2 Duplicate Goal</p> <p>2</p> <p>3 Duplicate Goal</p> <p>1</p> <p>4 Duplicate Goal</p> <p>1</p> <p>5 LCFF</p> <p>6 LCFF</p>	<p>Duplicate Goal 1</p> <p>2 Duplicate</p> <p>Goal 2</p> <p>3 Duplicate</p> <p>Goal 1</p> <p>4 Duplicate</p> <p>Goal 1</p> <p>5 \$84,000</p> <p>6 \$285,000</p> <p>7 Duplicate</p> <p>Goal 2</p> <p>8 Duplicate</p> <p>Goal 1</p> <p>9 Duplicate</p> <p>Goal 1</p> <p>10 Duplicate</p> <p>Goal 2</p> <p>11 \$15,000</p> <p>12 \$27,000</p>
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		7	Duplicate Goal	
		2		
		8	Duplicate Goal	
		1		
		9	Duplicate Goal	
		1		
		10	Duplicate Goal	
		2		
		11	LCFF	
		12	LCFF	
		1	Sal + Benefits - All Teachers	
		2	Sal + Benefits - Blended Learning staff	
		3	Sal + Benefits - Assistant Principal	
		4	Sal + Benefits - Dean	
		5	Sal + Benefits - Counselors	
		6	Sal + Benefits - School Operation Staff	
		7	Sal + Benefits - After School Staff	
		8	Books & Materials	
		9	Travel and Conferences	
		10	Software	

		11 Repairs and Maintenance	
		12 Facility Contractors	

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we re-grounded our practices, expectations and systems for Restorative Practices, Behavior Wellness team, and attendance practices. The sustained implementation of our tk-5 social emotional curriculum Toolbox has been beneficial for elementary, and we began investing in training administration and teachers in Ruler- a socio-emotional curriculum for tk-8.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As evident in our suspension, chronic absenteeism, student and family survey results, we need to continue working on school culture and socio-emotional learning through Ruler this upcoming school year. We will be meeting with our SSC and ELAC family groups to create plans that offer alternatives to suspension, positively reinforce attendance expectations, and effectively teach social emotional learning to all students and families in TK-8th grade. We remain committed to fostering effective changes in these areas as they dramatically impact learning and our school environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures, except the portion for blended learning. We didn’t hire someone for blended learning, instead we hire a reading specialist to support students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The most important change to our future actions, as modified in our 2018-2019 Actions and Services, is the implementation of a new Social Emotional Learning curriculum for all students and stakeholders named RULER. This will not impact funding allocation as we are prioritizing funding for a different curriculum than had been prioritized for Toolbox in the past. The remainder of our goals and metrics and expected outcomes for the next school year remain focused on lowering both our chronic absentee rates and suspension rates.

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ERES Academy conducts three major surveys during the school year – a parent, student, and teammate survey. These surveys are administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, and safety at school, engagement and participation.

Additionally, the following meetings were held to inform the reflection and planning process for this LCAP/Annual Review and Analysis:

School Site Council meeting held May 4th, 2018.

School Site Leadership Team meetings held April 17th and 24th.

Classified & Certificated Teammate meeting held April 27th.

Classified Teammate meeting held April 20th. Student Council Group meeting (secondary) held on April 24th, 2018.

Total LCAP meetings: 5

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The top themes that emerged from the stakeholder input sessions were continued emphasis and focus on the areas they believe most impacted students (school safety and academic rigor).

Families' themes in both surveys and meeting engagements remained focused on the academic rigor and readiness of our students as they leave for high school which is included in Goal 1, Action 1, and school safety and socio-emotional culture in Goal 3, Action 1.

Students' themes were focused on the course electives offered at the school which is included in Goal 1, Action 1.

Teammates' themes included support for ELL students and students with disabilities included in Goal 2, Action 1.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

Unchanged goal

Goal 1

Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities: NA

Identified Need:

Increase student achievement through a rigorously aligned standard based curriculum in order to better prepare all students for college and careers

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase by 5% of students on ELA SBAC Meeting/Exceeding	38% of students on ELA SBAC Meeting/Exceeding	43% of students on ELA SBAC Meeting/Exceeding	48% of students on ELA SBAC Meeting/Exceeding	53% of students on ELA SBAC Meeting/Exceeding
Increase by 5% of students on Math SBAC Meeting/ Exceeding	27% of students on Math SBAC Meeting/Exceeding	32% of students on Math SBAC Meeting/Exceeding	37% of students on Math SBAC Meeting/Exceeding	42% of students on Math SBAC Meeting/Exceeding
Increase by 5% of scholars Meeting/ Exceeding Grade Level Lexile Band	19% of scholars Meeting/Exceeding Grade Level Lexile Band	24% of scholars Meeting/Exceeding Grade Level Lexile Band	29% of scholars Meeting/Exceeding Grade Level Lexile Band	34% of scholars Meeting/Exceeding Grade Level Lexile Band
Implementation of state standards: % of classrooms demonstrating partial or full alignment to	72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations	80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations	85% of classes engaged in partial to fully aligned CCSS lessons during 2018-19 Leadership Walk observations	90% of classes engaged in partial to fully aligned CCSS lessons during 2019-20 Leadership Walk observations

standards on Leadership Walks				
100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology
100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week
2:1 Technology to Student Ratio in K-8	2:1 Technology to Student Ratio in K-8			

Sufficient instructional materials	80% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	85% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	90% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	100% of Families/Staff/Students Believe There Are Sufficient Materials to Teach
Teacher credentials for core subjects	95% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects
Science: NGSS Implemented & Increase of 5% on CAST	6 th -8 th Grade Learning NGSS Through Amplify	4 th -8 th Grade Learning Amplify and 30% CAST Meeting/Exceeding	K-8 NGSS Implementation and 35% CAST Meeting/Exceeding	K-8 NGSS Implementation and 40% CAST Meeting/Exceeding

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement Aspire-wide TK-5 math program Implement region-wide TK-2 Foundational Skills program Intensively support teachers in their first year with classroom management Build capacity of leaders and teachers in NGSS Introduce new AIR rubric and implement process TK-8 ELA curriculum adoption and implementation (Readers' Workshop, Close Reading, and Study Sync)	Deepen TK-5 math instruction Deepen TK-5 literacy instruction Intensively support teachers in their first year with classroom management Implement NGSS instruction in grades 3-5 Full implementation of new AIR rubric Pilot culturally responsive teaching practices in new AIR rubric Aspire-wide IP roll out TBD	Deepen TK-5 math instruction Deepen TK-5 literacy instruction Intensively support teachers in their first year with classroom management Implement NGSS instruction in grades 3-5 Full implementation of new AIR rubric Pilot culturally responsive teaching practices in new AIR rubric Aspire-wide IP roll out TBD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 \$929,000 2 \$130,000 3 \$132,000 4 \$112,000 5 \$19,000 6 \$80,000 7 \$24,000 8 \$5,000 9 \$1,000	1 \$1,093,000 2 \$130,000 3 \$132,000 4 \$112,000 5 \$19,000 6 \$70,000 7 \$14,000 8 \$25,000 9 \$1,000	See 2018-19
Source	1 LCFF 2 LCFF 3 LCFF & Title I 4 LCFF 5 LCFF & Title II 6 LCFF 7 LCFF 8 LCFF 9 LCFF	1 LCFF 2 LCFF 3 LCFF & Title I 4 LCFF 5 LCFF & Title II 6 LCFF 7 LCFF 8 LCFF 9 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Principal 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Lead Stipends 6 Books and Materials 7 Travel and Conferences 8 Computers 9 Furniture	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Principal 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Lead Stipends 6 Books and Materials 7 Travel and Conferences 8 Computers 9 Furniture	See 2018-19

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.
 Unchanged

Goal 2

Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: NA

Identified Need:

The need to drive improvements with a focus on English Learners and students receiving Special Education services.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	16-17: FRL: 31.21 EL: 5.66% SPED: 5.88%	FRL: 38.21% EL: 12.66% SPED:12.88%	FRL: 45.21% EL: 19.66% SPED:19.88%	FRL: 52.21% EL: 26.66% SPED:26.88%
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL: 26.76% EL: 14.55% SPED: 0%	FRL: 33.76% EL: 21.55% SPED: 7%	FRL: 40.76% EL: 28.55% SPED: 14%	FRL: 47.76% EL: 35.55% SPED: 21%
Increase 7% of students progressing in proficiency bands on CELDT	32%	39%	Discontinued	Discontinued
Increase 7% of students reclassified as Fluent English Proficient	19%	26%	33%	40%

ELPAC	Baseline data coming summer of 2018	Baseline year	Outcome to be set once baseline data is available	Outcome to be set once baseline data is available
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA	NA
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FRL	Schoolwide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitor progress of EL scholars to drive instructional strategies through Tier 1 program Implement regional collaborative data protocol Use LLI for Tier 3 intervention & SPED instruction	Continue consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Continue to monitor progress of EL scholars to drive instructional strategies through Tier 1 program Continue to implement regional collaborative data protocol	Maintained previous years actions

	Continue to use LLI for Tier 3 intervention & SPED instruction Region-wide roll-out of EL support	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$30,000 6 \$117,000 7 \$282,000 8 Duplicate Goal 1 9 \$15,000 10 \$17,000	1 Duplicate Goal 1 2 \$50,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$160,000 6 \$282,000 7 Duplicate Goal 1 8 \$30,000 9 \$2,000	See 2018-19
Source	1 Duplicate Goal 1 2 LCFF & Title III 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 ASES 7 LCFF/Sped 8 Duplicate Goal 1 9 LCFF 10 LCFF	1 Duplicate Goal 1 2 LCFF & Title III 3 Duplicate Goal 1 4 Duplicate Goal 1 5 ASES 6 LCFF/Sped 7 Duplicate Goal 1 8 LCFF 9 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Intervention Specialist 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Sal + Benefits - Blended Learning staff 6 Sal + Benefits - After School Staff 7 Sal + Benefits - Sped Staff 8 Books and Materials	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Intervention Specialist 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean staff 5 Sal + Benefits - After School Staff 6 Sal + Benefits - Sped Staff 7 Books and Materials	See 2018-19

	9	Software	8	Software	
	10	Other Professional Services	9	Other Professional Services	

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

Unchanged goal

Goal 3

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Local Priorities: NA

Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All subgroups will achieve and maintain a 95% or above attendance rate	96.93% (15-16)	Maintain above 95% attendance	Maintain above 95% attendance	Maintain above 95% attendance
Decrease suspension rate by 25% or maintain 1% or lower	16-17: All: 7.3% suspension rate EL: 7.1% FRL: 7.5% SPED: 21.9%	All: 5.475% suspension rate EL: 5.3% FRL: 5.6% SPED: 16.4%	All: 4.1% EL: 3.9% FRL: 4.2% SPED: 12.3%	All: 3% EL: 3% FRL: 3% SPED: 9%
Decrease chronic absenteeism rate by 25% from baseline data	5.4%	All: 10.5% EL: 11% FRL: 10.9% SPED: 7.4%	All: 7.8% EL: 8.25% FRL: 8.1% SPED: 5.55%	All: 5.9% EL: 6.1% FRL: 6.1% SPED: 3%
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	96%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey	95%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better	FAIR	Maintain Fair status or better	Maintain Fair status or better	Maintain Fair status or better

