ASPIRE
PUBLIC SCHOOLS
College for Certain

Aspire: College Academy

Charter Petition

Submitted: January 26, 2011

For a term of July 1, 2011 – June 30, 2016

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Affirmations/Assurances
As the authorized lead petitioner, I, Tatiana Epanchin-Troyan, hereby certify that the information submitted in this application for the establishment of a California public charter school, official name yet to be determined, but within this petition referred to as Aspire: Aspire: College Academy, located within the boundaries of the Oakland Unified School District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

- Shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.

- Shall not charge tuition.

- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission, except for existing students of the School, shall be determined through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined by the place of residence of the child or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C).

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of 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.

- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

  - Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

  - Shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.

  - Shall comply with any jurisdictional limitations to locations of its facilities.

  - Shall comply with all laws establishing the minimum and maximum age for public school enrollment.

  - Shall comply with all applicable portions of the No Child Left Behind Act.

  - Shall comply with the Public Records Act.

  - Shall comply with the Family Educational Rights and Privacy Act.

  - Shall comply with the Ralph M. Brown Act.

  - Shall meet or exceed the legally required minimum of school days

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Lead Petitioner, Tatiana Epanchin-Troyan   Date:

I.   EXECUTIVE SUMMARY

The petitioners seek to open and operate Aspire: College Academy as a public charter school, ("School" or "Charter School") to prepare students for college, work, and citizenship. Our focus is on a student population that is currently under-served and under-represented in college.

The School's Vision

Aspire: College Academy aims to be a safe, dynamic, and motivating place where students develop the skills, knowledge and talents to become strong, confident and college-educated leaders for their community.

The School's Mission

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

Target Population – Whom the School is Attempting to Educate

The School plans to serve approximately 290 students in grades K-5 upon opening. The School aims to enroll students whose diversity is representative of the district's student population, and is primarily designed to serve students who are historically under-represented in college and who face barriers to college.

Educational Philosophy and Approach

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

How Learning Best Occurs

Student learning best occurs when a school's structures, academic program, pedagogical strategies, curriculum standards and materials, assessments, culture, and support systems are all aligned towards the same, college-preparatory goal. The School's education design has been tested, refined, and proven successful with many other students in other Aspire charter schools in California – students who are similar to the School's target students. As more fully described in the charter, the School's philosophy of "how learning best occurs" includes:

- Structures to support student learning, including: small school size and class sizes for a more personalized environment; longer school day, longer school year, and block scheduling to

create more time to learn; and opportunity for teachers and students to build relationships over time through looping

- Research and reality-tested pedagogical strategies as encompassed in Instructional Guidelines, including direct instruction, guided instruction, and practice, in large groups, small groups and independently.
- A variety of carefully selected, standards-aligned curriculum materials
- Consistent and frequent assessment using a variety of means, and regular feedback to maximize student engagement
- Support systems for students with different needs

Founding Group – Organizational Team

Aspire, a 501(c)(3) nonprofit public benefit corporation, is a pioneer and leader in California public education. Since its founding in 1998, Aspire has opened 30 high-quality, small, college-preparatory campuses throughout California, and has demonstrated the important role of charter schools in providing educational opportunities for California's diverse youth. Its schools have had consistently strong academic results, parents and teachers are highly satisfied, and the organization was named by Fast Company magazine as one of the top 20 social entrepreneurial organization in the country in four of the last five years. Aspire is widely regarded as one of the leading not-for-profit charter management organizations in the country. Two Lionel Wilson College Preparatory Academy alumni received the Gates Millenium Scholars Award.

➔ See Appendix Ia for more information on Aspire's results to date and Aspire Management Team biographies.

Intent of the Charters Schools Act

The Charter Schools Act of 1992 states that:

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

a) *Improve pupil learning.*

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

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

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

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

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

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

- California Education Code Section 47601

The founders of the Aspire: College Academy believe that the School will contribute to this legislative intent by providing an excellent educational environment for over 290 Oakland students, many of whom are currently academically not meeting their potential (intent a and b).

The School also provides an additional K-5 choice in an area of the city where this family-oriented configuration is rare (intent e).

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

The School's Mission

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

Target Population – Whom the School is Attempting to Educate

The School plans to serve approximately 290 students in grades K-5 upon opening.

According to demographic data compiled by the California Department of Education, the **Oakland Unified School** District (the "District") enrolled 46,099 students in 2009-10. 32.7% were designated English Learners, and 70.7% were low income (i.e., eligible for Free/Reduced-price meals). Those students represented the following ethnicities:

Student enrollment in OUSD, by ethnicity 2009-10

32.6%	▨ African American
0.4%	▦ American Indian
13.3%	▩ Asian
0.8%	▪ Filipino
38.9%	▪ Hispanic or Latino
1.6%	▪ Multiple/No Response
1.0%	▪ Pacific Islander
7.5%	▪ White
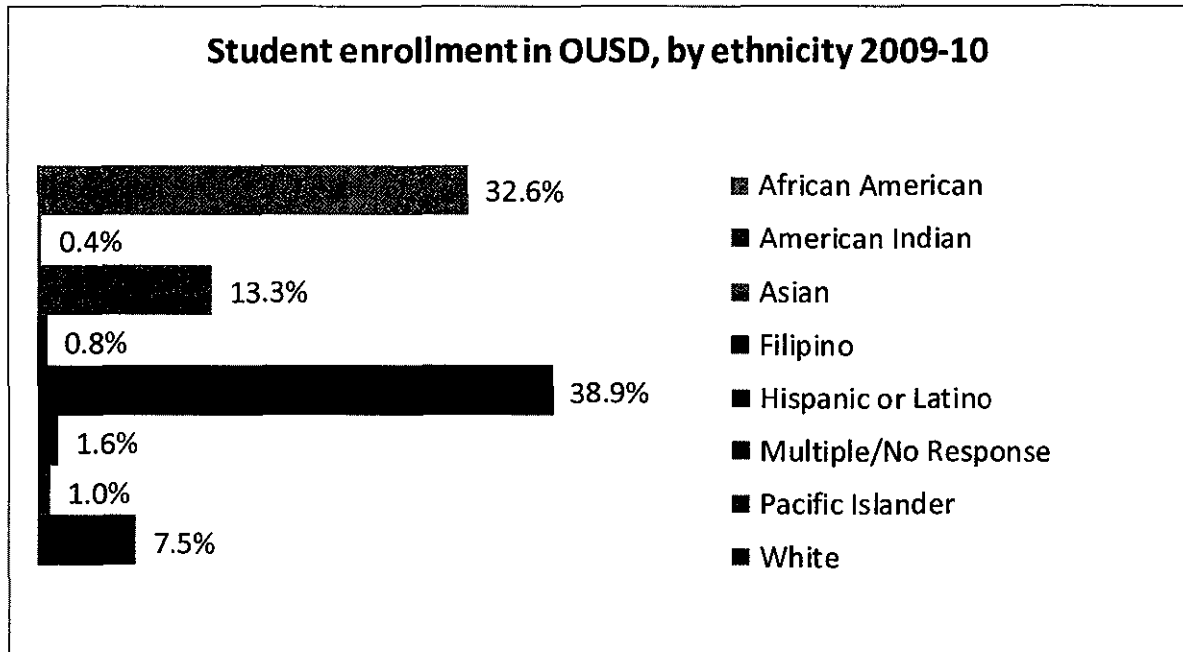
The School seeks to enroll a student body whose diversity represents the general population residing within the geographical boundaries of the District and community where the School is located.

In the neighborhood where the School will be located, other schools elementary and middle schools serve a student population that is disproportionately low-income and English Learners, compared to the district overall. In addition, some of the schools in the area are academically low-performing (based on the State's API), indicating that many students have not mastered grade level standards and in some cases, may be far below grade level or have serious skill gaps. Therefore, while the School's recruiting activities are focused on enrolling a student body whose diversity represents the general population of the district, the School's educational program has been especially designed to increase college-going rates for students who have historically been under-represented in college and who face barriers accessing a college education, specifically:

- Students from low-income families
- Students whose primary home language is not English
- Students living in communities with low-performing schools and low college-going rates
- Students who would be the first in their families to attend college

→ See Appendix IIa for Surrounding School Study

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

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

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

How Learning Best Occurs

Student learning best occurs when a school's structures, academic program, pedagogical strategies, curriculum standards and materials, assessments, culture, and support systems are all aligned towards the same, college-preparatory goal. Aspire's educational design, refined over the past ten years, has been proven effective in raising achievement rates for the School's target population. Examples include other Aspire schools in Oakland (e.g. Monarch Academy), East Palo Alto (e.g. East Palo Alto Charter School), Stockton (e.g. Rosa Parks Academy) and Los Angeles (e.g. Centennial). (see Appendix Ia for more data)

While many of the elements described below are expected to be in place from the first day of the School's opening, other elements may be implemented as students matriculate into higher grades and/or as the School becomes more established.

Structures to Support Learning
The School is structured to support high student achievement by creating many personalized learning opportunities, with smaller school and class sizes and more time in the school day for learning.

Small School Size

The small size of Aspire's schools strives to create school communities where each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.[1]

Small class sizes

In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. We strive to maintain the School's goal of a 20:1 student: teacher ratio in grades kindergarten through third grade, and no more than 28:1 in fourth through fifth grades.

Longer school day

Students learn more when they are given more time to learn each day. With more time, teachers can delve into topics more deeply cover more topics. The School's day will be approximately seven hours and 10 minutes – or about 40 minutes more instruction each day than students in many traditional public schools receive. In addition, the school provides a robust after-school program which provides homework help, additional academic tutoring, and enrichment activities. The school day will be 8:00am - 3:30 with a 15 minute break and 20 minute lunch and break later in the day.

Longer school year

The School will provide 187 regular days of instruction, seven days more than traditional public schools provide, and twelve more than the legal minimum applicable for charter schools.[2] In addition, each year the School will hold three additional days of instruction on Saturdays. The School will commence its school year prior to September 30, during which parents are encouraged to attend specially-designed academic programs with their children.

→ See Appendix IIb for sample school year calendar

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

[2] With the exception of the founding year, in which case extra time to prepare for the start of school will likely result in a school year that is less than 187 but more than 180.

Classroom looping

In the elementary grades, students will "loop" in kindergarten/first grade, second grade/third grade and fourth grade/fifth grade; this means that students stay with the same classroom teacher for two grades. This allows teachers and students to have deep, continuous relationships. It also allows teachers to begin the second and third years with instructional knowledge about every student. Students can receive instruction on the first day of school, instead of spending time establishing rules and procedures.

Summer School and Inter-sessions

The School, either separately or in collaboration with another Aspire school, may offer special academic programs during normal school holidays. These programs may include opportunities for acceleration (such as deep exploration of a single topic) or remediation (such as extra instruction on basic skills).

Pedagogical Strategies

Aspire educators use the organization's Instructional Guidelines, which describe a variety of effective pedagogical strategies for each subject area. Importantly, the strategies in the Instructional Guidelines are also designed to enable educators to differentiate instruction for individual students. Instructional Guidelines have been designed based on both research and best practices. Instructional Guidelines are not a script, and good implementation of Aspire's program requires highly skilled teachers. Model lessons by exemplar teachers, visits to Aspire Model Classrooms, and coaching by the school principal all help individual teachers in implementing the Instructional Guidelines effectively.

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

- Explicit Instruction: provides students a traditional form of teaching wherein the teacher presents the lesson and students individually demonstrate their new skills or knowledge. [3]
- Guided and Independent Practice: Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice opportunities will be concentrated immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material.
- Problem Solving: gives students a step-by-step process for determining a solution.
- Inquiry: presents students with a problem or question, around which they formulate and test theories to work towards a solution.

Technology is used as a tool for research, communication, and production. Students will have access to movable laptop carts and banks of computers in each classroom. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through desktop publishing, and their research skills through use of electronic references, including the Internet.

➜ For an example of subject-specific guidelines, see Appendix IIc for Aspire's K-5 ELA Instructional Guidelines Table of Contents.

Curriculum Standards and Materials

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[3] Adams, G L., & Engelmann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems.

Aspire's schools use a combination of adopted programs and elements developed in-house to build basic skills, higher-order thinking skills, and life-skills. The curriculum is deeply rooted in California state standards, and is intended to be simultaneously rigorous and relevant to students. The School's curriculum is clearly articulated as a K-5 system and includes language arts, mathematics, science, and social science. Other subjects essential to a healthy and balanced life are also covered through classes or programs in visual arts, music, health and nutrition, and physical education.

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

- <u>Language Arts</u>: To help students develop strong literacy skills, Aspire uses a comprehensive language arts curriculum based on meeting students' personal reading and writing needs through individual and small group instruction using a variety of texts. Students progress through a series of guided reading lessons based on each student's instructional level. Open Court instructional materials also support the reading program. The writing instruction is based on Lucy Calkins's Writer's Workshop and the Six Traits of Writing from the North West Regional Laboratory: ideas, organization, voice, word choice, sentence fluency, and conventions.

- <u>Mathematics</u>: The math curriculum is based on the California state standards for mathematics. Currently, the School uses the Harcourt Brace mathematics program for grades K-5. The School also supplements with other materials from other sources in order to set expectations high and include real life problems to create learning opportunities.