Decrease dropout and expulsion rates by 25% or maintain 1% or lower	15-16 dropout and expulsion rate for ERES Academy 0%	Maintain 1% or lower	Maintain 1% or lower	Maintain 1% or lower
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Sustain Toolbox implementation Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices Identify a vision for Mental Health program Ensure efficient and effective ongoing school site operations Develop and implement year-round enrollment plan Ensure ongoing facilities maintenance and planning	Implement RULER as a TK-8 social emotional learning program Sustain Toolbox implementation Maintain Restorative Practices, Behavior Wellness Team, attendance practices Maintain Mental Health team systems & practices Maintain efficient and effective ongoing school site operations	Sustain RULER as a TK-8 social emotional learning program Sustain Toolbox implementation Maintain Restorative Practices, Behavior Wellness Team, attendance practices Maintain Mental Health team systems & practices Maintain efficient and effective ongoing school site operations

	Maintain year-round enrollment plan Ensure ongoing facilities maintenance and planning	Maintain year-round enrollment plan Ensure ongoing facilities maintenance and planning
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$84,000 6 \$285,000 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 \$15,000 12 \$27,000	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$84,000 6 \$285,000 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 \$10,000 12 \$30,000	See 2018-19
Source	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 LCFF 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 LCFF 12 LCFF	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 LCFF 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 LCFF 12 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Blended Learning staff 3 Sal + Benefits - Assistant Principal	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Blended Learning staff 3 Sal + Benefits - Assistant Principal	See 2018-19

	4	Sal + Benefits - Dean	4	Sal + Benefits - Dean	
	5	Sal + Benefits - Counselors	5	Sal + Benefits - Counselors	
	6	Sal + Benefits - School Operation Staff	6	Sal + Benefits - School Operation Staff	
	7	Sal + Benefits - After School Staff	7	Sal + Benefits - After School Staff	
	8	Books & Materials	8	Books & Materials	
	9	Travel and Conferences	9	Travel and Conferences	
	10	Software	10	Software	
	11	Repairs and Maintenance	11	Repairs and Maintenance	
	12	Facility Contractors	12	Facility Contractors	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds Percentage to Increase or Improve Services

\$426,679

27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2017-2018 school year, \$426,679 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 intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 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 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

<u>Estimated Supplemental and Concentration Grant Funds</u>	<u>Percentage to Increase or Improve Services</u>
\$ 577,465	23.3%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2018-2019 school year, \$577,465 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 intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2018-2019 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 23.3%. This proportionality percentage will be

met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

The Charter School's Mission

The Charter School's mission is to provide all students with an exceptional education that allows 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 strives to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

Student Population to be Served

The Charter School currently serves approximately 238 students in grades TK-8. A summary of historical enrollment and demographics data can be found in Appendix II.

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 50,231 students in 2017-18. Of these students, Hispanics constitutes 45.6% of the students, African Americans 24.3%, Asians 12.6%, Whites 10.1%, Filipinos 0.9%, Pacific Islanders 0.9%, and American Indians 0.2%. During the 2017-18 school year, students who spoke English as a second language made up 31.2% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of similar schools can be found in Appendix III.

The Charter School'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 The Charter School is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.

The Educated Person in the 21st Century

The Charter School recognizes that to be an Educated Person in the 21st century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

How Learning Best Occurs

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

In order to prepare students to succeed in college, The Charter School'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 informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire's schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

The Charter School's Program Design Elements

The Charter School is designed to incorporate numerous research-based and proven program elements that are innovative, thoughtfully implemented, and results driven, especially for the underserved student population of the Charter School. Aspire Public Schools addresses best practices in order to achieve the vision of College For

Certain. These best practices (described in the following sections) include the following:

1. Building school communities where students and families are connected and teachers know their students well in order to meet their individual needs.
2. Providing more learning time per day and per year in order to maximize learning time and address all elements of the Common Core State Standards. This includes increased time for core subjects.
3. Instructional Design which is Common Core aligned and which uses strategies, curriculum, and materials that ensure that student learning is personalized, monitored frequently, and leads to the wide ranging skills for 21st Century Learners.
4. Instructional program based on the Instructional Pyramid (see below) so that all areas of well-aligned content areas (ELA, Math, Science, etc.) are addressed: Vision, College Ready Metrics, Student Habits and Competencies, Standards, Teacher and Leader Practices/Development, Content and Curriculum, Assessment Model, Data System, and Multi- Tiered Support System.
5. Social Emotional Learning and Culturally Responsive Teaching in order to powerfully support our students' social and emotional development and academic engagement to be caring and productive citizens.

Community

Aspire Public Schools 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 is between 300 and 600 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 30:1 ratio in grades four through twelve.
- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. These groups do special projects, have extra time for pleasure reading, and participate in activities related to social emotional learning. 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 multiple years, sometimes through graduation, and provides a support structure for students.

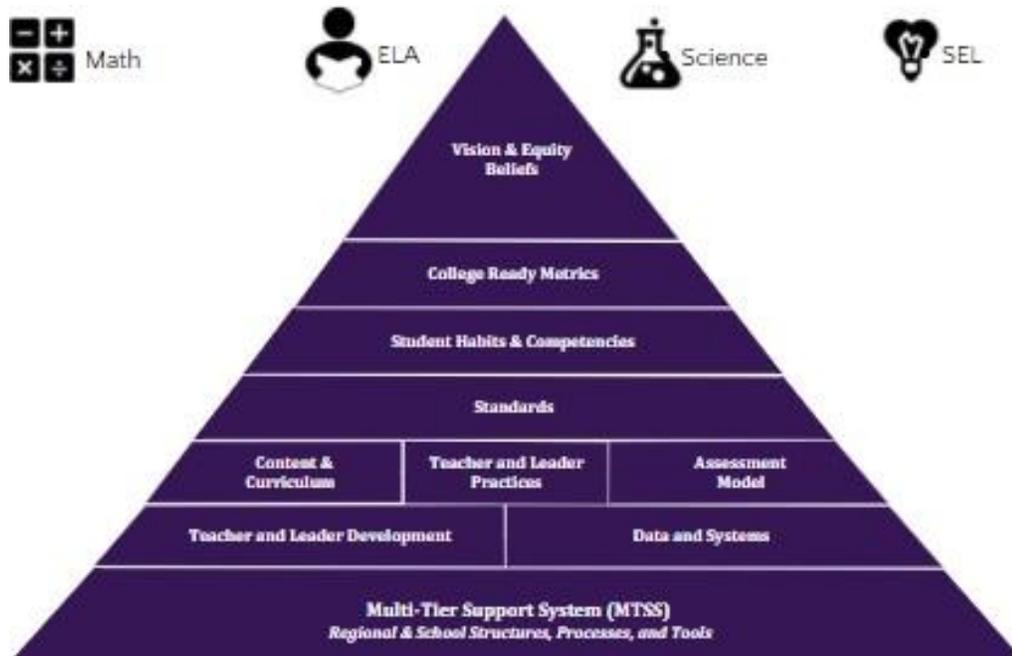
Learning Time

The Charter School 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. The Charter School has, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix IV.
- *Longer School Year:* The Charter School provides approximately 180-185 days of instruction, which is more than most traditional public schools. Often there is additional instruction holiday breaks. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix V.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

Instructional Design

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. The Charter School's Instructional Methods for math, English Language Arts, science and history provide guidance for 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 Student Learning Rubric. The Charter School's instructional methods are periodically revised to reflect what is being learned through implementation of the CCSS and the evolution of Aspire's instructional program. (See Aspire Instructional Program Pyramid below)



The Charter School's Assessment framework can be found on Appendix VI.

Teaching Methods

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.
- *Multiple Lesson Types/Approaches 6-8 Math*: The 6th grade math instructional program allows for different types of lesson delivery and engagement. Lesson structures range from Modeling to Socratic in addition to Exploratory and Problem Set/Practice lessons. The multiple models allow students to be challenged and engaged through different methods and structures.
- *Close Reading with Text-Dependent Questions*: Supported access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.

- *Student-to-Student Discourse*: Daily opportunities for students to engage in protocols that support academic discourse among peers to push thinking about text to a deeper level. Protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.
- *Building Academic Vocabulary*: Regular, ongoing opportunities for scholars to strengthen Tier 2 vocabulary. Protocols to support include: Frayer Model, Semantic Webbing, SVES, Vocabulary Squares, and Contextual Redefinition.
- *Problem Solving*: this method provides students with a step-by-step process for determining the solution.
- *Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives. Culturally Responsive Teaching (CRT) and Culturally Relative Pedagogy (CRP) are two tenants of the The Charter School's program. Guiding the approach of the Charter School, is the seminal work of Zaretta Hammond, CRT and the Brain. The Charter School uses the Ready for Rigor framework which encompasses four key approach: Awareness, or awareness of self, the backgrounds of students of color and the larger societal and cultural context; Learning Partnerships, or the intentional building of trusting, mutually respectful relationships with students as a foundation for rigorous and challenging learning; Information Processing, or intentionally taught techniques for grappling with rigorous and challenging text and content; and Community of Learners, or the building of an intentional, safe, collaborative learning community within the classroom. The Charter School's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom. As an organization when we adopted units of study for CCSS we replaced texts to be more diverse and appealing to a broader demographic. The Charter School emphasizes a wide range of books available in classroom libraries which are reflective of diverse perspectives and include a diversity of heroes, historical figures and authors that are intentionally reflective of the communities we serve. The Charter School provides opportunities for students to learn from mentors and heroes, local, national and global, and from a variety of backgrounds to further inspire learning and achievement. Further, The Charter School has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' schools.

To measure our effectiveness in meeting the needs of our diverse students, the Charter School disaggregates achievement data for the subgroups served and determine if our practices are effective for each group based on their outcomes in a quarterly data cycle to

enable adjustments to supports and instruction at multiple points during the school year. The Charter School uses this data to plan and adjust instruction.

- *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. The Charter School utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also pull small groups of students to the U-Table for additional support in math or reading when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to pull or work with small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during or after school for targeted interventions based on need. Finally, both students identified with IEPs or those with severe academic gaps may work on modified assignments to fill gaps with the Intervention Specialist and/or Education Specialist.
- *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. There are a variety of local assessments used for diagnostic purposes. STAR REN is an online reading assessment done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. Zearn and the Aspire Math Interim Assessments are generated to monitor progress on the Eureka math curriculum. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally the ELPAC will be used to assess English Language Learners to determine their annual English Language Development progress and prioritize interventions.
- *Authentic experiences:* In the early elementary grades at The Charter School, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at The Charter School, students focus on "reading to learn," through reciprocal teaching, close reading, literature circles, socratic seminar and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on science experiments and by interacting with others on understanding and problem solving around community issues.

Curriculum

The Charter School uses a combination of adopted programs and curriculum developed in-house to meet The Charter School's 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. The Charter School Elementary ELA program is designed to reflect the ELA Common Core State Standards, specifically:

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

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

The primary phonics resource in TK-5 literacy instruction is the Open Court Reading green section materials. Writing may be supplemented with vocabulary and instruction based on the Units of Study. In addition, Aspire Oakland elementary schools also use the SEEDS early literacy curriculum in TK.

1. Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts
2. Nonfiction & Informational Text: A heavy focus on nonfiction, with informational texts used routinely to increase reading comprehension
3. Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences
4. Content literacy: Development of literacy skills across all content domains
5. Vocabulary: Focus on both general academic vocabulary and domain-specific vocabulary, especial for English Learners
6. Independent reading: Opportunities for choice and time to become lifelong lovers of reading
7. Reading, writing, speaking and listening skills- Integrating all lessons to teach, practice, and reinforce all four communication skills

To ensure students are growing in their ability to access complex texts and develop a personal reader identity, scholars are also provided an additional Academic Literacy Block. During this block, students in Tier 1 work to build stamina through reading diverse, choice texts at their independent or instructional reading level. Tier 3 students, who struggle the most with access to grade level texts, are supported with a Leveled Literacy Intervention

(LLI) program to specifically address literacy gaps, build reading strategies, and support reading confidence.

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.

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

Throughout the K-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.

- *Aspire Math Vision:* The Charter School’s Math Program is guided by the following Vision: *All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and career, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.*

The program is designed to reflect the Math Common Core State Standards, specifically:

- Shifting from mile-wide, inch-deep curriculum: Deep understanding of the most critical key topics at each grade level
- Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels
- Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency
- Foster reasoning and sense-making in mathematics: Critical-thinking and problem-solving skills students need to be successful 21st century thinkers

With these design elements in mind, teachers choose math materials and plan with the following guidance on the standards:

1. Focus and coherence: Key topics at each grade level and coherent progressions across grade levels
2. Balance of concepts and skills: Required both conceptual understanding and procedural fluency
3. Mathematical practices: Reasoning and sense-making in mathematics are fostered consistently
4. College and career readiness: Progression of rigorous skills building at every grade level

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

A key tool in mathematics instruction is the CCSS-based software program Illuminate. Illuminate creates, scores and reports CCSS-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Illuminate reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction. Aspire also plans to administer the Smarter Balanced Assessment Consortium Interim Assessments.

Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

The Charter School math classroom is marked by a focus on the Standards for Mathematical Practice and the Standards by Domain with a balanced approach provides both the conceptual understanding of math and the skills to solve problems. The Charter School has intensive math time in the daily schedule, and teachers weave the Eureka Math Program (grades TK-8), and CPM or CorePlus (grades 9-12), which is powerfully aligned with CCSS, into other content areas.

- Science: Through the implementation of the Next Generation Science Standards (NGSS) students demonstrate understanding of 3 dimensional learning in their investigations, analysis, and argumentation as they explain relevant scientific phenomena. Students use the science and engineering practices and cross-cutting concepts to fully develop their understanding of disciplinary core ideas. All students apply conceptual understanding of physical science, life science, and Earth and Space sciences to understand their world around them. Aspire uses the Amplify curriculum to strategically support all students in grades 6-8 aligned to the California Preferred Integrated Model instructional sequence. In grades 9-12, Aspire uses a variety of curricular materials to support courses that dive deeper into the individual disciplines of biology, chemistry, physics, and engineering including Living By Chemistry, BSCS Biology: A Human Approach, Mosa Mack Science, and Holt Physics. All teachers use the 5E instructional model for inquiry-based

science to ensure that students are learning the content of science through the authentic practice of science. Curriculum is also supplemented with local scientific resources including Newsela, Science, KQED Science, Discover Science, other science education journals, field trips, guest speakers, and presentations.

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

- *Social Emotional Learning (SEL):*

Aspire Social and Emotional Learning Vision Statement

The Charter School is committed to **supporting our students' social and emotional development** to be caring and productive citizens. We engage in **culturally responsive and equitable practices** in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

SEL competencies are taught throughout the school day and during the advisory block that features the use of circles for relationship and group identity building as well as for restoration of community. RULER curriculum is being implemented this year with the purpose of developing self-awareness, empathy, and strategies for managing emotions and conflict. In addition, smaller groups are organized for 6-8 week blocks to support students with more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.

- *Visual and Performing Arts:* Appreciation and participation in the fine and performing arts are essential to each student's development. Emphasizing creativity and self-expression, the arts are integrated into the instructional program in order to inspire students, help concepts and information come to life, support multiple intelligences and experiential learning, and ensure cultural literacy. Visiting artists, field trips, after school classes, parent docents, and partnerships with arts-focused organizations like Inner City Arts also provide important programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.
- *Health:* Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies Health instruction follows the California Health Framework

and the California Healthy Youth Act which requires sexual health education in middle and high school. Data from internal surveys and other sources will inform additional needed interventions.

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

Interventions and Enrichment

The Charter School instructional program is designed with the understanding that not all students learn at the same pace in the same way; therefore, all available data drives the teacher's response to the individual student's learning needs. The Response to Intervention Program is used at the Charter School, in order to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade level standards. The most important element of RtI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows.

- **Tier 1** is at the classroom instruction level, ensuring that teachers are differentiating the instruction in order to understand each student's strengths and weaknesses. This could mean individual assistance, small group review, and personalized courseware experiences.
- **Tier 2** adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant.
- **Tier 3** interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches.

All teachers at the Charter School receive professional development on intervention strategies, especially those tailored to the specific needs of English Learners or students of underserved populations. The tiered approach to intervention moves quickly and must be efficient enough to give students the support they need and deserve just in time. If Tier 3 assistance is still unsuccessful, the teacher works with the Principal and Leadership Team to move forward with the SST process to determine next steps

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, ELPAC and Physical Fitness Test)¹;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. STAR Renaissance Reading Assessment, Fountas and Pinnell reading benchmarks and running records)
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, Performance Tasks);
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at the Charter School will be their Rites of Passage Experiences (ROPES) Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.

Technology as a Tool

At The Charter School, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school in the Aspire network 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

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

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

Technology is also used as a tool to provide students with additional opportunities for individualized learning at The Charter School. To best reach students, Aspire believes in classroom structures that enable small group and one-on-one instruction. 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 within their zone of proximal development 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, the Charter School has been leveraging blended learning in both its ELA and math blocks for several years. This instructional model combines teacher-led small group instruction with digital learning and interdisciplinary units. Students will follow individualized learning paths on computers as part of their core instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills.

Support for all Students

Effective Teachers and Education Specialists

At the center of the educational program are the teachers and Education Specialists. The faculty will consist of well-prepared and certified teachers and Education Specialists. 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. The focus of teacher collaboration, which includes Education Specialist, is to engage the instructional cycle which includes analyzing data to understand student learning, internalizing 6-8 week modules and units with a standards lens to gain a wider understanding of overall learning goals, internalization of weekly lessons with a standards focus, and teach backs which empower teachers to practice instructional delivery and get feedback before engaging with students. Finally, The Charter School invests deeply in low ratios for instructional and management coaching, ensuring that every teacher and Education Specialist is observed and has a coaching debrief at least once every two weeks.

Support for English Learners

Overview

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

- Opportunity for ELs to receive instruction that produces high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning is implemented in a culturally relevant manner;

The Charter School meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, 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 implements 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.

The Charter School administers the English Language Proficiency Assessment for California (ELPAC). 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 VII.

Home Language Survey

The School administers the home language survey upon a student's initial enrollment into the School (on registration forms). Students in the country less than twelve months are 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.

ELPAC Testing

All students who indicate that their home language is a language other than English will go through the following:

- the student is given the English Language Proficiency Assessment for California (ELPAC) or the current California language assessment and tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

- Aspire notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal. The sample report below guides the placement and instruction of all English Learners, as well as inform professional development for all staff.

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/ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Assessment of students' independent reading level as compared to grade level Lexile expectations using the STAR Reading assessment in conjunction with the Fountas and Pinnell Reading Benchmark.

Strategies for English Learner Instruction and Intervention

To meet the needs of English learners, Aspire has adopted curricula with embedded supports to target English Language Learner needs and added an intensive literacy intervention (LLI) to target EL reading skills. Specifically, strategies in these resources include:

- Integrated strategies to ensure comprehensible input within the Lucy Calkins Units of Study
- Strategies for honoring and building upon student's prior knowledge as a key lever for literacy growth
- Daily opportunities for structured oral language practice
- Differentiated tools for supporting ELLs in accessing complex academic concepts and strategies

All teachers will be given professional development to ensure curricular resources for all ELLs is aligned to grade-level standards in all content areas. Teachers will also be provided context and support for utilizing the ELA/ELD Framework to support integrated ELD instruction.

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 interim assessments.

In the beginning of the year, a student data tracker is used to identify levels and multi-year trends in progress for English Language Learners. The student data tracker is used to identify English Learners for targeted instruction during the intervention blocks. Special attention in planning interventions is given to English Learners who are not making expected progress. All interventions are monitored and progress is tracked to either move students into new levels or out of intervention services.

Monitoring and Evaluation of Program Effectiveness

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

- Monitoring student literacy growth through quarterly STAR Reading Assessments and F&P Benchmarks
- Regular and ongoing Running Record assessments embedded into the Leveled Literacy Intervention for struggling readers
- Early Reading Diagnostic assessment, four times a year, to progress monitor foundational literacy skills with specific EL foci in grades K-2
- Additional progress monitoring of TK EL scholars with IGDI (Individual Growth and Development Indicators assessment) to gauge vocabulary acquisition

- Summative ELPAC data analysis (first round of data in Fall 2018) with paired appropriate ELD instructional strategies targeting specific needs
- ELAC meetings and activities to involve families and school staff in monitoring EL instruction, experiences, and data

Redesignation Procedures & Reclassification (Exit) Criteria

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

<u>State Criteria</u>	<u>'18-'19 Aspire Policy</u>
Assessment of English Language Proficiency	Using ELPAC: <ol style="list-style-type: none"> 1. Overall score of Level 3 (or higher) 2. Oral Language score and Written Language score of Level 3 (or higher)
Teacher Evaluation	Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	Scored at or above on <u>one</u> of the following academic indicators: <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. One level below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. Below Grade Level on STAR Ren (Grades 2-12) or lexile of -104 for K and 1

After receiving the ELPAC results each year, the Data & Assessment team at Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation.

After a student is redesignated to RFEP, 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 reclassified students. Reclassified students must be monitored for continued progress for 4 years.