- <u>Science</u>: The Aspire program examines scientific concepts in thematic units. The units emphasize investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focus on application of the scientific method to everyday life. The content is aligned with the California State Framework. The school currently uses the Full Option Science System (FOSS) as a curriculum resource and Holt Rinehart and Winston as its textbook.

- <u>Social Studies</u>: The social studies content at Aspire is integrated into language arts and is designed to help students make sense of their everyday life in the midst of complex social, economic and political forces. The curriculum helps students become historically literate (including culture, geography, politics, economics, and ethics) and active, informed citizens (including U.S. policy and effective research techniques).

- <u>Visual and Performing Arts</u>: Appreciation and participation in the arts are essential to each student's development. Art and music inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Dependent on budget availability, art and/or music may be offered as a separate class, integrated into core classroom thematic units, or offered as an after-school enrichment activity. Additional opportunities may also be provided through connections within the community.

- <u>Physical education</u>: Students will be expected to develop their physical abilities and fitness. Dependent on budget availability, physical education may also be offered as a separate class, integrated into core classroom thematic units, or offered as an after-school enrichment activity. The School will administer the state and federally mandated physical fitness tests.

- <u>Health:</u> Students will develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey will inform additional needed interventions.
- <u>Technology</u>: Students will be expected to develop technological proficiency in basic use of personal computers and the internet. Students will be expected to utilize technology in ways that will prepare them for secondary education. The School will integrate technology skill development in core academic classes and as part of interdisciplinary projects, and dependent on budget, also offer technology classes as a Special Subject for a few hours each week.
- <u>Life Skills</u>: To be successful in the real world, students need to be able to work effectively together, listen to each other, make good decisions and lead respectfully. Aspire incorporates these "life skills" throughout the curriculum. Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate with one another.

In designing lessons, educators are also able to share and access resources through MyAspire, Aspire's Intranet. MyAspire is a web-based searchable portal that allows users to upload, retrieve, archive, and collaboratively create documents such as lesson plans, pacing guides, common assessments, data, and rubrics.

➔ Please see Appendices IId-IIf for examples of curriculum materials for core academic subjects available on Aspire's Intranet, including examples of High-frequency Word Lists, and sample lesson plans.

Assessment
Assessment allows the School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments will be used because no single assessment provides sufficient information on students' learning in the three outcomes (basic skills, thinking skills, life skills). Students will be assessed through state and nationally recognized tests (e.g. California Subject Matter Tests, CAT-6), Aspire-designed benchmark and/or interim assessments (e.g. 3-5 cumulative standards-aligned assessments of standards given periodically during the school year, including math, reading, writing, and science), day-to-day teacher-designed assessments (e.g. quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products including exhibitions.

➔ See Appendices IIg-IIh for Aspire assessment calendar and sample Snapshot Assessment Calendar.

Culture of College for Certain
The School intends to establish a school culture in which students expect that they will attend and graduate from college. This culture of "College for Certain" will be cultivated through artifacts, rituals, language and stories. College-related artifacts will be pervasive throughout the school: classrooms will be named after colleges and universities and college banners and other college paraphernalia will adorn the walls. Routines and rituals will be designed to convey the

discipline needed to be successful in college. Adults will use academic vocabulary on a daily basis. At Town Halls, various programs and rituals vividly remind students of what is possible.

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

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. During Student-Led Conferences, which occur at minimum two times yearly, the teacher, parent/caretaker, and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, the School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by the school (e.g. in- school, after-school or specialized classroom instruction). The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow the School to help meet the general education needs of students with disabilities (who may also have Individualized Education Programs ("IEPs") or 504 plans as required by law), English language learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for Under-Performing Students

The School will have high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the school-determined acceptable level will receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small-group tutoring by classroom teachers; before- or after-school tutoring by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Materials for intervention services may be designed by the educator or based on an off-the-shelf package such as READ 180.

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

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

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

Aspire's RtI framework, strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students. RtI's framework encompasses and extends Aspire's datadriven, student-focused approach to instruction and student support, and encourages us to deepen coordination across our core classroom, intervention, special education and non-academic services.

> → See Appendix IIi forAspire's RtI Resource Guide

Support for Students Achieving Above Grade Level

Because Aspire's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School.[5] For instance, the instruction during language arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Support for English Learners

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

Home Language Survey

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

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[5] Gifted Education Program Standards, National Association for Gifted Children.

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.[6] The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement. The notice will include a description of the reclassification process and the parent's or guardians opportunity to participate, and encourage parents or guardians to participate in the reclassification procedure.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

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

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

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[6] The thirty day requirement applies to students who are first enrolling in a California public school or who have not yet been CELDT tested. All others will be tested on an annual schedule based upon their last date of CELDT testing

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

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

Ongoing Assessment of EL Students

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

Support for Students with Disabilities

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

- California Education Code Section 47642

Overview

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

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

The School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

→ See Appendix IIk for Section 504 Process

Services for Students under the IDEIA
Aspire Public Schools is an LEA member of the EDCOE SELPA.

The School shall participate as a member of the Aspire Public Schools LEA in the EDCOE SELPA in accordance with Education Code section 47641(a). All schools in the Aspire Public Schools LEA make the following assurances:
- *Free Appropriate Public Education* – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- *Child Find* – The School will assure that all students with disabilities are identified in accordance with the policies and procedures of the SELPA.
- *Full Educational Opportunity* – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- *Least Restrictive Environment* – The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.
- *Individualized Education Program* – The School will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA.
- *Assessments* – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.
- *Confidentiality and Procedural Safeguards* – The School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

- *Personnel Standards* – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- *State Assessments* – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the California Standards Test and the CAT 6.

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

The Director of Special Education, the Program Specialist and other team members will work with the EDCOE leadership to provide monthly professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided annual professional development about practices that support the needs of special education students in the least restrictive environment. To assist the professional development of the professional team at Aspire Public Schools the organization will maintain an annual membership to the California Association of Resource Specialists (CARS Plus), a not-for-profit association that supports Special Education teachers.

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

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

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

➔ See Appendix III for description of the Student Study Team (SST) Process.

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

III. MEASURABLE PUPIL OUTCOMES AND METHODS TO MEASURE PUPIL PROGRESS TOWARD MEETING OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.
- California Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured.
- California Education Code Section 47605(b)(5)(C)

Student Outcomes

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

- *Basic Skills:* master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.
- *Thinking Skills:* apply classroom learning to real world experiences or problems in a relevant and valuable way in the four core subjects (ELA, math, science, social science) as well in interdisciplinary contexts, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).
- *Life Skills:* develop and demonstrate personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[7]

Student exit outcomes related to basic skills and thinking skills in the four core subjects are further subdivided into strands and specific standards at different grade and skill levels, based on California state content standards.

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

Methods to Assess Pupil Progress Toward Meeting Outcomes

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

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

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

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

EXHIBIT: TOOLS FOR MEASURING STUDENT OUTCOMES

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % of students (average of all grades)
Language Arts (basic skills and thinking skills)	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (K-5)	2x a year	K – Level 6 1st – Level 18 2nd – Level 28 3rd- Level 40 4th – Level 50 5th - Level 60	11-12 60% 12-13 65% 13-14 70% 14-15 75% 15-16 80%
		Aspire's standards-based reading assessment (2-5)	3x a year	80% correct	11-12 50% 12-13 60% 13-14 65% 14-15 70% 15-16 75%
		Aspire's standards-based multiple choice writing assessment (2-5)	3x a year	90% correct	11-12 50% 12-13 60% 13-14 65% 14-15 70% 15-16 75%
		Aspire's standards-based writing assessment (2-5)	2x a year	3 out of a 4 point rubric	11-12 50% 12-13 60% 13-14 65% 14-15 70% 15-16 75%
		California Standards Test (2-5)	Once a year	Proficiency	11-12 30% 12-13 40% 13-14 50% 14-15 55% 15-16 60%
		Standards-based report card (K-5)	3x a year	3 out of 4	11-12 65% 12-13 70% 13-14 75% 14-15 80% 15-16 80%
Science (basic skills and thinking skills)	Students will be expected to: demonstrate understanding of scientific concepts and ideas through real-world applications; utilize scientific research and inquiry methods to conduct investigations and problem-solve; and apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Project-based assessments (K-5)	One per unit	Mastery based on unit specific rubric	11-12 75% 12-13 80% 13-14 85% 14-15 90% 15-16 90%
		Standards-based report card (K-5)	3x a year	3 out of 4 on all standard	11-12 65% 12-13 70% 13-14 75% 14-15 80% 15-16 80%
Math (basic skills and thinking skills)	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and	Aspire's standards-based math assessment (K-5)	3x a year	90% correct	11-12 50% 12-13 60% 13-14 65% 14-15 70% 15-16 75%

	outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	Math Assessment Collaborative problem solving assessment (2-5)	Once a year	90% correct	11-12 60% 12-13 70% 13-14 75% 14-15 80% 15-16 85%
		Standards-based report card (K-5)	3x a year	3 out of 4 on all standards	11-12 65% 12-13 70% 13-14 75% 14-15 80% 15-16 80%
		California Standards Test (2-5)	Once a year	Proficiency	11-12 30% 12-13 40% 13-14 50% 14-15 55% 15-16 60%
Social Science (basic skills and thinking skills)	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	End of Unit Assessments (see social science units)	One per unit	Mastery based on unit specific rubric	11-12 75% 12-13 80% 13-14 85% 14-15 90% 15-16 90%
		Standards-based report card (K-5)	3x a year	3 out of 4 on all standards	11-12 65% 12-13 70% 13-14 75% 14-15 80% 15-16 80%
Life Skills	Students will demonstrate skills of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity	Attendance rate	3x a year		95% ADA
		Office referrals	3x a year		Reduce by 50% after first year data collection

Assessment Modifications and Accommodations

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

School-wide Outcomes and Methods of Measurement

In addition, to measures of individual student progress towards outcomes, the School has school-wide goals for its Academic Performance Index (API), set by Aspire and designed to move each school to an 8 Similar Schools Ranking within four years (in advance of its first charter renewal). These Aspire-defined API goals are typically higher than the state's goal for the school. Additionally, the School expects to meet or exceed federal Adequate Yearly Progress goals. In the long-run, the school aims to have every student score Proficient or Advanced Proficient on the California Standards Test in every subject.

Reporting and Accountability

If the School does not test (i.e., STAR) with the District, the 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.

External Reporting

The 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 inquires from District and other authorized reporting agencies.

Use and Reporting of Data

Data is collected, analyzed, reported and used regularly, at every grade level and in every subject area.

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

Parents are informed about both their individual student's and the School's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Student Led Conferences conducted twice a year. At this time, they also develop, modify, or review their child's Personalized Learning Plan. At this time they find out about the progress of their student in all areas – academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly standards-based report cards.

→ See Appendix IIIa for sample standards-based report card.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual CELDT testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section which are provided to all students.

Educators examine student performance data formally through a process called the Cycle of Inquiry (COI), which entails examining pre- and post-test data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student mastery of standards. Educators usually engage in the COI in grade level teams, using interim assessments are given every two to three weeks based on the standards in the School's pacing chart. Data are examined in a public way, and instructional strategies for re-teaching are identified and implemented. Student outcome data also informs professional development plans for individual teachers, who may receive personalized coaching or outside training as appropriate. Staff members also receive and analyze school-wide data on student achievement during staff meetings, and use this data to help monitor and improve the School's education program overall.

The Principal, collaborating with teachers, instructional coaches, the Advisory School Council, and the Regional Superintendent, uses the STAR assessment results to create annual and

targeted plans for increased achievement. The entire School takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development. In addition, results from benchmark tests for ELA and Math are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and intervention services for students.

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

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

Additionally, the School will publish student results annually through the School Accountability Report Card (SARC), in compliance with the California Constitution, California Education Code, and NCLB criteria. The report includes pertinent facts and data about the School and will be made available to the public as required by law.

District Visitation/Inspection

The School will comply with a District requested visitation process to enable the District to gather information needed to validate the School's performance and compliance with the terms of this charter. The School agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

IV. GOVERNANCE STRUCTURE

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

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

Not-for-profit Public Benefit Corporation

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

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

Aspire is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

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

➔ See the Appendices IVa and IVb for Aspire's Articles of Incorporation and Bylaws.

Board of Directors

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

All Board meetings shall comply with the Brown Act.

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

➔ See the Appendix IVc for Aspire's Conflict of Interest policy.

Board of Directors Membership

The Aspire Board of Directors consists of a maximum of 11 regular members plus one seat for every sponsoring district. As provided by Education Code Section 47604(b), the District Board of Education shall be entitled to one representative on the Aspire Board of Directors. The Board of Directors meets quarterly. In addition, Aspire's Board of Directors elects a smaller group of directors to serve as the Board's Executive Committee, which meets monthly.

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

Board Duties

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect all Aspire schools. Those duties include:

- Defining or refining the organization's mission, values and vision;
- Setting strategic direction;
- Adopting policies to ensure that Aspire is run effectively, legally, and ethically;
- Hiring, firing, overseeing, evaluating, and supporting the CEO;
- Monitoring the operational budget and finances for long-term viability; and
- Seeing that adequate funds are secured for the operating and capital needs of Aspire.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds. Members of the Board may also participate in raising funds for Aspire and increasing public awareness of Aspire's work.

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

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

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

Advisory School Council

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School plans to create an Advisory School Council ("ASC"), which will consisting of 3 teachers and 3 parents, a community member, and the School Principal. The School's ASC will participate in developing school policies and will assist in engaging the community. The ASC members will include financial as well as academic expertise. The ASC may make recommendations about issues related to the school and participate in reviewing

parental and community concerns. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Additional Opportunities for Family Involvement

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

- *Special Saturday classes:* Scheduled at the beginning of the year, these three mandatory half-day sessions allow families to attend school with their children.
- *Participation in school decision-making:* Aspire includes two family representatives on the Advisory School Council and family participation on the school's Teacher Hiring Committee.
- *Opportunities to evaluate the School and its staff:* Each spring, families are asked to complete a survey evaluating the School, the principal, and their child's teachers. The survey results are reviewed by the School staff as well as Aspire's Home Office and are a factor in personnel decisions such as merit raises.
- *Regular communication about student learning and behavior:* families, students and teachers meet at least twice a year during Student-Led Conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.

In addition, The School will expect families to invest 30 hours of volunteer service each year. The School will also provide a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending ASC meetings, serving on family committees, fundraising, and communicating with other parents. A committee of family members will track volunteer hours and help find solutions for families who have difficulty meeting this commitment.

Addressing Parent Concerns and Complaints

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

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

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

complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

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

The School will implement specific and continuing steps to notify applicants for admission and employment, students and families 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.

→ See Appendix IVe for Aspire's Community Complaint Form.

The School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

The 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 inquiries. The School acknowledges that it is subject to audit by OUSD; if OUSD seeks an audit of The School, it shall assume all costs of such audit.

Members of The School's Governing Board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest to the extent such policies and regulations align with and do not exceed the requirements of law applicable to charter schools.

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

V. HUMAN RESOURCES

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

Qualifications of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the school.
- California Education Code Section 47605(b)(5)(E)

Overall

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

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

Principal Qualifications

The School's Principal is the instructional leader at the School, with responsibility for ensuring the School and its students achieve the outcomes outlined in this charter petition.[8] The Principal will have the following qualifications:

Required knowledge, skills, and abilities:
- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum, instruction, and assessment
- A record of success developing teachers
- Excellent communication, presentation and interpersonal skills
- Excellent organization, time management and follow-up skills; demonstrated ability to successfully handle multiple activities concurrently
- Strong community-building skills
- Entrepreneurial passion
- Fluency in Spanish is highly desirable
- Demonstrated profit/loss responsibility

Recommended educational level:
Masters in education is highly desirable

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[8] The School principal reports to Aspire's Area Superintendent). The Area Superintendent in turn reports to Aspire's Chief Executive Officer, who reports to Aspire's Board of Directors. The principal also works closely with the school's Advisory School Council, which has an advisory role not a supervisory one. See section IV Governance for more information on the roles and responsibilities of the Board and the school's Advisory School Council.

Required experience:
5 plus years teaching and/or administrative experience

→ See Appendix Va for a description of the Principal Search Process

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

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

Required educational level:
A.A. degree or equivalent work experience

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

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

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

Minimum educational level:
- Bachelor degree
- Appropriate Teaching Certification

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

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

Teacher Hiring

The School will use a rigorous multiple-stage approach to selection that includes: a resume screen; interview(s); writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:
- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented

The School's principal is responsible for making hiring decisions, and receives input from a site Teacher Hiring Committee at all stages in the selection process. The Hiring Committee may include:
- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates' paperwork to Aspire.
- *Teachers:* Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their grade level.
- *Families:* Conduct interview(s) and observe demonstration lessons.

Professional Development

Aspire is committed to the professional development of all of its team members. Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1-2 weeks of summer training to build classroom management skills, increase their capacity to plan meaningful and engaging lessons, and practice specific Instructional Guidelines that are core to the Aspire education program, and then receive on-going coaching support from a variety of individuals to reinforce and deepen their training. The School Principal, in his/her

capacity as instructional leader, provides on-site coaching to all teachers. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are given time during the regular school day to collaborate and support each other to reach the Schools' and individual students' learning goals, including common preparation time through use of Special Subjects (e.g. music, Spanish) and early release days. Aspire also has instructional coaches who travel between school sites to provide additional support, give one-on-one consultation, and conduct school-based professional development sessions. Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards. In addition, Aspire conducts two regional training sessions in areas identified as system-wide weaknesses based on the prior year's STAR results.

In accordance with Education Code Section 44259.1, which requires that teachers in the state of California earn their Professional Clear Credential through on the job mentoring and training, Aspire established its own California Commission on Teacher Credentialing ("CCTC") - approved Induction Program to help beginning teachers with a Preliminary Credential to earn their Clear Credential. The School's teachers will be eligible to participate in this two-year program, which provides weekly or bi-monthly one-on-one instructional coaching. By the completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction standards in the California Standards for the Teaching Profession ("CSTP") framework.

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

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

Staff Evaluation

Aspire is committed to both increasing the academic performance of California's diverse students and developing effective educators. Aspire is engaged in a seven year project to support our teachers to become highly effective called The College Ready Promise ("TCRP"). Part of this work involves changing our evaluation system, creating teacher supports and identifying our most effective teachers. As a result, Aspire's practices related to performance management are a combination and balance of accountability and support. Performance expectations and reviews should be discussed periodically during the year. Performance reviews may be formal or informal, and verbal or written. Examples of such ongoing review can include walkthroughs at school sites, peer review, lesson observations and/or 360 degree feedback. Educators generally receive formal written performance evaluations once every year. The formal evaluation is based on planned and unexpected classroom observations, student growth data, self-evaluation, parent feedback via a survey, and student feedback via a survey. Office manager evaluation is based on principal observation, self-evaluation and input from Aspire Home Office staff. Principal

evaluation is based on school academic growth, self-evaluation, and survey results from parents, students and staff.

→ See Appendix Vb-Vd for Principal Evaluation Rubric, TCRP Teacher Effectiveness Rubric, and Office Manager Evaluation Rubric

Compensation

Aspire provides educators and other staff with a base salary that is competitive with local school districts, based on experience and expertise. Pay increases are not based on a step-and-column schedule, but instead based on multiple measures of performance, including student growth, parent/student satisfaction, and principal evaluation.

Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
- California Education Code Section 47605(b)(5)(K)

All employees of the School who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified non-certified staff) shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. Aspire's Home Office will work with the District or County Office of Education pursuant to Education Code Section 47611.3 to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system. Aspire will make all employer contributions as required by STRS, PERS and the federal social security. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

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

Employee Representation

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.
- California Education Code Section 47605(b)(5)(O)

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

District Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
- California Education Code Section 47605(b)(5)(M)

Employees of the District who choose to leave the employment of the District to work at the School will have no automatic rights of return to the District after employment by the School, unless specifically granted by the District through a leave of absence or other agreement in accordance with applicable District Board Policy and/or collective bargaining agreements.

All employees of the School will be considered the exclusive employees of the School and not the District unless otherwise mutually agreed in writing. Sick leave or years of service credit at the District or any other school district may be transferred to the School for the purposes of STRS or PERS.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 237.
- California Education Code Section 47605(b)(5)(F)

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

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

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

Role of Staff as Mandated Child Abuse Reporters
All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District.

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

Immunizations

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

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

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

Diabetes
Beginning in the 2010-11 school year, 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:
- *A description of type 2 diabetes.*
- *A description of the risk factors and warning signs associated with type 2 diabetes.*
- *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.*
- *A description of treatments and prevention of methods of type 2 diabetes.*
- *A description of the different types of diabetes screening tests available.*
- Not sure if we put this in given that we don't serve 7th graders?

Emergency Preparedness
The School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the School.

Blood-borne Pathogens
The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The School has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free / Alcohol-Free / Smoke-Free Environment
The School shall be a drug-, alcohol- and tobacco-free workplace.

Facility Safety

The School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least once a month pursuant to Education Code Section 32001.

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

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

➔ See Appendix Ve for Comprehensive School Safety Plan

Dispute Resolution Procedures
Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
- California Education Code Section 47605(b)(5)(N)

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

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

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

To Charter School, c/o School Principal
8030 Atherton Street
Oakland, CA 94606

To Coordinator, Office of Charter Schools: Office of Charter Schools
                                                    Oakland Unified School District
                                                    4551 Steele Street, Room 11
                                                    Oakland, California 94619

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

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

(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.

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

Student Admissions Policies and Procedure

Governing Law: Admission requirements, if applicable.
- California Education Code Section 47605(b)(5)(H)

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

The School is open to all students. Admission to the School shall not be determined according to the student's place of residence or that of his or her parent or guardian, within the state of California, except as provided below. Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

Commitment to a Discrimination-free and Harassment-free Education
Aspire and the School are committed to providing a safe, discrimination-free and harassment-free education to its students. The School shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The School shall comply with all applicable legal minimum and maximum age requirements for admission.

→ See Appendix VIa for Aspire's Anti-Discrimination/Anti-Harassment Policy

The School shall admit all students who wish to attend subject only to capacity. If the number of student applicants exceeds the School's capacity, attendance, except for existing pupils shall be determined by a public random drawing.[9] Existing students who are re-enrolling are exempted from the drawing. After all spots have been filled through the drawing, a wait list will be created in the order in which names are drawn. As openings become available, opportunities to enroll will be given to those in order of the wait list.

Preference in the public random drawing will be given as follows:
1. Children of employees[10]
2. Siblings of current students within the School[11]
3. Founding Families[12]

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[9] During any period of Public Charter Schools Grant Program funding, the public random drawing will be held as one single weighted lottery in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").
[10] During any period of Public Charter Schools Grant Program funding, this preference will be limited to "children of faculty" and will not to exceed 10 percent of total enrollment in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").
[11] During any period of Public Charter Schools Grant Program funding, this preference will be considered an "exemption" to the public random drawing in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

4. Residents of the District
5. All other students in the State of California.

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

By October 1 of each year, The School will notify the District in writing of the application deadline and proposed lottery date. The School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Racial & Ethnic Balance

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

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

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

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process. Typically, formal outreach activities for the following school year's enrollment begin in January, and the lottery is held in March. In the first year, enrollment outreach includes informing the community about the opportunity to become a Founding Family.
- Creating and distributing enrollment brochures and forms in various languages
- Meetings with and presentations to local pre-schools and Head Start programs, neighborhood groups, community organizations, churches, and youth service organizations.
- Posting enrollment information on the Aspire website in English and Spanish
- Holding open houses and hosting scheduled tours for interested parents. During open enrollment season, the School will typically have 3-5 open houses, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores, buying ad space on buses or in the newspaper, and sending information via direct mail.

The school office manager plays a key role in fielding calls about enrollment, coordinating open houses and presentations, and assisting individual families to fill out the Interest Form. In the school's founding year, Aspire's home office and an Enrollment Committee (made up of Founding Families) spear-head the student recruiting process.

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[12] Founding Families are required to have completed 20 hours of service prior to the District's decision on the charter. Families may accrue service hours by participating in Charter Visioning Workshops or serving on one of several Committees (e.g. hiring, enrollment, chartering). They must also commit to serving an additional 10 hours before December 31 of the first year of the charter's operation. Enrollment priority through Founding Family status is accorded as an incentive for families to invest the effort required to start a new school in a short time frame. During any period of Public Charter Schools Grant Program funding, this preference shall be limited to 10% of total enrollment as required by the RFA.

In addition, Aspire may conduct general outreach activities to augment individual schools' efforts (e.g. creating a brochure that profiles all Aspire Bay Area schools and distributing it more broadly).

→ See Appendix VIb for sample recruiting collateral

Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.
- California Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside in the District who opt not to attend the School may attend a school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district policies. The parent or guardian of each student enrolled in the School shall be notified on admissions forms that the student(s) have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the School, except to the extent that such a right is extended by the local educational agency.

Suspension and Expulsion Procedures

Governing Law: The Governing Law: The procedures by which pupils can be suspended or expelled.
- California Education Code Section 47605(b)(5)(J)

The School will establish a school-wide behavior plan that makes expectations for student behavior clear, provides for extrinsic rewards (while building towards students developing the ability to provide their own intrinsic rewards), and describes consistent and escalating consequences for inappropriate behavior. This plan will be distributed to families and students, and students will be taught the elements of the plan.

→ See Appendix VIc for draft schoolwide behavior plan

Should a student's inappropriate behavior escalate or be severe enough to warrant suspension or expulsion, the procedures for suspension and expulsion of the School's students are based on the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The School will notify the District of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

In the case of a special education student, or a student who receives 504 accommodations, The School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and

substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP , the student may be expelled.

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

VII. REPORTING AND ACCOUNTABILITY

Budgets and Cash Flow

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

- California Education Code Section 47605(g).

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

Sources of Funds
The vast majority of funds for the School's operations come from the State of California and local in-lieu property taxes, in the form of a per-student standard allocation ("Revenue Limit Per Average Daily Attendance," or "ADA"). The School will also receive additional monies ("categorical funds") for special populations and specific programs.

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

→ Please see Appendix VIIa for the School's financial projections and cash flow as required by Education Code Section 47605(g). These documents are based upon the best data available to the Petitioners at the date of submission.

Financial Reporting

By July 1 of each calendar year, the School will provide a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions. The Charter School shall comply with all other financial reports required by Education Code Section 47604.33.