Assessment of English Learners with Disabilities

Students with disabilities participate in the state assessments for English Language proficiency as determined by their IEP team. IEP teams consider whether a student requires accommodations to participate in the statewide assessment, and specify which accommodations the student needs. If the team determines the statewide assessment is not appropriate for the student based on their individual needs and disability, the student participates in an alternate assessment to assess their English language proficiency. IEP teams use the participation criteria for alternate assessments provided by the California Department of Education to guide their decision making for participation in alternate assessments for individual students.

Reclassifying English Learners with Disabilities

A student with a disability may be reclassified as English proficient according to criteria for students with disabilities. If an IEP team identifies that an alternate assessment is appropriate for a student, their performance on the alternate assessment is used as a measure of their English language proficiency in place of the statewide assessment to determine reclassification. IEP teams, which include the parent, determine whether a student has met the criteria for

reclassification as identified by the LEA, with consideration of alternate assessments as a means to determine language proficiency and basic skills.

<u>State Criteria</u>	<u>'18-'19 Aspire Policy</u>
Assessment of English Language Proficiency (ELPAC Test Results)	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)</p>
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. Two levels below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. STAR Ren level at the average of an English Only student with a similar disability 5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)

For Students with Disabilities on Alternate Curriculum

<p><u>State Criteria</u></p>	<p><u>'17-'18 and '18-'19 Aspire Policy (no change)</u></p>
<p>Assessment of English Language Proficiency</p>	<p>VCCALPS assessment with a score of 49 or above</p>
<p>Teacher Evaluation</p>	<p>Education Specialist agrees the student should be reclassified based on evidence of academic performance</p>
<p>Parent Opinion and Consultation</p>	<p>Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified</p>
<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT)</p>

Student Achievement Goals

1. Academic Achievement – English Learners show evidence of academic achievement at the same rate or higher as measured by performance tasks, Star Ren, ICA Assessments, Eureka Math Interims for K-8, and the California Common Core State Standards Assessment (SBAC). Each school’s individual charter and LCAP provide specific growth targets.
2. Reclassifying English learners - All English Learners who meet established criteria are reclassified. There is 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 state required conditions for reclassifying are as follows:
 - a. Students meet the ELPAC criterion, scoring at the Early Advanced or Advanced level on the ELPAC without any subtest scores below the Intermediate level
 - b. Students meet district set Academic Criteria
 - c. Teacher recommends reclassification based on classroom evidence of academic performance
 - d. Notification of parents of student status and right to be involved in the reclassification process

Strategies and Support

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 each 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. By having a common understanding of students’ needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child. The Charter School provides professional development in the ELD standards and in aligned strategies for delivering instruction and modifying instruction to respond to the needs of English Learners.

The tenets of the program include these guiding principles:

- The priority for instruction is language learning and exploration.
 - In TK-5th grades, teachers incorporate integrated English Learner supports and instructional strategies from our Reading and Writing Workshop curricula. These strategies are identified based on trends from multiple sources of data and incorporated into unit and lesson planning.
 - 6-8th grade teachers have integrated and designated ELD supports embedded within the ELA curriculum - StudySync. Supports provided include ELD-framework aligned scaffolding and instruction aligned to the CA ELD Standards.
 - TK-2nd grade teachers utilize integrated ELD instructional supports during foundational skills teaching, which support all learners and provide addition scaffolds and practice for English Learners
 - All classrooms TK-8, engaged in structured academic discourse in all content areas, with appropriate scaffolds (such as pictures, vocabulary previewing, sentence stems, strategic partnerships) based on students needs
- Using our RtI program, students are grouped by proficiency level, as determined by multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, F&P, SBAC) along with oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- The school English Learner Advisory Council (ELAC) helps to review EL supports and provides feedback on additional needs.

Students Achieving Below Grade Level

The Charter School sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one setting or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention services are grounded in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

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

Assessment	Criteria For Additional Intervention
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Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Standard Not Met or Approaching the Standard
Placement Reading Diagnostic (PRD)	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Not Met or Nearly Met the Standard
STAR Reading Assessment	Below grade level
Fountas and Pinnell	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any
ELD Screener	

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Not Met or Nearly Met the Standard
Fountas and Pinnell	Below grade level
Parent Recommendation	Any

Teacher Recommendation	Any
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The Charter School 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 of weekly review of student progress, 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, which is initiated by the teacher and then overseen by a group of teachers that makes up the RtI team, guides decision-making about the intervention’s success and student’s next step.

The Charter School 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. The Charter School 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.

Socio-Economically Disadvantaged / Low Income Students

The Charter School seeks to serve students who are socio-economically disadvantaged and low income, so the school was designed to create small communities where students are known well. By having a small school and small classes our students and their individual needs are known well. Socio-Economically Disadvantaged students are typically identified by qualification for Free or Reduced Price Meals. Qualification for this program is monitored on an annual basis.

Our instructional program across Aspire Public Schools is designed with the intention of serving students from traditionally underserved populations and many of our curriculum and instructional decisions focus on meeting the needs of struggling learners to advance them to grade level standards so that they are college and career ready. We do not require any specific parent support, and take ownership to provide any needed materials; however, our hope is to involve and engage families along their child’s educational journey.

The needs of individual students or groups of these students would be identified and discussed at grade level Cycles of Inquiry and the school-wide RtI team. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the Common Core grade level standards. They along with the leadership team analyze data by all 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. The RtI lead or the classroom teacher would be responsible for making sure supports were implemented. At a minimum, supports include:

- Social emotional counseling during school

- Additional academic help during school and after school
- Involvement of the parent/guardian
- Enrichment after school
- Connections with community agencies made by our Regional Student Support Coordinator for families and students

In addition, Aspire Public Schools' Data team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their socio-economically disadvantaged/low income students' achievement on SBAC, ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students.

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.

The Charter School identifies our highest achieving student through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students' Lexile level on the STAR REN are used as a metric, and finally GPA is an additional factor for consideration. Similar to how struggling students are given differentiated work, small groups and adapted projects work and tasks are similarly adapted for the highest students as well. There are occasions where students will move up to a higher grade level for a subject or move up altogether but these instances are rare. College coursework for high school students is based on GPA and achievement scores. Student may be placed in zero, one or two college courses per semester based on their achievement. The highest achieving students are able to graduate from high school with their Associates Degree from a community college (60 units).

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. 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 aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Support for Students with Disabilities *Overview*

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

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

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

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

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section 504 of the Rehabilitation Act

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

In instances where a student may be eligible for 504 protections, a 504 team will be assembled by the Principal and encourage participation of 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 that 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 which may indicate 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, will receive relevant portions 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 the student 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 VIII.

Services for Students under the IDEIA

In accordance with state and federal law, each student eligible under IDEIA will be provided a free appropriate education in the least restrictive environment. No student shall be

denied admission to The Charter School because the student is in need of special education services. The Charter School 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 extracurricular activities the same as their non-disabled peers. The Charter School aims to serve a proportional number of students with mild, moderate and severe disabilities relative to local, state and national averages. Recent innovations include revising the use of the learning center to provide more strategic and coordinated supports for students with moderate/severe mental health needs and revising the staffing model to provide higher quality instructional for students with significant cognitive disabilities.

The Charter School's special education program is characterized by integrated services which will support students with special education needs. The decisions regarding specialized academic instruction and related services that individual students 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). The IEP Teams must also include an Administrator, General Education Teacher and Education Specialist. When appropriate/relevant, the IEP team also includes related service providers.

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 supports and services 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 social/emotional/behavioral goals in the least restrictive environment.

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

The Charter School'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 differentiating instruction for all students or providing appropriate interventions include:

- Smarter Balance Assessment Consortium assessments
- ELPAC
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

Child Find

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections 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 or 504 services. The Student Success Teams addresses student needs and initiate the referral process, if appropriate, for special education or other services.

If a student is eligible for 504 supports their services will be provided as determined in their 504 plan. As discussed above, the 504 plan is created through a multi-disciplinary team approach that includes parents and students (when appropriate).

For the purposes of special education, The Charter School shall assume responsibility for the provision of services and meeting all local, state and Federal requirements of IDEIA. If needed, the special education resources, services, fees or requirements will be defined in the Memorandum of Understanding (MOU) between the District and the Charter.

LEA Assurances

The Charter School makes the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once

every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the Charter SELPA and/or CDE. The Aspire Director of Special Education will involve The Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEIA 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 on best practices that support the specialized learning needs of students with disabilities in the least restrictive environment. 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 SELPA, and other organizations with researched based practices that support students with disabilities.

A Typical Day

Morning community building: Breakfast is served in University Hall from 7:30 AM to 7:55 AM. At 7:55 AM, teachers walk outside to meet their classes. Breakfasting scholars are led out to the upper courtyard, as well. Starting at 8:00 AM, scholars and families join us in the upper courtyard for morning announcements, movement, social-emotional learning rituals, school cheers, and celebrations. Celebrations vary according to the day of the week:

- Movement/Mindful Mondays
- Thankful Tuesdays
- We-share Wednesdays
- Team Thursdays
- Town Hall Fridays

Fridays are the day of our weekly Town Hall, where scholars receive individual awards for Social-Emotional Learning, Art/PE, and Most Improved in Academics are recognized. We shout out birthdays, play a minute-to-win-it game, and sing a Flashback Friday song.

Following our morning ritual, scholars walk to their classrooms with their teachers and receive an individual greeting as they enter the room for quiet morning work. Students spend their first minutes with Do Nows and then transition to a class morning circle. Every morning, each student has an opportunity to share something about themselves and the class does an activity together that increases the feeling of belonging. This is also a time when scholars may receive explicit SEL instruction through the RULER curriculum.

Reader's and Writer's Workshop: One of the most important times of the day as an ERES elementary scholar is Reader's Workshop. During this time, the teacher teaches a brief lesson to scholars modeling and engaging them in a standards aligned teaching point. Scholars are then charged with trying out the teaching point while reading their own "just right" books. While scholars read, the teacher meets with individual students and small groups. This hour of the day is tailored to each and every student and focuses heavily on building a reading life. Scholars come to love reading at this time because they have choice, get to read accessible text, and get the support of their teacher.

Scholars experience this exact same lesson format in writing. Writing time is particularly special because students get to use their imagination or nonfiction topics they researched to create their writing pieces. Because scholars get choice in their writing and coaching from their teacher, this is a time when students can feel empowered and let their creativity shine through.

Scholars also experience the opportunity to closely read grade level, complex text through a Close Reading supplement. Close Reading lesson span multiple days, giving scholars the opportunity to support to gain increasing independence in deepening and clarifying meaning of difficult texts.