Insurance

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

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

Public Records

The School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including The School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at The School and of the District. The 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 School does not have that The School needs in order to meet its obligations, the District shall provide the same to The School in a reasonably timely manner upon request.

Administrative Services

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

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

Facilities

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

The School will operate at one site within the District. The School will be located e8030 Atherton, Oakland CA 94601. The majority of the school facility will be leased from St. Benedict's Catholic Church. The facility includes classrooms, offices and cafeteria. This main facility has been utilized for the past five years as an Aspire Public School: Millsmont Secondary, which is a school moving to a new location..

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

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not open unless an exception is made by the Office of Charter Schools and/or the local planning department. If the School moves or expands to another facility during the term of this charter, the School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for

each facility before school is scheduled to begin operation in the facility or facilities. The School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department.

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.

Independent Fiscal Audit

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

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

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

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

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

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

To the extent that The School is a recipient of federal funds, including federal Title I, Part A funds, The School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. The

School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

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

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

Direct Funding

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

District Fee for Oversight

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

Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
- California Education Code Section 47605(b)(5)(P)

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of 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, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School 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 School.

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.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the School shall work with the County Office of Education to determine a suitable alternative location for storage.

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.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Aspire Public Schools and shall be distributed in accordance with the Articles of Incorporation to another California

public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. 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, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, 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.

As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON CHARTER AUTHORIZER

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

The School shall be operated by 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 23701d.

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 School or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the School.

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

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

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

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

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

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;
- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

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

- The School is subject to District oversight.

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

- The District is authorized to revoke this charter for, among other reasons, the failure of The 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 School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

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

The School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to the School. When 30 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 related to the School operations is received by the District, the School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost.

IX. MISCELLANEOUS CHARTER-RELATED ISSUES

Term of Charter Petition

Governing Law: A charter may be granted pursuant to Sections 47605… for a period not to exceed five years. A charter granted by a school district governing board…may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.
- California Education Code Section 47607(a)(1)

The School's Charter shall begin on July 1, 2009 and expire five years thereafter. Any material revisions to School's Charter shall be made by the mutual agreement of the governing board of Aspire and the District in accordance with Education Code Section 47607. Aspire may present a petition to renew or materially revise the Charter at a regularly scheduled Board of Education meeting, and District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Section 47605 or its successors.

Interpreting the Charter

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

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

Changes in the law or the administration related to charter schools occur from time to time. Aspire shall fully comply with all such legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code §47607(a)(1).

Renewing the Charter

The School must submit its renewal petition to the Office of Charter Schools no earlier than 365 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Revoking the Charter

Governing Law: Prior to revoking a charter for failure to remedy a violation pursuant to subdivision (d), and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority

shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to the charter school, that support its findings."

- California Education Code Section 47607(e)

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

The District may revoke the charter of The School in accordance with Education Code Section 47607.

APPENDIX:

ASPIRE COLLEGE ACADEMY CHARTER PETITION

Ia	Aspire's Results to Date & Management Team biographies
IIa	Surrounding School Study
IIb	Sample School Year Calendar
IIc	K-5 LA Instructional Guidelines
IId	High Frequency Word List
IIe	2nd Grade Lesson Plan for Predicting Outcomes
IIf	5th Grade Lesson Plan for Character Development
IIg	Sample Assessment Calendar
IIh	Grades 2-5 Snapshot Assessment
IIi	RtI Resource Guide
IIj	Chart Mapping ELD Standards with Instructional Guidelines
IIk	Section 504 Policy
IIl	Student Study Team (SST) Process
IIIa	Sample Standards-Based Report Card
IVa	Aspire Articles of Incorporation
IVb	Aspire's Bylaws
IVc	Conflict of Interest Policy
IVd	Aspire Board of Directors
IVe	Community Complaint Form
Va	Principal Selection Process
Vb	Principal Performance Rubric
Vc	TCRP Teacher Effectiveness Rubric
Vd	Office Manager Performance Rubric
Ve	Comprehensive School Safety Plan
VIa	Anti-Discrimination and Anti-Harassment Policy and Complaint Procedure
VIb	Sample student recruiting collateral
VIc	Draft schoolwide behavior plan
VId	Suspension and Expulsion Policy and Procedures
VIIa	Financial Projections

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**ASPIRE COLLEGE ACADEMY
CHARTER PETITION APPENDIX IA
ASPIRE RESULTS**

January 26, 2011

ASPIRE
PUBLIC SCHOOLS

College for Certain

Aspire's Average Similar School Rank History

Aspire's API Growth - 2009 to 2010

ELA and Math Peformance by Economic Status (in percent)

"Overall, what grade would you give to your school?"

"Would you recommend the school to other families"

Source: Aspire Parent/Family Survey 2010

Aspire's average is 95%, above the National average of 70%
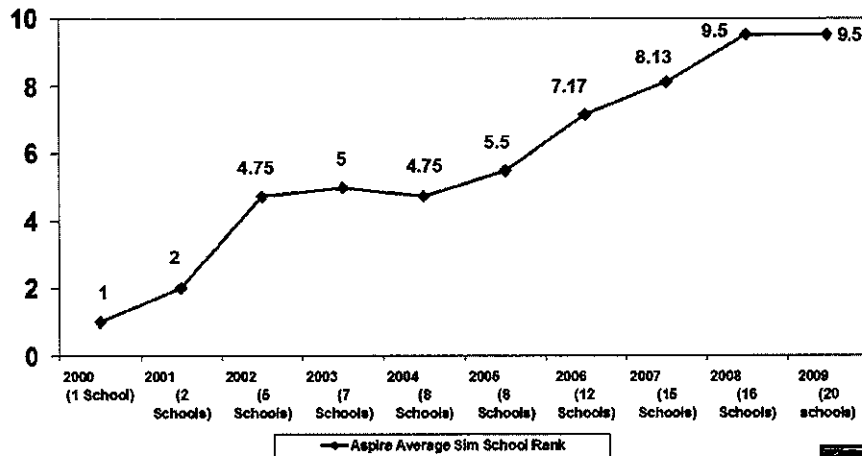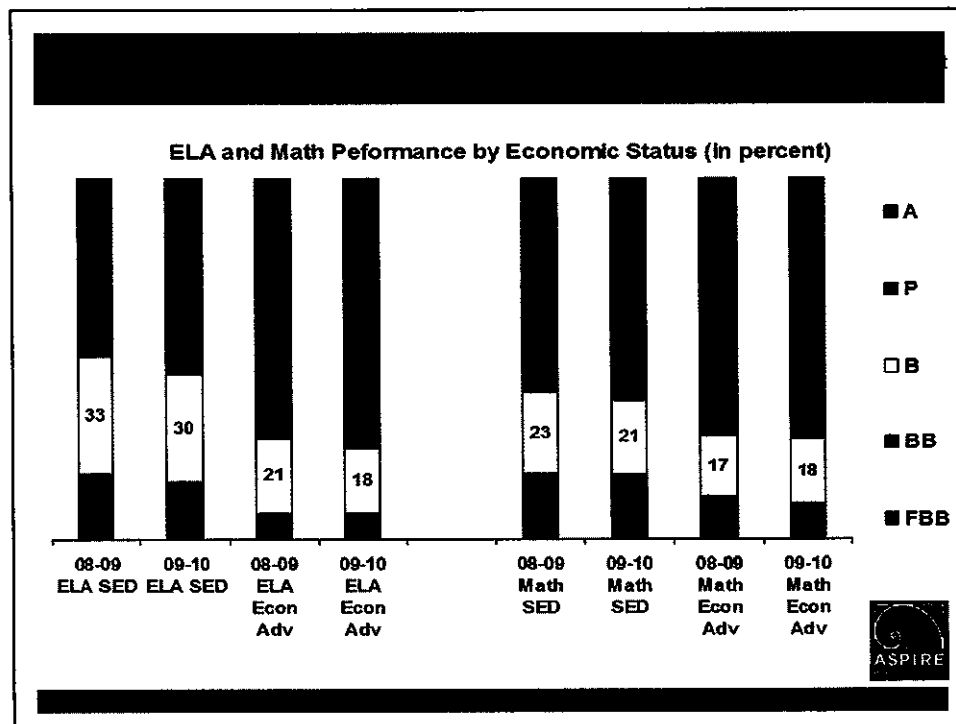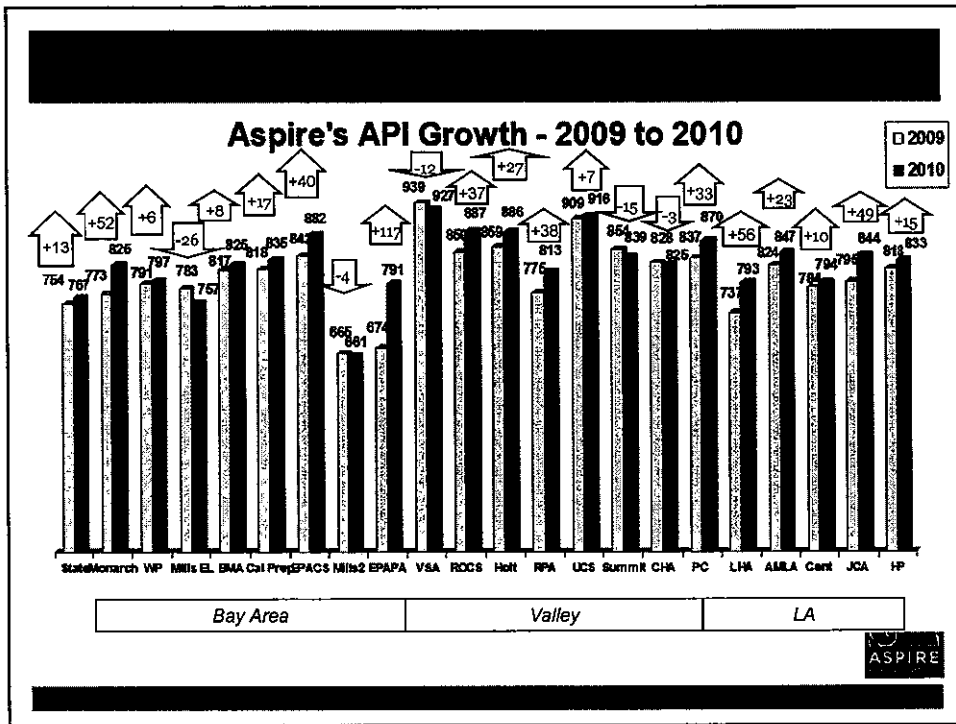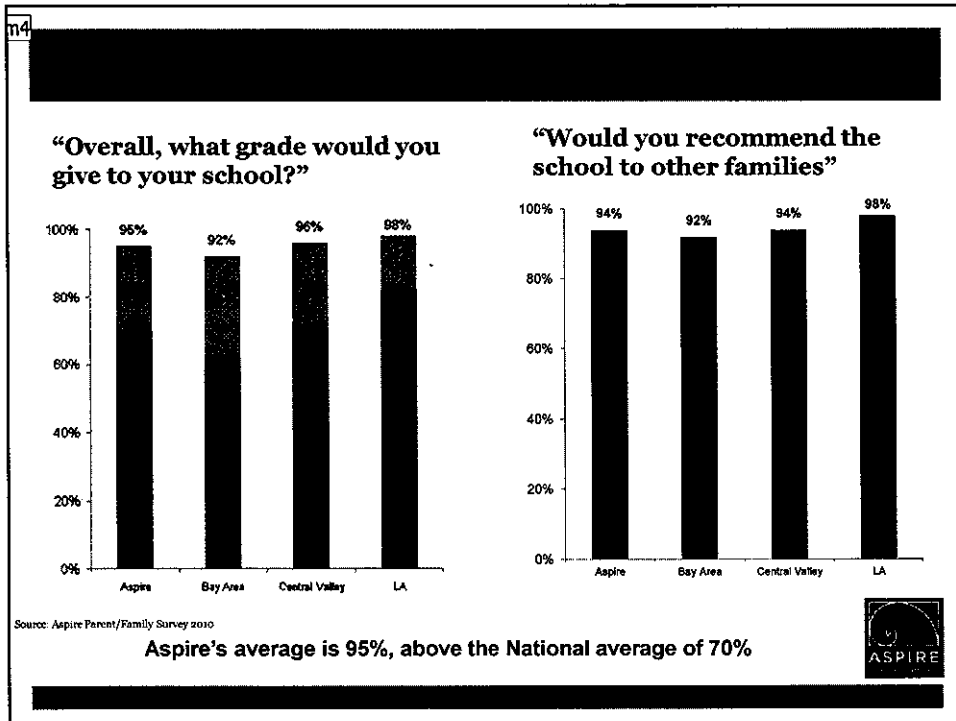
100%!!!

All seniors are admitted to at least one 4-year college or university

ASPIRE PUBLIC SCHOOLS
Aspire Graduates: Where Are They Now?