Art, PE, and other enrichment: Everyday, elementary scholars participate in Art or PE. After a short lesson in art class to learn key vocabulary, mediums, and strategies—often through artist study,—scholars spend most of the time creating. Scholars can be known to engage in a range of mediums from clay to pastel to paint. In PE, scholars start by watching a short motivational clip and getting quick instruction in the classroom and then getting out on the playground or court for some real time coaching. In addition to learning skills for sports like ultimate Soccer and basketball, PE has a large focus on sportsmanship and how to play games for fun. In addition to Art and PE, middle school scholars have the opportunity to expand their horizons by experiencing learning in cooking, publishing arts (Year Book), and crafts. While scholars are learning in fun and creative ways with teachers who specialize in these content areas, their regular classroom teachers are involved in collaborative instructional planning and preparation.

Recess: Recess at ERES is a time of choice and fun. All scholars are encouraged by campus monitors and teachers to get a lot of exercise. They play games like basketball, soccer, and jump rope. For competitive games like basketball, scholars are engaged in the creation of ERES behavior agreements and expectations which helps scholars meet the expectations of each game and allows all scholars to participate positively. Be safe, Be respectful, Be responsible.

During recess, our Dean of Culture may be hosting a restorative circle with a group of students to empower them to share their feelings, reflections and needs in learning and healing from a conflict. You would see students seated in a circle, speaking and sharing directly with each other and making requests to one another as a part of developing their social awareness, empathy and conflict resolution capacities.

Math: Scholars start math with highly engaging and fun counting and fact fluency sprints. Through this process, they are building proficiency with math fact families, number patterns, and place value. This is a short but powerful time of the day. Scholars then transition into working on a challenging word problem that helps them put the objective of the day into real-life context. Then scholars engage in the meat of the Eureka math lesson focused on building conceptual understanding of key standards in each topic. Each day, scholars complete an exit ticket so their teacher can understand student progress in the lesson and adjust instruction for the next day.

Blended Learning: Additionally, we are a blended learning school and students are developing as technically literate citizens. Tk-8 students have the opportunity to build their technical literacy and to self-pace through personalized on-instruction through our online curricula in reading, writing, math, and science. For example, during the school day you may view 1st grade students practicing Common Core grade level math on Zearn, 5th graders typing their informational reports on Google classroom, and 8th graders listening to an audio text and annotating on StudySync. During this time, the teacher leverages the benefits of computer based instruction where students independently engage in individualized learning, by pulling guided groups for reading or math.

For dismissal, all TK-5 scholars gather on the “Beach” under the roof, while middle school scholars gather on Upper Courtyard. Dismissal occurs between 3:25 and 3:40 PM.

After School or Expanded Learning Program (ELP): More than one third of ERES scholars participate in our after school program. At 3:25 they enjoy a snack in University Hall (cafeteria) while socializing with friends and their ELP teachers. Monday through Thursday, scholars spend 3:25-6:00 pm in ELP and on Fridays from 12:00-6:00 pm completing homework, participating in afternoon meetings, learning science, doing choice time, and drama in the enrichment block.

Element 2 (Measurable Pupil Outcomes) and Element 3 (Method of Measuring Pupil Outcomes)

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) 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. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- 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.

Measurable Pupil Outcomes	Instrument	Target	Progress 2014-15
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate	14-15 ADA: 96.0% Analysis: Met. A focus on attendance is a priority and will continue to be one for our school.
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment MATH	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 - 5% point growth Year 5 - 5% point growth	14-15 SBAC Math % Met/Exceed: 22% Analysis: Baseline data
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 - 5% point growth Year 5 - 5% point growth	14-15 SBAC ELA % Met/Exceed: 23% Analysis: Baseline data
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K - 4 1 - 16 2 - 28 3 - 38	14-15 increase by 5 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points	DRA Fall 2014 Results in Percent: K-no new data 1st- 56% (13 students) 2nd- no data 3rd- 41% (24 students)

	4 – 40 5 – 50		4th- 8% (2 students) 5th- 50% (13 students) Spring 2015 %At/Above: Overall: 36% K: 69% 1st Grade: 50% 2nd Grade: 33% 3rd Grade: 23% 4th Grade: 33% 5th Grade: 34% Analysis: Baseline data. Goal not met. To address this area of need we put greater emphasis on 1:1 reading conferences and guided reading. Updated data no longer available as the DRA assessment is no longer used to measure reading proficiency.
Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot	Percent at 3 or 4	14-15 increase by 5 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points	Baseline data. 14-15 Spring Proficiency Rate - 38.3% Analysis: Writing Snapshot no longer used as a measure
Annual Basis: Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher	Percent at 90%	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points	Baseline data. 14-15 Spring % Proficient - 7.7% Analysis: 5th Grade Math Basic Skills Test no longer being used as a measure
Annual Basis: 90% of families are satisfied: My child is getting a good education at this school	Annual Survey	10% growth per year until reaching 90% or higher	Baseline data. The annual survey for 2013-2014 was 98% 14-15 Percent Positive: 95.5% Analysis: Met. ERES families have confidence and trust in our school to provide a good education for their students.
Annual Basis: All students with an IEP receive 100% of their required service minutes	Annual Meeting Data	Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached	6/17 or 35% of students at ERES Academy received 100% of their services in 2013/2014. All students who did not receive 100% of their service minutes received at least 80% of these minutes. Students who were owed service minutes in

			<p>2013/14 are being provided compensatory services in the 2014/2015 school year.</p> <p>Analysis: To ensure that service minutes are met, we increased the number of full time Ed Specialists, service providers, and Independence Facilitators. This has significantly increased since the 2014-2015 school year.</p>
<p>Annual Basis: Increase percentage of students becoming reclassified English Language Proficient as measured by CELDT</p>	<p>Annual RFEP Data</p>	<p>14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points</p>	<p>6 students were reclassified</p> <p>Analysis: Baseline data. In 16-17 adopted reading intervention curriculum and 18-19 professional development is focused on ELD strategies and standards.</p>

NEW COLLECTIVE MPO TARGETS					
<p>MPO 1-2: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the ELA portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.</p>					
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	35	29	31.3	27.9
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					

Hispanic or Latino	3	35	29	29.8	28.3
Black or African American					
White					
Two or More Races					
English Learners	2	10	4	5.7	5.3
Economically Disadvantaged	3	34	28	31.2	25.9
Students in Foster Care					
Students with Disabilities			0.0	5.9	0.0

Analysis:

MPO 1-2 goal met schoolwide and for all subgroups of students for 2016-2017. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers, and number of new students to school contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for this school year.

MPO 3-4: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the Math portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.

Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	34	27	26.9	20.7

American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	3	34	25	25.9	20.6
Black or African American					
White					
Two or More Races					
English Learners	2	15	7	14.6	8.3
Economically Disadvantaged	3	33	26	26.8	19.6
Students in Foster Care					
Students with Disabilities			0.0	0.0	0.0

Analysis:

MPO 3-4 goal not met. In 2016-2017 only met for English Learner subgroup. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers and new students contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for the 18-19 school year.

MPO 5-6: Each year, schoolwide and for each numerically significant student subgroup, [Amount 1] percent of students will increase [Amount 2] on the [ELA/Reading Assessment] or achieve proficiency.

Numbers below represent the % of students in January 16-17 that either increased a proficiency level (compared to their 15-16 spring scores) or scored at/above grade level in 16-17. Students had to have tested in both years. The DRA is used for 15-16 and F&P is used for 16-17, as those were the tests administered.

ELA/Reading Assessment		Developmental Reading Assessment (DRA)			
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	70	one year	62	50.0	57.1
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	70	one year	61	48.6	57.1
Black or African					
White					
Two or More Races					
English Learners	65	one year	41	28.9	57.9

Economically Disadvantaged	70	one year	61	50.7	60.0
Students in Foster Care					
Students with Disabilities					
<p>Analysis: MPO 5-6 goal difficult to analyze because different assessments were used each year and in different grade levels. There will be a continued focus on literacy and standards-aligned instruction so as to improve proficiency levels of all students.</p>					
MPO 7: Each year, [Amount] percent of ELs will improve one overall proficiency level on CELDT.					
			2015-2016	2016-2017	2017-2018
SCHOOLWIDE	50		23	59	N/A (ELPAC transition)
<p>Analysis: MPO 7 goal met in 2016-2017. Since then, we have transitioned to the ELPAC. We are learning more about how best to utilize the ELPAC data to drive instruction for our EL students.</p>					
MPO 8-9: Each year, schoolwide and for each numerically significant student subgroup, have less than [Amount] percent of students absent more than 10% of the school days (chronic absence).			2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3.9		5.4	5.6	11
American Indian or Alaska Native					
Asian					

Native Hawaiian or Pacific Islander				
Filipino				
Hispanic or Latino	3	5.2	5.1	8.5
Black or African American				
White				
Two or More Races				
English Learners	3.1	5	5.6	9.9
Economically Disadvantaged	3.1	5.7	6.1	11.3
Students in Foster Care				
Students with Disabilities				
<p>Analysis: MPO 8-9 goal met for Latino and English Learner students, but not for economically disadvantaged students or school-wide. We have seen an increase in students leave the area and commute to the school from locations much farther away due to the changing economic climate of the Bay Area. We are working closely with families to change this outcome and are analyzing and intervening in chronic absenteeism data on a biweekly basis.</p>				
MPO 10: Each year, at least [Amount] percent of students and families positively rate school safety.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	90			
Student Survey Question	I feel safe at this school	no data-not included in survey	83.06	82.9% (Only asked on Grades 1-2 survey this year)
Family Survey Question	I feel like the school provides a safe environment for my child	no data-not included in survey	83.06	77.6%

Analysis:

MPO 10 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.

MPO 11: Each year, at least [Amount] percent of students and families positively rate academic instruction.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	92			
Student Survey Question	When students don't understand something, my teacher explains it another way so they will understand. (*Q's differ by grade level)	Students: 87	Students: 82.64	70.9% (Questions were "When something is hard does your teacher help your class understand?" for Gr 1-2 and "How often does this teacher take time to make sure you understand the material?" for Gr 3 - 12. I think this differs from last year)
Family Survey Question	My Child is getting a good education with their teacher.	Families: 99	Families: 96.05	Question not asked on 17-18 survey. Potential replacement - "I would recommend my school to others": 83.3%

Analysis:

MPO 11 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.

MPO 12: Each year, at least [Amount] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	75			
Student Survey Question	My voice is heard and valued at my school - Student: " Does your teacher listen to you when it is your turn to talk in class?"	Students: 90	Students: 82.05	Question not asked on 17-18 survey. Possible replacement - "Does your teacher ask you questions about what you are learning?" for Gr. 1-2 and "How often does this teacher make you explain your answers?" for Gr 3- 12: 53.4%
Family Survey Question	I am encouraged to share my opinion and feedback in the school decision process - Family: "I feel comfortable discussing my child's needs with their teacher and/or other school staff"	Families: 94	Families: 92.7	Question not asked on 17-18 survey. "I am encouraged to share my opinion and feedback in the school decision

				making process.”: 67.3%
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Analysis:
MPO 12 goal likely met, though survey questions changed year to year. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been highly positive.

An Aspire Public Schools 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 Public Schools’s educational program is designed to help all of its students to develop the following measurable pupil outcomes:

To establish a foundation for success, Aspire Public Schools 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.