COLLEGE ACCEPTANCES 2005-2010
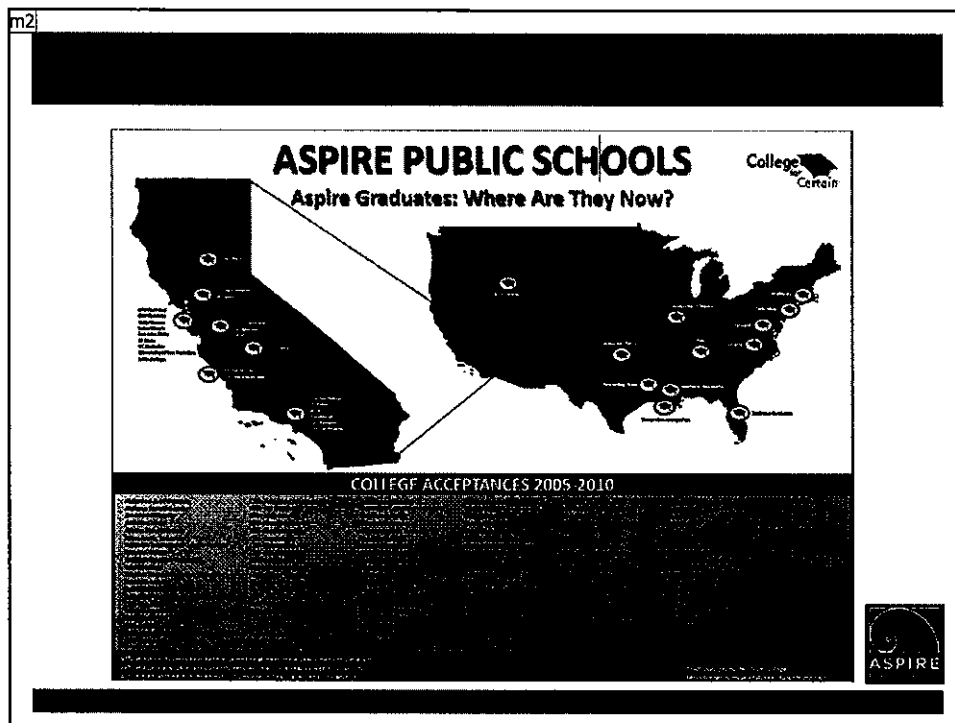
Class of 2010
- 100% applied to and was accepted to at least one four year college or university.
- 132 Aspire students applied to 932 colleges and universities.
- 243% increase in college applications.
- Average application per student was 7.1.
- Average GPA of Aspire seniors: 3.10.
- Overall SAT average increased by 43 points
- Four Gates Millennium Scholars

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

Appendix Ia: Aspire Public Schools Management Team

James Willcox, Chief Executive Officer
In 2009, James Willcox was named Aspire's second Chief Executive Officer. Prior to his appointment as CEO, Mr. Willcox was Aspire's Chief Operating Officer. Prior to joining Aspire, Mr. Willcox was the founding Chief Operating Officer for Education for Change, a nonprofit charter management organization founded to restart underperforming district schools within the Oakland Unified School District. Mr. Willcox has also served as a Principal at NewSchools Venture Fund, a philanthropic organization focused on starting organizations and supporting entrepreneurs focused on improving public schools nation-wide. Prior to NewSchools Mr. Willcox was a nonprofit consultant with the Bridgespan Group, and served as a U.S. Army officer for over seven years. He holds a B.S. from the United States Military Academy at West Point, and a M. Ed. and M.B.A from Stanford University.

Elise Darwish, Chief Academic Officer
Elise Darwish has been an executive with Aspire Public Schools since its founding and currently serves as the Chief Academic Officer. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over 21 years of experience in charter schools, traditional public schools and private schools, Ms. Darwish was a natural choice to design the Aspire education model and oversee its implementation. She began her teaching career as a kindergarten teacher in the inner city of Chicago; since then she has worked in the roles of teacher, mentor teacher, assistant principal, administrator and curriculum coordinator.

Prior to Aspire, Ms. Darwish was the Instructional Coordinator at the San Carlos Charter Learning Center, California's first charter school and the nation's second. During her tenure, the school grew from 3 grades to a full K-8 program with an extensive waiting list, and became internationally recognized for its innovation. Ms. Darwish also coordinated instructional technology for San Carlos School District, managed Net Day, implemented a Local Area Network, and a Wide Area Network. Ms. Darwish holds a Masters Degree in Educational Administration from San Francisco State University and a B.S. in Early Childhood Education from the University of Illinois.

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

Tatiana Epanchin-Troyan, Regional Superintendent, Bay Area
Tatiana has been a principal at Monarch Academy and Founding Principal for ERES Academy, both Aspire schools, and currently serves as the Regional Superintendent for the Bay Area, overseeing Aspire's schools in Oakland and East Palo Alto.
Ms. Epanchin has been an educator and instructional leader for 15 years. As principal of Monarch Academy for the past 3 years, Ms. Epanchin led the school to increase proficiency levels from 51% to 73% in math and 29% to 45% in language arts. In 2008, Monarch Academy was awarded the National Title I Distinguished School Award for closing the achievement gap, an honor bestowed upon only 2 schools out of over 9600 schools in the state. Prior to becoming principal, Ms. Epanchin served as a Lead Teacher for the grades 6-8 humanities team at Aspire's Lionel Wilson College Preparatory Academy, and was also a teacher at Monarch Academy. Ms. Epanchin started her career as a social worker in Contra Costa County where she worked on intensive family preservation cases. She is a New Leaders for New Schools national fellowship recipient and was awarded the CARE award for Excellence from Families First. Tatiana received her BA in Sociology from UC Santa Barbara, Master of Social Work from CSU Sacramento and M.Ed from CSU East Bay.

Mary Welch, Regional Superintendent, Central Valley
In 2010, Mary was named Aspire's Central Valley Area Superintendent where she oversees the schools in the Central Valley. Prior to her appointment as Superintendent, Mary Welch was the Founding Principal of Aspire Public Schools' first campus in North Stockton. Ms. Welch has been an educator for the past 24 years, and has taught at elementary, middle, high school and adult levels. She has taught both regular and special education, and has served as a mentor teacher. Based on those experiences, she authored a book for regular classroom teachers entitled Helping Special Needs Students in the Regular Classroom. Over the past eleven years, Ms. Welch has served as a public school administrator in San Carlos and Stockton, including vice principal, principal, and district coordinator of special education. While principal in San Carlos, her school became a California Distinguished School and a recipient of the Torchbearer Award, given to exemplary leadership schools in the Bay Area School Reform Collaborative.

Ms. Welch has a Masters of Education in Special Education from Cal Poly San Luis Obispo, and B.A. from Cal State Fullerton. She is currently a doctoral student in Educational Leadership at the University of Southern California. Her dissertation topic involves a comparative research study of the role of conventional school principals and charter school principals.

Dr. Roberta Benjamin, Regional Superintendent, Los Angeles
Dr. Roberta Benjamin is a 35 year public school educator who has served in the Los Angeles Unified School District as a teacher, principal, district level leader and former head of the district's charter schools division. Dr. Benjamin has worked extensively with school reform throughout Los Angeles, including programs at Elizabeth Street and Foshay Learning Centers. She also served as liaison between the Annenberg Foundation and the Los Angeles Unified School District. Dr. Benjamin is also an Associate Professor at Loyola Marymount University.

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Appendix IIa: Surrounding School Study

	Current API	API Growth from 09-10	API Growth from 08-09	State Rank	Similar School Rank	% FRL	% ELL	School Mission
ACORN Woodland Elementary	807	25	7	5	7	90.9%	70.8%	Mission At ACORN Woodland Elementary, we see our young scholars as seeds who are planted in their families and communities. We expect that every student will grow to meet his or her full potential, just as an acorn grows into a mighty oak tree. To do so requires dedication, high expectations and excellent teaching. Through the focus on rigorous academics, character values and leadership skills, we provide the roots for our young scholars to be like mighty oak trees. Scholars leave AWE grounded in their communities yet prepared to branch out to achieve higher education. At AWE, our mission is to: • Prepare all students to leave AWE with the skills and determination to successfully pursue a college education. • Use integrated units to cultivate curiosity, creativity and critical thinking in all of our students. • Empower students and families to take leadership in building healthy communities. • Foster cultural pride in all of our students and in the Spanish bilingual program, maintain primary language skills K-5.
EnCompass Academy Elementary	742	9	84	3	4	86.9%	65.7%	Vision Our vision of an educated child is one who achieves excellence in developing an active, reflective, and disciplined mind; a healthy and physically-fit body; a centered spirit; and just, caring, and courageous self-conduct. The program is developed around the EnCompass Life Spiral elements of: the cultivation of Self, the guidance and support of Familial networks, the engagement with Communities, and the

								rootedness in Ancestors and ancestral heritage Academic and behavioral expectations are modeled for students to develop, strengthen, and to be guided by an internal Compass. This internal compass will point children in the four (4) directions/expressions of Personal Power the **Power of Knowledge** to create, recall, and discern information throughout life the **Power of Courage** to pull forth the will to make difficult decisions the **Power of Compassionate Right Action** to act upon them the **Power of Stillness** to pause for rest, reflection, and respond to mistakes and to things that are beyond their control. Through Stillness, time can enable the process for renewal: to become new, fresh, and strong again in mind, body, spirit, and emotions.
East Oakland Pride Academy	627	-30	106	1	1	78.8%	70.1%	Our Mission At East Oakland PRIDE,we believe that intelligence is developed, nurtured, and learned. Our school is a place where students will be explicitly taught skills and intelligent habits and behaviors and are given opportunities to ponder, explore, and analyze in wide variety of contexts. All adults are child developers and are part of a learning community, working in concert to help students fulfill the vision of PRIDE. Our Vision At East Oakland PRIDE Elementary... *We are PROUD!* of our cultures, community and education. *We are RESPECTFUL!* of ourselves and others. *We are INTELLIGENT!* in our personal and academic choices. *We are DETERMINED!* to set and reach goals for ourselves. *We are EMPOWERED!* to make a difference in our community!

Appendix IIa

Parker Elementary	790	9	84	4	9	77.6%	18.3%	Parker School seeks to further develop and enhance educational excellence by producing one focused scholar at a time by every means necessary. Our goal is to educate the whole child: body, mind, and soul. Our assignment is to be a catalyst and foundation to train generations that will provide leadership for our community and positively impact the world. From SARC: We nurture scholarship at Parker Elementary, supporting ONE focused, self-disciplined Parker Scholar at a time. Parker Scholars are engaged in powerful learning experiences, with daily opportunities for high academic achievement, non-competitive games, physical activity and fine arts in a supportive school environment. Nurturing the potential of every Parker Scholar is our passion.
RISE Community	706	60	-7	1	1	87.9%	61.7%	We use shared decision-making and offer an Expeditionary Learning program integrating the arts, environmental consciousness, English language immersion, Spanish language learning for all, cross-cultural competence and authentic learning experiences to help build confident, high-achieving, self-motivated, bilingual students ready for a successful future.

Appendix IIa

Appendix IIb: Sample 2011-2012 School Year Calendar for Families (190 days)

ASPIRE
PUBLIC SCHOOLS
College for Certain

July

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July

Days of instruction: 0

August

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

1: Staff work day
2: First Day of School for students

Days of instruction: 21

September

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

September

5: Labor Day - *No School*

Days of instruction: 21

October

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October

3-7: Fall Break- *No School*

Days of instruction: 16

November

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

November

11: Veteran's Day: *No School*
10: *No school*

21-25: Thanksgiving - *No School*
Days of instruction: 15

December

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December

19-30: Winter Break - *No School*
Days of instruction: 13

January 2012

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

2-9: Winter Break - *No School*

16: MLK Jr. Holiday - *No School*

Days of instruction: 14

February

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

February

20: President's Day - *No School*

Days of instruction: 19

March

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March

26-30: Spring Break - *No School*

Days of instruction: 19

April

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

April

2-6: Spring Break - *No School*

Days of instruction: 15

May

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May

28: Memorial Day - *No School*
Days of instruction: 21

June

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

June

(6: Last day of CA 180 day SY)
15: Last day Aspire 190 day SY

20-30: Summer school
Days of instruction: 13

Legend:
Regular school day
No School
Summer School
Testing Days

School Hours:
M-Th: 8:00 am - 3:35 pm
F: 8:00 am - 1:10 pm

Important Days:
Family Events
Report cards & progress reports
Student-Led Conferences
Other events or special days
Early release days

Work days:

School Days	187
Saturday School Days	3
Total School Days	**190**

LANGUAGE ARTS: OUR PHILOSOPHY

Background

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

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

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

Within both the Reading and Writing Workshop, ongoing assessment drives the instruction; running records, alternate rankings, DRA's, anecdotal records and student samples are tools that provide necessary information. Teachers analyze this information independently and in grade level collaboration meetings to address the learners' needs.

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

Our method for assuring all students achieve the aforementioned goals is a three point approach. Each of the three points is of equal importance and necessary to achieving our desired expectations. The first point of the triangle is the CA state content standards, answering the question of, "what" to teach. The second point

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of the triad is the Instructional Guidelines chosen by Aspire. The Instructional Guidelines answer the question of "how" to teach the content standards. The third is the assessment **Instructional Guidelines** g the question of "how well" is the material being taught and "how much" are the students learning.

CA standards

Assessment & Cycles of Inquiry
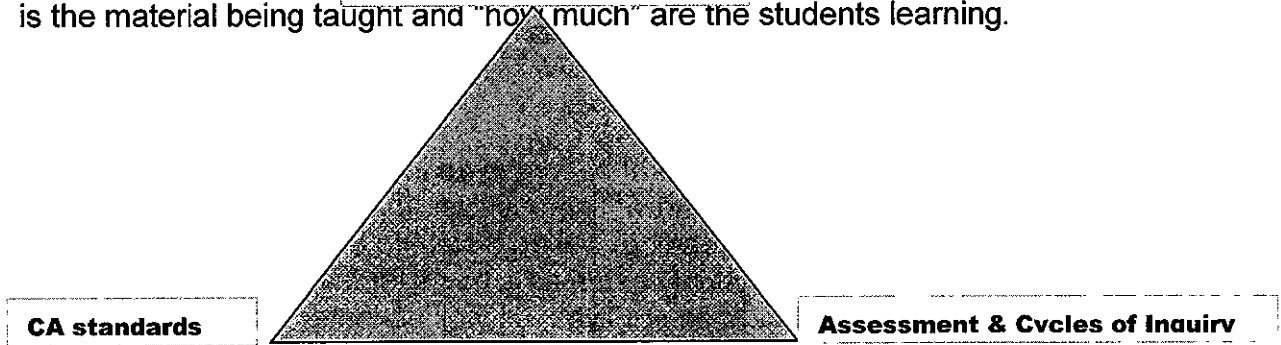
Assessment

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

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

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

Reading Assessment tools
Developmental Reading Assessments for K-3 and 4-8
Edusoft Reading Comprehension benchmarks
Open Court Reading fluency tests
Edusoft Pre-CST assessments

Writing Assessment tools
Internal Writing benchmarks
4th Grade State writing exam

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07-08 ELEMENTARY ASSESSMENT CALENDAR*

ASSESSMENT	DUE DATE[1]
Math – Fall Benchmark[2]	Within 30 days of instruction
Language Arts Edusoft Assessment Grades 2-5[3]	Within 30 days of instruction
Writing – Pre-assessment	3rd Month of Instruction
Reading – DRA or Observation Survey (pre-readers)[4]	October 15
Reading – Independent reading level	By Christmas Break
Language Arts Edusoft Assessment Grades 2-5	By Christmas Break
Math- Winter Benchmark	By Christmas Break
Writing – Post-assessment	7th Month of Instruction
Math – Problem Solving	TBD
Math – CST Benchmark	4 weeks before CST
Language Arts Edusoft Assessment Grades 2-5	4 weeks before CST
Reading – DRA	June 1
Math – Spring Benchmark	June 1

OPTIONAL ASSESSMENTS:
3 Day Process Assessment – November & End of the Year

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

[2] * 5th through 8th grade should give grade level benchmark and Basic Skills Assessment.

[3] Standards-based assessment

[4] The reading levels from the previous school year can inform instruction at the beginning of the year.

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INSTRUCTIONAL GUIDELINES EXPECTATIONS

Reading Workshop

Read Aloud *w/comprehension strategies*	Daily
Reading Minilesson	4 times a week
Literacy Centers (K-5)	4 times a week
Guided Reading	4 times a week
Literature Circles (Book Clubs)	4 times a week
Response to Text	4 times a week
Independent Reading	4 times a week
Shared Reading (K-2)	4 times a week
Shared Inquiry	1 week a month

Writing Workshop

Independent Writing	4 times a week
Writing Minilessons	4 times a week
Guided Writing	3 times a week
Interactive Writing	2 times a week
Grammar/DOL	Daily

Word Work

Spelling Paragraph	I paragraph a week
OCR Phonics (K-3)	Daily
"Making Words"	I lesson a week
Words in Context	I lesson a week
Vocabulary	4 times w/Guided Reading

Interdisciplinary Projects | 1 per unit

Research Investigations	2 times a week

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

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Implementation Schedule

Year One	Year two
Read Aloud w/comprehension strategies	Interactive Writing
Literacy Centers (K-5)	Words In Context
Guided Reading	Shared Reading (K-2)
Literature Circles (Book Clubs)	Shared Inquiry
Independent Reading	
Reading Minilessons	
Independent Writing	
Writing Minilessons	
Guided Writing	
Grammar/DOL	
Spelling Paragraph/Sentences	
OCR Phonics (K-3)	
Making Words	
Vocabulary	
Interdisciplinary Projects	

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READING WORKSHOP

Rationale

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

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

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

Procedure

Most reading workshops are done in 90-110 minute blocks. Within the block the educators have a menu of practices from which to choose. The overarching goals of the workshop are to address the needs and strengths of the learners the educator chooses from the menu accordingly. For example, the diagram, which follows address whole group minilesson, independent practice, small group direct instruction as well as Literature Circle discussions, all happening simultaneously.

See following examples:

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Example One

Minilessons

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

Educator	Learners
•Status of the class •Guided Reading 　　　Group 1 　　　Group 2 　　　Group 3 　　　Or more. •Reading conferences •Facilitate sharing • Status of the class or Closure	•Independent Reading w/ Reading Response Logs •Literature Circles preparation or discussion •Vocabulary or Word Work •Reciprocal Teaching group

Sharing or closure

Example Two

Minilessons

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

Educator and Learners
Shared Inquiry discussion
•Status of the Class
•Reading of the text
•Written analysis of a portion or entire text
•Discussion based on an interpretive question
•Student reflection

Sharing or Closure

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Resources

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

Artifacts

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

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READ ALOUD

Rationale

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

The strategies taught are:

Prediction/adjustment - to guess what will happen within a text and to return to one's prediction confirming or changing one's thinking

Connections- to connect to the text to personal prior experiences either text-to-self, text-to-text or text-to-world

Visualization- to make a picture or movie in your mind

Self-Questioning- to pause reflect and question

Inferring - to read between the lines and make judgments

Summarize – to retell events as they happen

Paraphrase – to verbalize your understanding

Procedure

Steps:

1.) The educator chooses a book, poem, article or text that addresses a specific teaching point.

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

Resources

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

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Artifacts

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

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K-5 LITERACY CENTERS

Rationale

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

Procedure

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

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

Literacy Center criterion:

- Standards based
- Student centered
- Differentiated
- Authentic learning experiences (hands-on)
- Contain a writing component

Resources

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

Artifacts

- ✓ Authentic learning experiences
- ✓ Independent or small group literacy projects
- ✓ System of organization and management
- ✓ Interactive writing samples
- ✓ Learner self evaluation tool
- ✓ Science experiments with reading and writing tasks

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GUIDED READING

Rationale

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

Procedure

Steps:

1.) Small groups of 3-6 learners demonstrating similar reading behaviors and instructional needs from DRA, Running Records or COI data are formed.

2.) The educator determines teaching points based on the readers' needs.

3.) The educator plans a Guided Reading lesson to explicitly teach strategies.

4.) Learners are introduced to a text, accessing prior knowledge, introducing needed vocabulary.

5.) Decoding and comprehension strategies are reviewed.

6.) All learners are given a "guiding question" to focus their reading of the text.

7.) Learners read it independently, silently or in a low voice, the educator may have learners read orally and talk with them individually about the book.

8.) You might also engage learners in spelling or word work.

9.) Simultaneous to this small group educator driven instruction, the remainder of the class is independently involved in Independent Reading and response, Literature Circles prep or discussion, word work or project work. Time permitting and needs based, the educator is required to meet with most Guided Reading groups during the 90 minute block.

Resources

- ✓ Leveled Books
- ✓ *Guided Reading, Good First Teaching*, Pinnell & Fountas
- ✓ *Guiding Readers and Writers, grades 3-6*, Pinnell & Fountas
- ✓ *Classrooms that Work They Can all Read and Write*, Cunningham and Allington
- ✓ Scholastic Guided Reading Practice Packs
- ✓ www.reading a-z.com

Artifacts

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

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✓ Expository and Fictional Text

LITERATURE CIRCLES (BOOK CLUBS)

Rationale

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

Procedure

Steps:

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

Resources

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

Artifacts

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

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RESPONSE TO TEXT

Rationale

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

Procedure

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

1.) The group reads the text selection.

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

Resources

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

Artifacts

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

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

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a month. Through this response to text format the comprehension strategy focus for the month can be assessed and instruction with said strategy can be personalized.

✓ Predictions/ adjustments in thought are two comprehension strategies taught through the Think Aloud process. Learners are asked to write down a prediction in response to a reading. After having read further the learner stops and looks back to verify or change their thinking in light of having read more.

✓ Concept Mapping is a way to graphically link related ideas. Concept mapping allows learners to integrate prior knowledge with new knowledge to form a richer understanding of a topic.

✓ Personal response is a means to synthesize one's own thoughts. It often begins in a formal process which is educator directed and then becomes more of a personal reflection.

✓ Character analysis is the use of writing to delve deeply into an understanding of a character and can be done with a number of foci.

✓ Summary is a way to synthesize. Summary is the act of briefly identifying and recording the main points.

✓ Determining the Gist. Deciphering the gist of a text is very difficult for many learners. A summary of the text is the first step and developing the gist takes it one step further. Getting to the gist of a text, movie or play means briefly recounting important events and the reader's personal experiences, such as a movie review.

✓ We have listed and described a number of ways to respond to text and recognize there are many additional alternatives to deepen and extend a learners thinking and understanding of text for example, webbing, story boards and timelines. Please use your own knowledge and creativity to expand on the provided list.

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INDEPENDENT READING

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

Procedure
Steps:
1.) Learners are introduced to Independent Reading through several minilessons on how to select books, abandon and evaluate books.

2.) An organized library assists learners select appropriate books, which tickle their interest in other genres.

3.) While the learners are reading independently, the educator is able to have one-on-one conversations with her/his learners about their reading response journals.

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

Teacher Response Criterion
As time has passed this guideline has developed to include a teacher response criterion that clarifies the expectation of the teacher reply within this on going dialogue between educator and student.

4	- Addresses a CA standard - Asks "quality" questions (higher level of Bloom's) - Models thinking and within the reply - Models a comprehension strategy
3	Uses three of the criteria above
2	Uses two of the criteria above
1	Reply is congenial but uses one or none of the criteria above

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Sample rubric

River Oaks Charter School
Reading Response Log Rubric

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

Student _____ Date _____

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

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

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

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READING MINILESSONS

Rationale

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

Procedure

Steps:

1.) Identify a teaching need or goal from observations, anecdotal notes or data analysis. Any needs you detect in the development of reading strategies and skills, understanding of the author's craft or ability to manage can become a minilesson.

2.) Minilessons are 10 to 15 minutes presented in small or whole groups.

3.) Allow time for questions and answers.

Resources

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

Artifacts

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

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SHARED INQUIRY

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

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

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

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

SHARED READING K-2

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

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

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

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

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

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WRITING WORKSHOP

Rationale
Writing Workshop is an effective structure for supporting developing writers. It is a time of day when learners write independently on topics. Writing Workshop can have many definitions; for APS it is defined as a combination of writing experiences that address the learners' individual needs such as Interactive Writing, Guided Writing, Independent Writing and Investigations. This includes assigned and choice writing in a variety of genres and content areas. At APS we expect the Six Traits of Writing to be woven into and through Writing Workshop, demonstrated through both minilessons and completed works.

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

1.) The block of time begins with a whole group-writing minilesson based on the needs of your learners.

2.) The learners are sent to participate in either one of the following: independent writing, interactive writing, guided writing or investigations.

3.) The key to Writing Workshop is conferencing and revision using *Six Traits rubrics as tools to guide the process*. As the learners begin their independent work, the educator moves through the learners involved in conferences. When the learners are capable they should also use peer-conferencing as a revision process. While the tools for Writing Workshop are the Six Traits rubrics and conferencing (peer or educator), the goal in Writing Workshop is to help them understand that they can intentionally improve their writing by incorporating literary elements.

4.) The workshop closes with a learner or educator sharing.

5.) The cycle continues during in the next session with a minilesson, independent or small group work, conferencing and so forth.