Aspire Public Schools 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). Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, The Charter School shall demonstrate student mastery of state standards.

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

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; and

- The District will receive data on student achievement through School reports and/or presentations.

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

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

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

Throughout the school year, the health of The Charter School is monitored with a suite of internal school health dashboards. These tools allow Aspire’s Executive Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Executive 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: SBAC and interim assessment scores, course grades, behavior, and internal benchmark scores;
- Student discipline: Chronic absenteeism, suspensions, student retention
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial and Enrollment: actual versus budget and forecast; average daily attendance, and enrollment.

K-2 Assessment and Monitoring

Since grades K-2 are not assessed on the CAASPP, Aspire has created a standards-based report card (see descriptors below), to be used in concert with internal ongoing formative assessments by the Charter School to evaluate and monitor the progress of all primary students.

PERFORMANCE LEVEL DESCRIPTORS

Below the grade level standard 1

Approaching the grade level standard 2

Meeting the grade level standard 3

Exceeding the grade level standard 4

The Aspire Home Office has also developed internal formative assessments and a data dashboard for every student that allows teachers to monitor how students are progressing in their mastery of standards. Grade level teams use this data to plan and to create interventions and enrichment as needed. The Principal and Lead Team then use all K-2 student data to address schoolwide instructional concerns and Cycles of Inquiry.

Reading Assessment

In grades 2-12, 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 assessment includes both computation and a problem solving section. The computation is scored with Illuminate software. The problem solving is scored with Aspire teachers and Education Specialists. A task analysis is done of every paper, so that teachers can identify standards that need to be re-taught. After every administration of the benchmark exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

External Reporting

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

Element 4 (Governance)

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

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 comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a 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 amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify 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, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School 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 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

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

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 X. Aspire is a California, nonprofit, public benefit corporation. Proof of Aspire's tax exempt status is attached

in Appendix XI.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The

Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and conflicts code are attached in Appendix XII but not incorporated herein by reference.

The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (https://aspirepublicschools.org/discover_aspire/accountability/), in accordance with the Brown Act, as applicable.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

The Aspire Board of Directors currently consists of a maximum of 8 regular members. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive and Compensation 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 seven-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

Step 7: Board votes on prospective member

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 four years and a Board member may not serve more than two consecutive terms. 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.

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.

Aspire’s comprehensive organization chart is below:

- ***Chief Executive Officer (CEO)*** – The CEO is responsible for the strategic direction and success of the organization across all states and regions.

- ***Chief Financial Officer (CFO)*** – The CFO is responsible for general accounting and financial planning and analysis, as well as major facilities planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

- ***Chief Operating Officer (COO)*** – The COO is responsible for overseeing Aspire’s Operations, People, Data & Assessment and Technology teams.

- ***Chief Academic Officer (CAO)*** - The CAO is responsible for leading Aspire’s instructional vision and program design.

- ***Chief Schools Officer (CSO)*** - The CSO is responsible for leading Aspire’s four Area Superintendents, Student and Family Supports and Leadership Initiatives.

- ***Area Superintendent*** – This role is focused on providing coaching and mentoring support to the principals that they manage. This role is responsible for the overall performance of the schools in their region.

- ***Principal*** – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

- ***Finance Committee***- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
 - Discuss long-term financial targets
 - Review assumptions in the annual budgeting process
 - Review financial results in relation to our organization's bond covenants
- *Executive and Compensation Committee* - Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:
 - Act with delegated limited approval authority of the Board (defined below) between meetings
 - Evaluate the CEO
 - Perform such other duties as the Board may from time to time assign to the committee.
 - *Audit Committee* - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:
 - Select and retain auditor
 - Review and approve audit
 - Review audit findings
 - Review and approve Form 990
 - *Governance Committee* - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:
 - Identify, cultivate and recruit new directors to serve on the Board.
 - Support orientation of new directors
 - Engage now directors as active participants
 - Plan for board leadership succession.
 - Assess how the board, directors and committees
 - Identify opportunities for the Board to keep abreast of
 - *School Site Council*- responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees.

Family and Community Involvement

For Aspire board meetings, there is a live teleconference line and video broadcast available in a conference room at the LA, CV and MEM Regional Offices. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any parents who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to

teleconferencing. Early in each school year, the board of directors sets and approve its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Board meetings are typically physically held at the principal office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606 and are subject to change. Regular Board meetings are typically held 5 times per year. Executive and Compensation Committee meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings shall be called according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act.

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which handles all school-related matters, such as expulsions, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee meets almost monthly and is subject to Brown Act. The Executive and Compensation Committee typically meets at the Aspire Home Office, and the meetings are broadcasted in the same way as the full Board meetings.

Their responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;
2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;

11. Local Control and Accountability Plans for each individual Aspire school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between board meetings

Aspire encourages all stakeholders to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, pursuant to Education Code (EC) Section 52852, the Charter School shares local control with a School Site Council (SSC). The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school; in secondary schools, students themselves may be part of the group. The group is generally responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of the LEA's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. The SSC is an integral part of the success of the students and the school as a whole; however, there are certain areas that *NOT* the scope of the SSC:

- Management of the school
- Policy-making
- Political organizing
- Fundraising
- Socializing
- Personnel recommendations and decisions

Additionally, in order to encourage and support stakeholder involvement, each school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
4. Short summaries of issues, ideas, and decisions of school committees
5. At least two opportunities for parents to give detailed input on the Local Control Accountability Plan

As the leader of the school, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. The Principal is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, but the school welcomes parents to participate in morning meetings, assemblies, open

houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

According to EC 47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

In order to ensure that parents understand that there is no volunteering requirement, information will be sent home via ParentSquare in English and in Spanish. Additionally, the print out of the ParentSquare message will be printed in English and Spanish and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work.
2. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.
3. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
4. 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. Parent volunteering is not a condition of their child’s admission/enrollment and/or continued enrollment within the Charter School.
5. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.
6. 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.
7. Aspire Board of Directors meetings (including Executive and Compensation Committee 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.
8. In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

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 XIII. 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 XIV.

Element 5 (Employee Qualifications)

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

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. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements 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.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

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 Director of Employee Services and the Controller, 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 authorization requirements outlined in Section 47605(1) 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 non-core, non-college-prep courses (e.g. music, physical education, various electives, etc.) or as authorized under Education Code §44258.3. 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.

Chief Executive Officer

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Aspire does not have a set of specific required background knowledge and qualifications for the CEO. The following characteristics are generally part of what makes an ideal CEO for Aspire:

- Experience in the charter sector, leading charter management organizations of significant size.
- Proven ability to lead the organization through its next phase of growth and to its next level of student achievement.
- Ability to inspire and maintain a strong organizational culture across Aspire.

Bay Area, Area Superintendent

Overall responsibility for “dual bottom line” (academic and fiscal results) of all schools in geographic area. Oversees education program implementation, operations, fiscal management, and human resource management. Support principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools.

Required knowledge, skills, and abilities:

- Demonstrated success as an instructional leader and in the professional development of teachers and principals
- Demonstrated command of the intricacies of school operations and planning
- Exceptional management skills including planning, directing, reporting, budgeting and administrative responsibilities
- Knowledge of characteristics of successful schools and how to implement them
- Knowledge of California school finance
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Demonstrated budget management responsibility
- Entrepreneurial passion

Required educational level:

- Master's Degree or Ph.D. in education

Required experience:

- 5+ years teaching
- 5+ years in school administration at the district level
- 5+ years experience as 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. Principal applicants are first screened by the Area Superintendent; if move on, phone screened by the regional recruiter; if move on, participate in a panel interview with lead teachers and other principals; if move on, participate in a panel interview with students, parents and community members that have a presence at the school site. A biography of The Charter School's Principal is attached in Appendix XV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

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

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education preferred

Required experience:

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

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

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 valid California authorization similar 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 authorization. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

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

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

Other Jobs at the School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

Building Manager

Required knowledge, skills, and abilities:

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to guide and support facility staff
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages

Required educational level:

- None

Required Experience

- 1-3 years of janitorial experience preferred but not required

Essential Duties and Responsibilities

- Oversees and supports the Assistant Building Manager
- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
- Set up and clean dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform minor routine maintenance, including touch-up painting, replacing lights, etc.
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
- Coordinate and manage night cleaning service and contractors to ensure building and grounds are well-cleaned and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.)
- Order cleaning and building supplies
- Set up and arrange furniture for assemblies, meetings and special events
- May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off

- Identify any major security or safety hazards and major repair needs
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

After School Educator

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Required educational level:

- Associate's degree or 48 units of college credit

Required Experience

- Experience working with children or youth in a school or community-based setting
- 1+ year as a teacher, teacher intern, or teaching assistant preferred

Essential Duties and Responsibilities

- Maintains a safe and effective environment for academic instruction and/or enrichment activities
 - Effectively manages student classroom behavior to ensure all students are fully engaged in learning
 - Complies with all safety and other regulatory and/or funder requirements
- Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
 - Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
 - Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
 - As needed, provides whole class, small group and individualized instruction to students
- Creates an environment of high expectations for learning, student behavior and staff professionalism

- Fosters a program culture of high expectations that includes college preparation for all students
- Collaborates with Aspire team members to shares best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
- Supports regular communications with parents/families to engage them in the afterschool program to help support student success
- Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

Counselor

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students in applicable grade level
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Bilingual - Spanish
- The ability to perform the following duties is highly desirable:
 - Supervise MSW level interns/PPS Interns
 - Supervise additional MSW level employees pursuing their clinical licensure in CA

Required educational level:

- Master's Degree in Counseling/Social Work or related discipline

Required Experience

- PPS Credential or Eligibility for PPS Credential

Essential Duties and Responsibilities

- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play Therapy)
- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Aspire
- Collaborate with school on universal interventions for students such as peer mediation, conflict mediation, etc.

- Foster healthy families through community and school programming, including, but not limited to: parent education and community service
- Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students under their care
- Continually improve social work skills by seeking out constructive feedback and professional development opportunities
- Exhibit positive rapport with students
- Possess a thorough understanding of and abide by the NASW Code of Ethics
- Create positive and consistent communication with Aspire staff and administration about social work goals and processes
- Attend all staff meetings
- Attend IEP and inter-departmental meetings for students receiving counseling services
- Supervise counseling trainees/interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Education Specialist Mild/Moderate/Severe

Required knowledge, skills, and abilities:

- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Special Education Experience
- Ability to work independently as a self-starter in a new organization
- Ability to excel as a member of a team
- Ability to work with an ethnically and economically diverse student body

Required educational level:

- Current California Education Specialist (Mild/Moderate or Moderate/Severe) authorization required
- Bachelor's Degree required; Master's Degree preferred

Required Experience

- 2+ years working with students which special needs in an educational setting required

Essential Duties and Responsibilities

- Administer academic diagnostic tests
- Participate as a member of a team to identify the needs and specific goals and objectives of each child's IEP
- Instruct students with IEPs for the purpose of developing appropriate academic and interpersonal skills
- Consult and articulate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Create and maintain notifications, records, files, and reports as required by federal, state, and SELPA regulations
- Maintain knowledge of current regulations pertaining to special education
- Participate in Student Study Team meetings and follow up plans as needed
- Collaborate with faculty to ensure that students modifications and accommodations are being appropriately implemented in the general education classroom
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

School Psychologist

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Required educational level:

- Bachelor's degree; Master of Science in Psychology or Sociology
- Pupil Personnel Services Credential

Required Experience

- School Psychologist Intern also acceptable

Essential Duties and Responsibilities

- Provide individual and group services to children that emphasize improved educational performance and/or conduct

- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around RtI implementation, Student Study Team meetings, and Aspire wide Crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; submit records, reports, and assignments promptly and efficiently
- Supervise Psychology interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional 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.