Cooperative learning is an integral piece of the writing workshop. In order to achieve success with peer-edit, educator edit and author's chair cooperative learning skills must be explicitly taught.
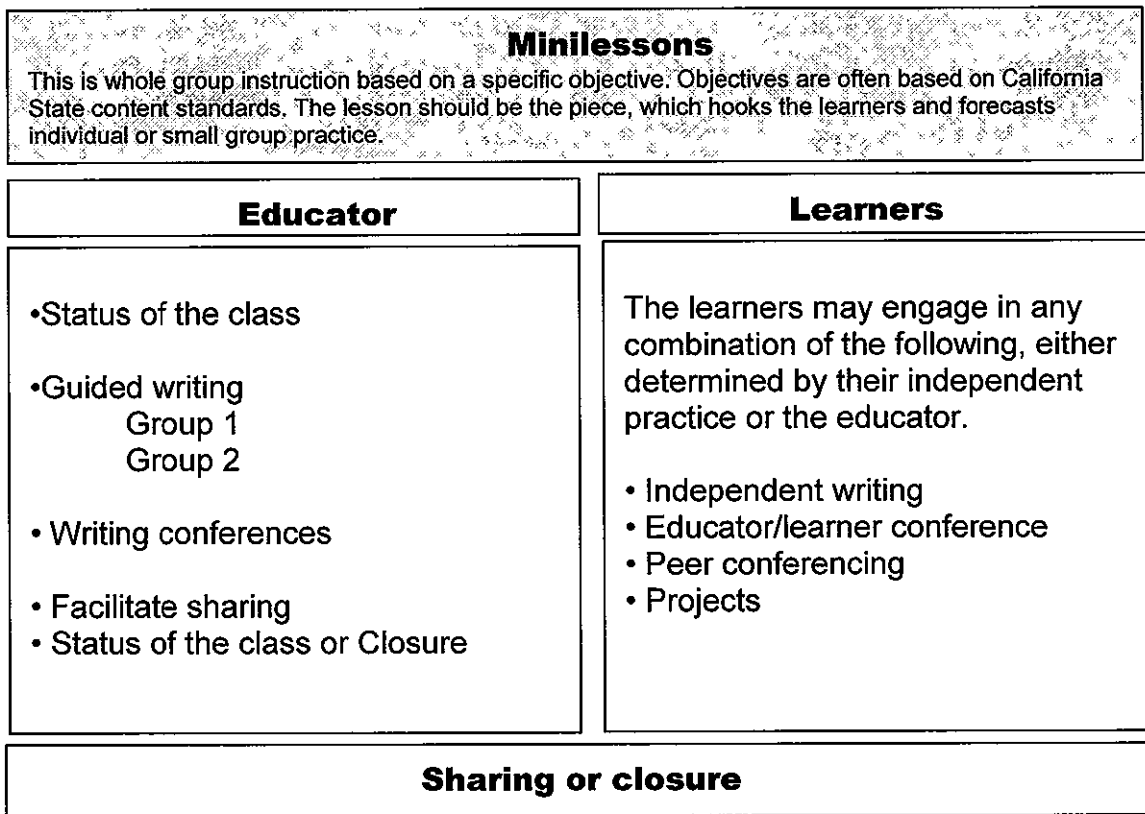
Resources
- ✓ *MyAspire pacing guides*
- ✓ *Http://annenbergmedia.org*
- ✓ *Lessons That Change Writers*, Atwell

- ✓ *The Art of Teaching Writing,* Calkins
- ✓ *Units of Primary Study, Guide to the Writing Workshop, Gr K-2,* L.Calkins
- ✓ *Unit of Study for Teaching Writing, Grades 3-5,* L. Calkins
- ✓ *Write Source Materials: Write One, Write Away, Writer's Express*
- ✓ *Write Traits Boxes K-5*
- ✓ *Interactive Writing,* McCarrier & Pinnell

Notes

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

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

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

Educator	**Learners**

•Status of the class
 	
•Guided writing
    Group 1
    Group 2
 	
• Writing conferences
 	
• Facilitate sharing
• Status of the class or Closure
	The learners may engage in any combination of the following, either determined by their independent practice or the educator.
	
	• Independent writing
	• Educator/learner conference
	• Peer conferencing
	• Projects

Sharing or closure

Status of the class sample

Learner's name	Date	Activity or Notes

Appendix IIc

IIc- 22

K-5 Instructional Guidelines

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GUIDED WRITING

Rationale

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

Procedure

Steps:

1.) The educator determines teaching points based on the writers' needs.

2.) Small groups of 3-6 learners demonstrating similar writing skills and instructional needs based on observations and learner work are formed.

3.) At this point the educator is able to explicitly teach strategies.

4.) Each learner may develop a written piece or the group develops a piece collectively.

Resources

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

Artifacts

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

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INDEPENDENT WRITING

Rationale
Independent Writing allows learners the opportunity to explore the Writing process. Learners engage in all aspects of the Writing process:

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

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

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

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

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

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

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

What Aspire Should Expect

Grade level	Number and Types of Essays	Timed Writings	Benchmark Exams (explicitly tied to COI)	Other Expectations	# of Days of Writing per week	Amount of Writing per week
Kinder	4 published pieces including: 2 narrative 1Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	Aspire Writing Assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
1rst	4 published pieces including: 2 narrative 1Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	Aspire Writing Assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
2nd	6 published pieces including: 4 writing pieces (one per Interdisciplinary unit)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	- Increase the practice of conferring to increase revision skills	4	2 pages

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	2 Narratives 1 Formal letter Numerous friendly letters, summaries & (reading response letters)			- Increase use of rubrics -Increase use of graphic organizers and planning tools		
3rd	7 published pieces including: 4 writing pieces(one per Interdisciplinary unit) 1 Narrative 1 Description w/sensory details 1 Formal letter - Numerous friendly Letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	3 pages
4th	8 published pieces including: 4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Informational Report	4 Summary, Narrative (personal & imaginative), Response to Literature	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	4 pages
5th	8 published pieces including: 4 writing pieces(one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Research Report 1 Persuasive Letter	5 Summary, Narrative (personal & imaginative), Response to Literature & persuasive	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	4 pages

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WRITING MINILESSONS

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

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

1.) Identify a teaching need or goal from observations, anecdotal notes or data analysis.

2.) Minilessons are 10 to 15 minutes presented in small or whole groups.

3.) Allow time for questions and answers.

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

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

INTERACTIVE WRITING

Rationale

Interactive Writing allows the educator an opportunity to provide writing instruction while sharing the pen with the learners, literally and figuratively. The educator and learners collaboratively compose a piece of writing. This instructional context allows the educator many opportunities to model "how" language works. Learners work as apprentices to the expert writer, their educator. This provides a safe environment for those learners to participate in modeled practice. As the year progresses the written piece evolves in length, skill and interest leading the learners to independence.

Procedure

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

Steps:
1.) Interactive Writing can be a whole group or a small group activity depending on the needs of the children.

2.) The composing of the message is accomplished through an ongoing dialogue between the learners and the educator about the words to use to convey their message. Collectively the group determines the most articulate way to convey the thoughts. Decisions inviting learners "to share the pen" or to have the educator do the writing is based on the needs of the learners.

3.) This can be done on the overhead, with chart paper or on the white board. Use interactive writing to teach or re-teach:

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

Resources

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

Artifacts

✓ Partner or small group samples

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WHY THE SIX TRAITS?

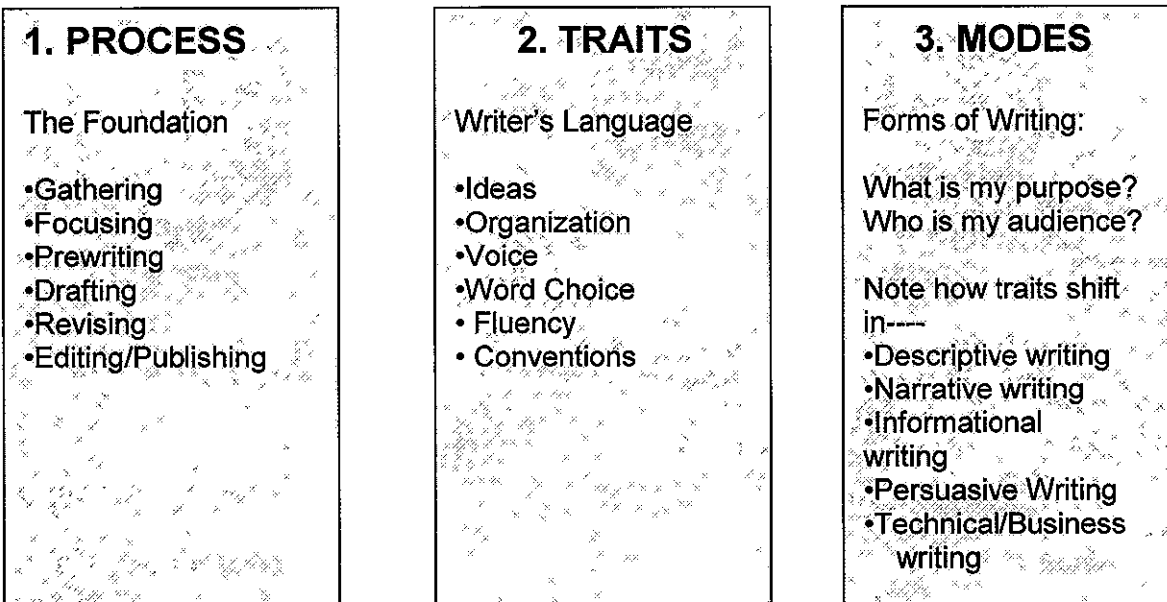*"What you can assess you can revise"*

- Vicky Spandel

Rationale

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

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

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

1. PROCESS	**2. TRAITS**	**3. MODES**
The Foundation	Writer's Language	Forms of Writing:
•Gathering •Focusing •Prewriting •Drafting •Revising •Editing/Publishing	•Ideas •Organization •Voice •Word Choice • Fluency • Conventions	What is my purpose? Who is my audience? Note how traits shift in---- •Descriptive writing •Narrative writing •Informational writing •Persuasive Writing •Technical/Business writing

Ideas to Remember:

✓ Provide a range of prewriting strategies (research, idea maps, lists, notes, quick writes, etc...)

✓ Make the drafting process less rigid, meaning writing is generative. So keep writing!

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

Six Keys to The Six Traits

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

Sample Six Traits lesson plan:

Six Traits Minilesson:
What is **voice** in writing? Students will identify voice within a text by scoring each sample on a rubric by the end of the lesson. The students will then score their own writing for voice by the end of the week

Educator	Learners
• He or she circulates through the learners conferring with partner pairings to improve the learners understanding of voice. • He or she leads the brief discussion. • He or she circulates and conferences with individual learners about voice within their piece.	• The learner's score/reflect a second sample in partners. (10 minutes) • A brief whole group discussion follows. (5 minutes) • For the remaining 30 minutes, learners work to improve voice within their own writing projects.

Learner Sharing

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

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WORD STUDY/ WORD WORK

Rationale

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

Procedure

Learners acquire word knowledge through explicit instruction.

Steps:

1.) Word solving skills and strategies should be presented in the form of a minilesson outlined within the Open Court Phonics Kits.
2.) The time allotted to Open Court Phonics Instruction is thirty minutes to an hour depending on the grade level.
3.) Word Study will also occur throughout the instructional day. Below you'll find a diagram displaying all of the activities that together form this portion of our program.

Phonics K-3	Word Work K-5	Spelling Sentences/Paragraphs K-5	Words in Context 4-5
Open Court Reading: -Phonological and Phonemic Awareness/Warm Ups - Alphabetic knowledge/blending - Dictation - Decodables -Word Building	*Words Their Way*, Baer, Invernezzi, Johnston & Templeton • word sorts *Making Words,* Pat Cunningham Word Wall Work • high frequency words	*Classroom Connections; Confronting the Spelling Frontier*, Vicki Fairchild Crain	*Words, Words, Words,* Janet Allen Vocabulary related to the interdisciplinary units

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

--*Classroom Connections, Conquering the Spelling Frontier*, Vicki Fairchild Crain This brief article serves as a means to teach spelling related goals:
  a) Students need to look closely at print.
  b) Students need to look at words in the context of their own writing.
  c) Purposeful opportunities for spelling.
  d) Students need to have ownership of their learning.

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

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

Resources
  ✓ *Word Matters*, Pinnell & Fountas
  ✓ *Open Court Phonics Kits*
  ✓ *Words Their Way*, Bear, Invernizzi, Templeton & Johnson
  ✓ *Guiding Readers and Writers*, Pinnell & Fountas
  ✓ *Spelling Through Phonics*, McCracken & McCracken
  ✓ *Words, Words, Words*, Janet Allen

Artifacts
  ✓ Guided Reading lesson
  ✓ Open Court Phonics Kits activities
  ✓ "Making Words"
  ✓ "Word Their Way" activities
  ✓ Word Wall work

DAILY ORAL LANGUAGE

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

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

Stage 1	Stage 2	Stage 3 "Best Practice"
•Canned program •Boring, isolated and not much transfer to learner's individual writing •Whole class 10 minutes	•Text examples are taken from the learner's work. •Learners begin using the conventions rubric during the self-editing, peer editing and educator editing processes. •Less boring, less of an isolated task and more transferability to the learners writing •Whole class, 10 minute.	•D.O.L. is no longer an isolated activity. Learners routinely practice editing skills through the use of the conventions rubric. • This practice has become personalized, completed through the self-editing, peer editing and educator-learner writing conferences and embedded within the Writing Workshop • This practice is no longer a whole class activity and has become deeply embedded within the daily class work.

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

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

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INTERDISCIPLINARY PROJECTS

Rationale

Subject integration is vital to making learning relevant and more reflective of the real world to learners. Each project allows the learners to see the interconnection of all subjects and to build other interdisciplinary understanding. Each unit should conclude with a presentation of knowledge (final authentic project) that is rigorous according to the Newmann assessment scale. Final projects may be completed independently or in a formal cooperative learning group.

The Following Are Different Projects Exhibiting a Learner's Knowledge:

1. Oral presentations: The learners can present informally to the class or formally to an outside audience. Visual aides such as Power Point slides, handouts or other audio-visuals are required.

2. Video presentations: The final project may involve a video or film.

3. Art presentations: Learners can demonstrate their learning through photography, drawing, painting, music, poetry and dance.