In addition, Aspire conducts formal and informal observations of instructional practice. Teachers receive frequent observations from a trained observer throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework (ASLF). Originally based on TNTP's Core Teaching Rubric, the ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms. Each domain includes a separate list of instructional strategies, known as Core Teacher Skills, that teachers may utilize to improve student performance in the given area of focus. The Aspire Student Learning Framework is attached in Appendix XVI.

Element 6 (Health and Safety)

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- A. Child abuse reporting procedures;
- B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- C. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- D. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- E. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- F. The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- G. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- H. A safe and orderly environment conducive to learning at the school;
- I. The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- J. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

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 Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 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.

Tuberculosis Screening

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.

In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. The Charter School's safety plan is attached in Appendix XVII.

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 workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Procedures for Background Checks

Employees, volunteers, and contractors of The Charter School 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 Director of Employee Services and the Controller, shall monitor compliance with this policy.

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).

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. All staff, including teaching and non-teaching shall be mandated child abuse reporters, and will be required to complete SafeSchools online training "Child Abuse: Mandatory Reporting (full course)" and will follow all applicable reporting laws

Tuberculosis Testing

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

DIABETES

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

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

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.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, as applicable to the Charter School pursuant to Education Code Section 35292.6.

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.

Drug Free/Alcohol Free/Smoke Free Environment

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

Asbestos

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

Facility Safety

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

Comprehensive Sexual Harassment Policies and procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, gender, immigration status, 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).

SUICIDE PREVENTION POLICY

Aspire Public Schools' Suicide Prevention Policy for all grades meets the requirements of Education Code Section 215 and to California Bill 2246

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, special education, and EL student 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 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, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school’s curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

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

Element 8 (Admissions Policies and Procedures)

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, 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.

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, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

The Charter School will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii).]

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 contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

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.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their 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:

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children of Founding families of the Charter School
- Students who are eligible for free or reduced-price meals
- All students who seek to continue their preparation and readiness for college from other Aspire schools
- Children residing within the District
- All other students who reside in the state of California

All names will be drawn 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 the Charter School Office/Business Manager phone, email, and mail within two days and asked to register within two weeks for the upcoming school year online or in person. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist. 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, the Office/Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system.

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 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 time frame.

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 (Independent Financial Audits)

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. Aspire’s Audit Committee, in conjunction with Aspire’s Chief Financial Officer, is responsible for contracting with the independent auditor, who shall be selected from the Certified Public Accountant’s Directory published by the State Controller’s Office. The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K–12 LEAs as published in the *California Code of Regulations*. Aspire’s Chief Financial Officer is responsible for overseeing the independent audit. Aspire shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law and by December 15 of each year. Aspire will resolve audit exceptions and deficiencies, if any, in a timely fashion. All exceptions and deficiencies and their remedies will be communicated to the District in a timely matter. If any audit exceptions are identified during the audit, Aspire will immediately look to address the root cause of the issue and seek to determine an action plan to resolve to ensure that exceptions have been corrected. Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor.

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 XIX, 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.

(i)

Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil

has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

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 the District 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.

The Charter School will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District Representative may attend.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or authenticated written transcript, of the hearing. All documentation needs to be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion.

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.

Aspire Public Schools' 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.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level behaviors and or provide systems for intervening through alternatives to suspension.

Positive Behavior Support Systems

Aspire is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

Multi-tiered Systems of Support (MTSS): MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs.

Positive Behavior Interventions and Supports (PBIS): PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

Restorative Practices (RP): RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire’s overarching positive behavior and discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

- | Alternatives to Suspension |
|--|
| <ul style="list-style-type: none">● Parent Conference● Reflection Zone (Minutes, Reflection Prompt, etc.)● Friday Detention● Saturday Service Day● Adult-Student Relationship Building through specifically planned activities(Ex. Hiking)● Behavior Daily’s● Mentoring● Counseling● Peer Mediations● In-School Alternatives● Restorative conversations, circles and conferences |

In addition to more broad school-based interventions and school culture work, the Charter School’s counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to 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 Manager or Regional Director of Student Services (RM or RDSS) specifically assigned to our schools. The RM/RDSS’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, APs of Culture and other staff around areas related to student behavior and discipline, 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
 - 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
 - Professional development opportunities for mental health counselors
 - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff 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 authorizer support resources around discipline and behavior interventions
 - Family resource referrals for outside agencies and supports
- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
 - The RM/RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
 - The RM/RDSS works 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. Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

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, but are not limited to:

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

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcher student information system and SEL assessments in order to provide

data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RM/RDSS'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, each RM/RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, APs, 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 directors and managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others. The position is supported by the Chief Schools Officer of Aspire Public Schools.

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 the teacher's classroom for the day of the suspension plus the following school day.
2. The Principal or the Principal's 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.

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 the pupil's 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 the pupil's physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

- D. Causing a reasonable pupil to experience substantial interference with the pupil's 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 the pupil's age with the pupil's 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 school days 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 the student's 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 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, 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 expel any student found to have committed a suspendable or expellable offense (APS 5144.1) under the required timelines and provisions of California Education Code. An expulsion decision may be appealed to the Aspire Board of Directors.

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's application for readmission is reviewed by the board for approval. If approved, 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. If determined that the student has committed a mandatory expellable offense, the Aspire Administrative Panel will 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) 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 Discipline of Students with Disabilities

1. Disciplinary Removals of Less than 10 days:

A LEA may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, as long as the removal does not constitute a change of placement (34 CFR 300.536).

2. Disciplinary Removals of 10 Days or More:

If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA shall conduct a Manifestation Determination (MD) meeting within ten days of the decision to change the student's placement.

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 manifestation determination team makes the determination that the conduct was a manifestation of the child's disability or was the direct failure of the LEA to implement the IEP/504 plan, the child will return to the placement from which they were removed and the the IEP/504 Team shall convene to address the following:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Aspire school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has previously been developed,
 - i. review the behavioral intervention plan,

ii. and modify it, as necessary, to address the behavior

4. Expulsion of Students with Disabilities:

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

Notification of District of Residence

Aspire Public Schools shall immediately 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.

Services Pending a Recommendation for Expulsion

Students pending an expulsion hearing or following expulsion until enrollment in a different LEA 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;.

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.

Special Circumstances

Aspire Public School administrators, the CEO or designee (Senior 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 (Senior 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.

After the student's removal, the LEA shall conduct a Manifestation Determination meeting.

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 the 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.

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.

If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. If parents request a special education evaluation at the time of the disciplinary action and the Aspire school did not have a basis of knowledge for the disability, Aspire Public Schools shall conduct an expedited special education evaluation. The Aspire school may put the disciplinary proceeding on hold pending the outcome of the evaluation. Upon completion of the evaluation, an IEP team will meet to determine eligibility. If the student is found eligible for special education, a manifestation determination meeting shall be conducted to determine whether the incident that occurred was a manifestation of the student's identified disability.

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 (Pupil Attendance Alternatives)

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

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 District.

Aspire schools are “schools of choice,” and The Charter School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school.

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

Element 13 (Employee Rights of Return)

“The rights of an 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(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly 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, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 (Dispute Resolution)

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

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

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 impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. 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 shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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.

Complaints by Students and 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.

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the 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(f), 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, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) 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 Name], c/o School Director:

Aspire ERES Academy

Courtland Ave.

Oakland, CA 94601

To Director, Office of Charter Schools:

1000 Broadway, 3rd Floor, Suite 300

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, mail, or electronic 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 calendar 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.

Aspire is committed to working with the District in a spirit of cooperation. Matters unable to be resolved by the District Superintendent or designee and Aspire will be referred to a mutually agreed upon legally licensed mediator at standard cost. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties.

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Element 15 (Closure Procedures)

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School 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(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

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” 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 Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) 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 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 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 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 ACOE 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 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 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 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 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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to 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 OCS 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 submitted to OCS 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 OCS for the delivery 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 OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
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 may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other 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 "closeout 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, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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 budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. 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 the 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 closure 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:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, 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 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide 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. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to 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. This requirement shall also apply, upon request by the District, 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 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.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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

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 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. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School’s obligations under the contract, including payment for services.

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

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))

- 20 day attendance report (Ed. Code § 47652(a))
- Monthly attendance reports
- Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

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.

Charter School will provide the charter authorizer the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the charter authorizer and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the charter authorizer immediately upon the transfer of Charter School’s employee records to the designee. The Chief Operating Officer will serve as the school’s closure agent.

Documentation of Closure Action

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

Notification to the California Department of Education

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

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

Notification to Parents and Students

The Aspire Board of Directors will promptly notify parents and students of The Charter School, the State Board of Education, the County Office of Education in which The Charter School is located, The Charter School's SELPA, the retirement systems in which The Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

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

Financial Close-Out

Aspire will have an independent audit completed within six months after the closure of The Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles *This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of The Charter School.* The final audit will include an accounting of all The Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The Charter School. The cost of the audit will be considered a liability of The Charter School.

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

Dissolution of Assets

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

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

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

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

CHARTER RELATED ISSUES

Term of Charter Petition

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

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

The Charter School's renewed charter shall begin on July 1, 2019 and will expire on June 30, 2024.

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 1936 Courtland Ave. Oakland, California.

Administrative Services

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

Potential Civil Liability Effects

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

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

requested protocol to ensure the District shall not be liable for the operation of The Charter School.

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

APPENDICES

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

FISCAL ANALYSIS
ASPIRE ERES ACADEMY MATERIAL REVISION

A. Background

Under Education Code section 47605(a)(4), a material revision (MR) is required when a charter school “proposes to expand operations to one or more additional sites or grade levels.” Pursuant to Education Code section 47607(a)(4), a MR for this type of expansion may include an analysis under Education Code section 47605(c)(7) or (8). However, the fiscal analysis for any MR “shall be limited to consideration only of the impact of the proposed material revision.” (Ed. Code, § 47607(a)(4).) Thus, to the extent the District seeks to consider the fiscal impact of the ERES charter MR under 47605(c)(7) or (8), this consideration is limited to an analysis of the fiscal impact of the proposed MR as compared to what the District has already approved, and in light of what is best for students academically. As set forth below, the proposed MR to revise Aspire ERES Academy’s projected enrollment and accommodate the new enrollment at a new site will in fact have a positive financial impact on the District.

B. Approved Charters: Baseline

Page 49 of the existing ERES charter approved by the District Board of Education states that the “target enrollment” for ERES is a maximum of 600 students. If the MR is not approved, ERES is already approved to enroll up to 600 students from the District. As a result, this baseline, i.e. the already-approved maximum target enrollment of 600, is the appropriate baseline for any fiscal impact analysis.

We understand the District has taken the position that ERES’ current maximum approved enrollment is 250, based not on the language in ERES’ charter but based on ERES’ projected budget. While ERES disagrees with the District’s position, this fiscal impact analysis below uses a 250-student enrollment as the baseline. Even using this baseline, the potential fiscal impact of ERES’ MR on the District is still positive. The positive impact is even more significant when the correct 600-student enrollment number is used.

If the MR of the ERES charter is approved, EPIC Charter School authorized by the Alameda County Board of Education has agreed to close. EPIC is currently approved to serve up to 400 students within the District’s boundaries.

C. Fiscal Impact

1. Net Increase of up to 869 Students to District

Under the MR of ERES’ charter, ERES’ maximum projected enrollment would be set at 550 students. This would be a decrease from ERES’ already-approved target of up to 600 as reflected in our charter, but would be an increase of 300 students above what the District believes to be our current capacity of 250. Since EPIC is authorized to serve 400 in-District students, approval of the ERES MR and closure of EPIC would result in a net increase of 896 approved charter seats back to the District over the next four years, as shown in the table below:

	21-22	22-23	23-24	24-25
Total Approved In-District Enrollment: ERES Approved Enrollment of 250 plus EPIC Approved Enrollment of 400	650	650	650	650
Total Approved In-District Enrollment After Approval of ERES Material Revision	304	384	466	550
Net Increase of Students Back to District	346	266	184	100

2. Net Increase of up to \$6,919,808 in LCFF Revenue to District

In terms of increased LCFF revenue for the District, the District’s total enrollment in 2019-20 was 49,588 students¹ and the District’s total LCFF revenue was \$383,008,898.² This means the District’s LCFF revenue per student last year was approximately \$7,723, so the District’s potential increased LCFF revenue if the MR is approved is as follows:

	21-22	22-23	23-24	24-25
Increased LCFF Revenue to the District	\$2,672,158	\$2,054,318	\$1,421,032	\$772,300

This is a total increase in LCFF revenue of \$6,919,808 over the next four years.

3. Net Increase of in \$65,687 Oversight Revenue to District.

The District currently does not collect an oversight fee for EPIC’s approved 400 charter seats because that school is authorized by the County. If the MR is approved, the District’s oversight fee collected from ERES would increase as follows:

	21-22	22-23	23-24	24-25
Oversight Fee with ERES Enrollment of 250 (1% of Revenue, assumes 95.5% ADA)	\$22,765	\$22,765	\$24,433	\$26,224
Oversight Fee Under Material Revision (1% of Revenue, assumes 95.5% ADA)	\$27,754	\$35,217	\$44,585	\$54,318
Increased Oversight Fee to the District	\$4,989	\$12,452	\$20,152	\$28,094

¹ According to CDE’s DataQuest website.

² According to the District’s 2019-20 Unaudited Actuals presented to the District Board on September 9, 2020.

This is a total increase in oversight revenue of \$65,687 over the next four years.

D. Overall Significant, Positive Fiscal Impact of MR on District

When considering the increase of approved charter seats to the District, the corresponding increased LCFF revenue, and the increased oversight fee, the District will be in better financial shape if the MR is approved, as compared to a scenario where it is not approved:

	21-22	22-23	23-24	24-25
Increased LCFF Revenue to the District	\$2,672,158	\$2,054,318	\$1,421,032	\$772,300
Increased Oversight Fee to the District	\$4,989	\$12,452	\$20,152	\$28,094
TOTAL POSITIVE IMPACT	\$2,677,147	\$2,066,770	\$1,441,184	\$800,394

We note this analysis does not consider the other potential increased revenues to the District, such as federal or special education funding, or other compensatory or positive fiscal impacts to the District. It also does not consider other relevant factors in any fiscal impact analysis under Education Code section 47605(c)(7) and (8); most significantly, the school’s academic performance and how it serves students. Aspire is prepared to provide an analysis of ERES’ academic performance compared to District-operated schools with similar demographics, as well as an analysis of other fiscal impact factors.

As evidenced above, the District’s financial position will be improved upon the approval of ERES’ proposed MR.



**Board of Directors Meeting
(Thursday, September 24, 2020)**

Location: Teleconference via Zoom

Board Directors present:

Beth Hunkapiller, Kay Hong, Leslie Hume, Nisa Frank, Warren Felson, Anthony Barkett, Carol Ornelas, Ay'Anna Moody

1. Public Business Meeting (10am)

Procedural: A. Call to Order & Roll Call

Board Chair Hunkapiller called the meeting to order at 10:02 am. Quorum for the meeting was confirmed.

Action: B. Approval of the Agenda

Agenda approved with no changes.

Procedural: C. Public Comment

None.

2. Chairperson and CEO Comments

Mala Batra, CEO commented on Distance Learning and briefly spoke about re-opening with the Board. She provided an update on Equity and being open as an organization to speak about Race.

3. Board Business (10:10am)

Discussion/Information: A. Preview for November Board Retreat - Equity Professional Learning

Board Chair Hunkapiller commented on the preparation of the November Board retreat.

She let the Board members know that there would be some readings.

4. Consent Agenda (10:30am)

Action (Consent), Minutes: A. Approval of Minutes 6/04/2020

Action (Consent), Minutes: B. Approval of Minutes 8/13/2020

Action (Consent), Minutes: C. Approval of Minutes 8/28/2020

Action (Consent), Minutes: D. Disbursement Register

Action (Consent): E. Approve Contract over \$250K - Hot Spots

Action (Consent): F. Income Reallocation in the EDCOE SELPA



Action (Consent): G. Unaudited Actual Reports for the year ending June 30, 2020

Action (Consent): H. Intra-org Loans

Action (Consent): I. Learning Continuity and Attendance Plans

Action (Consent): J. 403b non-ERISA plan

Action (Consent): K. Transportation Safety Plan Policy

Action (Consent): L. Aspire Release of Information (FERPA) Policy

Action (Consent): M. Free and Reduced Priced Meals Policy

Action (Consent): N. General Visitors Policy

Action (Consent): O. Comprehensive Safety Plan Policy

Action (Consent): P. Education for Foster Youth Policy

Action (Consent): Q. Identification and Education Under Section 504 Policy

Action (Consent): R. Identification and Education Under Section 504-Administrative Regulation

Action (Consent): S. Collecting and Retaining Student Records Policy

Consent Agenda items A-S were approved.

Motion Moved by Director Frank, Second by Director Felson

Yes: 7 (Hunkapiller, Frank, Felson, Barkett, Moody, Hume, Hong)

5. Discussion and Information (10:40 am)

Discussion/Information: A. Aspire ERES Academy & Advocacy Strategy Updates

Mala Batra, CEO and Nicole Williams-Browning, BA Superintendent provided an update on Aspire ERES Academy. They spoke about the continuous efforts to find a new building for the school. These efforts have been unsuccessful due to various reasons and there is the potential of the school closing. The Board and Aspire team had an open discussion and strategized on ways to support and mobilize to avoid closure.

Discussion/Information: B. Foundation Team Update

Bess Kennedy, APS Foundation ED gave an update on the Foundation's work. She highlighted some staffing updates and provided an overview of this year's focus for the foundation.



Discussion/Information: C. Updated School Snapshot Dashboard and Draft 20-21 Metrics

Daniel Soleimani, COS provided an update on the school snapshot dashboard. He provided highlights in various areas such as enrollment, attendance, staff, renewals and financial. Michael Wimbish, Dir. of Finance provided an explanation of the financial data. Ryan Cosens and Jennifer Garcia, CAO spoke about Academics and Attendance & Culture. There was an open dialogue between the Board and Aspire teammates on the data presented.

6. Lunch Break (11:55am)

Aspire Board took a lunch break from 11:52am-12:28pm

7. Action (12:25pm)

Action: A. 19-20 Year End Update

Michael Wimbish, Director of Finance spoke to the Board about the 19-20 Year End. He explained that the state of California has provided an Audit extension from 12/30/20 to 3/31/21. He also noted that the state of TN did not provide an Audit extension and will keep the 12/30/2020 deadline. He asked for the Board to approve the Audit extension for Aspire CA to 3/31/21.

The Board approved delay of CA audit timing - from 12/31/20 deadline to 3/31/21 deadline based on State's granted extension.

Motion by Director Hume, second by Director Hong.

Yes: 8 (Hunkapiller, Hong, Hume, Frank, Felson, Barkett, Ornelas, Moody)

Action: B. Bond Update

Mala Batra spoke about Aspire's Bond Strategy and mentioned there was an ad hoc committee meeting where there was a deeper conversation on Bond issuance. John Kim from Stifel provided an overview of the Aspire's projects and the 2 options for Bond issuance; Fall 2020 and/or Spring 2021.

Approval 1- Reimbursement Resolution

Motion moved by Director Felson, second by Director Hume.

Yes: 7 (Hunkapiller, Hong, Hume, Felson, Barkett, Ornelas, Moody)

Not Present at Vote: Director Nisa Frank

Approval 2- Approve Amended and Reinstatement Resolution

Motion moved by Carol Ornelas, second by Kay Hong.

Yes: 7 (Hunkapiller, Hong, Hume, Felson, Barkett, Ornelas, Moody)

Not Present at Vote: Director Nisa Frank



Discussion/Information: C. 20-21 Cash Position Forecast

Michael provided an update on 20-21 Cash Position Forecast given the CA cash deferrals.

8. Closed Session (1:15pm)

Meeting adjourned for closed session at 1:28pm.

Action: A. Consideration of Reinstatement of Student

Discussion: B. Conference with Legal Counsel – Anticipated Litigation

Discussion: C. Public Employee Performance Evaluation (§ 54957) Part 2 of 2

9. Reconvene to Public Meeting

The meeting reconvened to public meeting at 3:08pm.

Procedural: A. Report of Closed Session

Board Chair Hunkapiller stated that the Board recommended moving forward with the reinstatement of student.

Motion moved by Director Hong, second by Director Moody.

Yes: 8 (Hunkapiller, Hong, Hume, Frank, Felson, Barkett, Ornelas, Moody)

10. Adjournment (2:45pm)

Procedural: A. Meeting Adjournment

Board meeting adjourned at 3:08pm.

Approved this 13th Day of November 2020 in Oakland, CA.

DocuSigned by:

Mary Cha-Caswell

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Mary Cha-Caswell, Board Secretary