4. Written presentation: The final project may be a written piece.

Resources

   ✓ A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring, Newmann, Secada and Wehlege
   ✓ Social responsibility rubric (habits)

K-5 Instructional Guidelines

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K-5 Language Arts Instructional Guidelines and Resources

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

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Shared Inquiry	Class set of books from Great Books
Mini-Lessons Reading/Writing Workshop	CA standards The Art of Teaching Reading Calkins The Art of Teaching Writing Calkins Craft Lessons, Teaching Writing K-8 Fletcher Guiding Readers and Writers Grades 3-6 Fountas and Pinnell Great Source Write Spot (K) Write One (1) Write Away (2-3) Writer's Express (4-5) Write Traits Box * (K-5) Units of Study-Lucy Calkins (K-2 & 3-6) Lessons That Change Writers Atwell (4-5) Let's Write- Nancy Areglado & Mary Dill (K-2) Total Qualities of Writing (Ralph Fletcher) (3-6)
Independent Writing	Great Source-Write Spot (K) Write One (1) Write Away (2) Write Away (3) Writer's Express (4-5) Write Traits Box * (K-5) Units of Study-Lucy Calkins (K-5) Lessons That Change Writers Nancie Atwell (4-5) Let's Write (K-2) Total Qualities of Writing (Ralph Fletcher) (3-6)
Guided Writing	Scaffolding Young Writers: A Writer's Workshop Approach, Dorn & Soffos The Art of Teaching Writing Calkins Guiding Readers and WritersFountas and Pinnell (3-6)
Interactive Writing	Interactive Writing McCarrier & Pinnell Getting the Most Out of Morning Message and other Shared Writing Lessons-Carleen Dacruz Payne & Mary Browning Schulman
Grammar/DOL	Daily Oral Language Instructional Fair (1-5) Great Source-Write One (K-1) Write Away (2-3) Writer's Express (4-5)

Word Work
  o Spelling
      Paragraph
  o Open
      Court
      Phonics
	Words, Words, Words Janet Allen (4-12)
	First 1000 Word list * (K-8)
	Word Families-Judy Lynch (K-2)
	Making Words Cunningham (2-5)
	Making Big Words Cunningham (2-5)
	www.readinga-z.com (K-5)

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o Words Their Way o High Frequency Words-Word Wall o Words in Context (4-5) o Making Words	Open Court Phonics Kits K-3 Words Their Way Baer, Invernizzi, Johnston, & Templeton (K-6)

Additional resources can be found in the L.A. Binder.

K-5 Instructional Guidelines

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Appendix IId: High Frequency Writing List

First Hundred

Words 1-25	Words 26-50	Words 51-75	Words 76-100
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

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Appendix IIe: Sample 2nd Grade Reading Lesson Plan

READING WORKSHOP WEEK 2
Predicting Outcomes

ESSENTIAL QUESTION: *How do I establish routines and procedures for Reading Workshop?*

GUIDING QUESTION OF THE WEEK: *What are the routines and procedures for Independent Reading? How do we choose texts to read during that portion of the Reading Workshop?*

ASSESSMENT OF THE WEEK: *The assessment is a well running Reading Workshop.*

ELEMENT	LESSON PLAN
I. Desired Outcome A. Identify the Standard B. Identify the Objective. See Key Verbs in Bloom's Taxonomy at end of this document.	**Standard:** R3.2 Impact of alternative endings **Objective:** • 90% of students will make predictions based on what they know about story characters. • 90% of students will make predictions about story characters in similar situations.
II. Evidence of Learning Describe the types of informal and/or formal assessments you will use during class to determine students' levels of understanding (range is from a thumbs up or down to short essays to exit questions, etcetera). Return to the Desired Outcomes to determine what you must measure.	1.Teacher observation/Anecdotal records 2. Character sketch
III. Materials Needed	1. <u>Julius</u> by Angela Johnson 2. <u>Mrs. Brown Went to Town</u> by Wong Herbert Yee
IV. Opening the Lesson A. Activity to open the lesson ideally:	Explain to children that authors often give us clues about characters by showing the way they

	act or the things they do. Explain, too, that these clues can often help us predict how the character might act or what the character might say in another situation.
1. Motivates and engages students, 2. Either assesses prior knowledge or explicitly builds on prior knowledge/life experiences/interests, e.g., "Do Nows" 3. States the objective of the lesson. B. How long will the opening take? C. Consider Blooms Taxonomy/Ask good questions (Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation)	
V. Instruction and Modeling: What is the teacher doing? A. What are you going to teach and how? B. How will you differentiate instruction? C. What sorts of groupings will you use? D. How long will each activity take?	Have children think about the story <u>Mrs. Brown Went to Town.</u> Ask them how the animals behave once Mrs. Brown leaves home. Record the children's suggestions. Here are some examples: *How the Animals Act* *They get into mischief.* *They slide down the stairs.* *They wear her clothes.* *They make a mess.* Ask: *Based on what you know about how the animals behave, how do you think they might act if they were to come to school when no one was there?* Help children to see that based on their behaviors when Mrs. Brown leaves, the animals would probably misbehave at school. Invite children to suggest things the animals might do. 10 minutes
VI. Guided Practice: What are the students doing? A. What will students do to interact and practice the subject matter? B. How will you differentiate instruction? C. What sorts of groupings will you use? D. How long will each activity take?	Have children work in pairs and brainstorm ways in which the animals might behave in other places, such as the grocery store or a clothing store, if no one was around. Help them to see that the author of <u>Mrs. Brown Went to Town</u> helps the reader understand who the characters are and how they behave. Therefore, the readers can predict how the animals might act in another similar situation. 5 minutes
VII. Closing the Lesson What will you do at the end of the lesson?	Have children work together to develop a character sketch of someone they have read

A. How will you summarize/debrief and/or foreshadow next steps? B. Have you measured student understanding of the Desired Outcomes? C. How long will the closing take?	about in a story, maybe even one of the animals from the story <u>Mrs. Brown Went to Town.</u> Ask children to use a word web to brainstorm traits that would describe the character. Once they have identified five or more words, have them use the character sketch to predict how their character might behave in different but similar situations. Have them write a paragraph to support their ideas.
VIII. Independent Practice or Review A. What will students do independently as homework or during class? B. In what ways can the work be differentiated for ELL and/or Special Needs students? (Different questions? Different text? Different amount of time in which to complete the work? Different amount of work? Additional resources to tap in completing the work?)	Have children think about the story <u>Mrs. Brown Went to Town.</u> Ask them how the animals behave once Mrs. Brown leaves home. Record the children's suggestions. Here are some examples: *How the Animals Act* *They get into mischief.* *They slide down the stairs.* *They wear her clothes.* *They make a mess.* Ask: *Based on what you know about how the animals behave, how do you think they might act if they were to come to school when no one was there?* Help children to see that based on their behaviors when Mrs. Brown leaves, the animals would probably misbehave at school. Invite children to suggest things the animals might do. 10 minutes

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Appendix IIf: Sample Lesson: 5th Grade Lilly's Purple Plastic Purse Lesson
(developing character and problem)*

UNIT THEME or ESSENTIAL/ORGANIZING QUESTION:

Unit Name/Organizing Theme: Narratives
Essential Question: How do I craft an interesting narrative that shows rather than tells the plot, point of view and setting?

STRAND: Writing Strategies
Note: (Before this lesson, teach the lesson "Problems to Explore in Fiction"

ELEMENT	LESSON PLAN
I. Desired Outcome A. Identify the Standard B. Identify the Objective. See Key Verbs in Bloom's Taxonomy at end of this document.	**Standard:** **Writing Applications** 2.1 **Write Narratives** a. **Establish a plot, point of view, setting and conflict.** **Objective:** -SWBAT formulate a story plan which clearly illustrates the main character and problem of a narrative
II. Evidence of Learning Describe the types of informal and/or formal assessments you will use during class to determine students' levels of understanding (range is from a thumbs up or down to short essays to exit questions, etcetera). Return to the Desired Outcomes to determine what you must measure.	-Completed graphic organizer and a narrative first draft
III. Materials Needed	1. Lilly's Purple Plastic Purse (Henkes) 2. Writer's notebooks 3. Worksheet for drawing and

	describing a character 4. A selection from a well-liked picture book which shows descriptive detail.
IV. Opening the Lesson A. Activity to open the lesson ideally: 1. Motivates and engages students, 2. Either assesses prior knowledge or explicitly builds on prior knowledge/life experiences/interests, e.g., "Do Nows" 3. States the objective of the lesson. B. How long will the opening take? C. Consider Blooms Taxonomy/Ask good questions (Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation)	1. Ask students to listen for descriptive details as you read a passage from a favorite picture or chapter book. 2. Have volunteers share text evidence and the response it elicited in them.
V. Instruction and Modeling: What is the teacher doing? A. What are you going to teach and how? B. How will you differentiate instruction? C. What sorts of groupings will you use? D. How long will each activity take?	1. Ask students to make a list of the most interesting people "characters" that they know. Categorize them: family, friends, school friends, other important adults, etc. 2. Have each student choose one of these groups of people and do a quick write about what kinds of problems this group of people may have (dealing with sibling rivalry, standing up to bullies, knowing how to make new friends, etc.) 3. Read Lilly's Purple Plastic Purse 4. Discuss Lilly's problems and how she solves them. Have students compare how Lilly handles her problems to how their chosen group solves their problems. Ask, "Are there things Lilly could have done differently?", "Are there things Lilly did to solve her problem that the group does to solve its problem?"
VI. Guided Practice: What are the students doing?	1. Have students think of a person, real or imagined. Ask them to draw a picture of that person and write out his

A. What will students do to interact and practice the subject matter? B. How will you differentiate instruction? C. What sorts of groupings will you use? D. How long will each activity take?	or her problem, paying close attention to the details that will make this person more real and believable. 2. Have students write a short story based on their illustrations, focusing on the character's problem and how he or she might solve it. Remind students to use good, detailed descriptions, as Kevin Henkes does.
VII. Closing the Lesson What will you do at the end of the lesson? A. How will you summarize/debrief and/or foreshadow next steps? B. Have you measured student understanding of the Desired Outcomes? C. How long will the closing take?	Have students share stories with a partner. Partners can give two stars and a wish about the descriptive details they heard.
VIII. Independent Practice or Review A. What will students do independently as homework or during class? B. In what ways can the work be differentiated for ELL and/or Special Needs students? (Different questions? Different text? Different amount of time in which to complete the work? Different amount of work? Additional resources to tap in completing the work?)	Send students to writers workshop and have them pay close attention to the descriptive character details they write. Have students underline or highlight the two most descriptive details that they write that day.

Bloom's Taxonomy Reminder
Spend more time on the Evaluation end of the spectrum of cognitive activities.

Knowledge: arrange, define, duplicate, list, label, memorize, name, order, recognize, relate, recall, repeat, reproduce, identify, match, know

Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate, comprehend, convert, distinguish,

Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write

Analysis: analyze, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, break down, diagram, deconstruct, outline, separate

Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write, summarize, categorize, generate, modify, rearrange, relate, revise

Evaluation: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate, critique, justify

Newmann's Rigor and Authenticity Terms

I ask students to **Organize Information** when I ask them to **organize, synthesize, interpret, explain or evaluate** complex information while addressing a concept, problem or issue.

I ask students to **Consider Alternatives** when I ask them to consider **alternative solutions, strategies, perspectives or points of view** in addressing a concept, problem or issue.

I ask students for **Connections to the Outside World** when they are asked to make connections between **substantive knowledge and public problems or personal experiences.**

I ask students to **Elaborate** on their understanding, explanations or conclusions when I ask them to communicate through **extended writing or speaking** rather than yes/no answers, short responses or fill in the blank/multiple choice questions.

I extend rigor and authenticity when I ask students to **communicate their knowledge, present a product or performance or take some action for an audience outside the teacher, classroom or school.**

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Appendix IIg: 2010-11 ELEMENTARY ASSESSMENT CALENDAR

2010 – 2011 Aspirewide Elementary ASSESSMENT CALENDAR

Beginning of Year	K - 5	Fall Math Benchmarks	Within first 30 days of instruction	Universal
	2 - 5	Fall Reading Benchmarks		
	2 - 5	Fall Writing Benchmarks		
	1 - 3	Dibels (Recommended)		
	4th/5th Graders Who Scored FBB/BB on ELA CST	SRI		Diagnostic
	5th Graders	Math Basic Skills Test		Universal/ Diagnostic
	K	K Observation Survey	By Oct 15	
	K - 5	DRA (Scanned into Edusoft)		
	English Learners	CELDT	By Oct 30	
Fall	Students in non Read 180 ELA interventions	Running Records	Every 4 to 6 weeks	PM*
Early Winter	K - 5	Winter Math Benchmarks	Pre Winter Break	Universal
	2 - 5	Winter Reading Benchmarks		
	2 - 5	Winter Writing Benchmarks		
	K - 3	Dibels (Recommended)		
	K - 5	Independent Reading Level-Running Record is fine (Scanned into Edusoft)		Progress Monitoring
	Read 180	SRI		
	5th Grade Not Passed the MBST*	Math Basic Skills Test		
Winter	Students in non Read 180 ELA interventions	Running Records	Every 4 to 6 weeks	PM*
Spring	Read 180/ELA intervention	SRI/Running Records	Mid March	PM*
	2 - 5	Math Pre-CST Benchmarks	4 – 6 wks before STAR	Universal
	2 - 5	Reading Pre-CST Benchmarks		
	2 - 5	Writing Pre-CST Benchmarks		
	2 - 5	STAR		
End of Year	K - 1	Math End of Year Benchmark	Last 2 weeks of school	Universal/ Progress Monitoring
	K - 3	Dibels (Recommended)		
	K - 5	DRA (scan results into Edusoft)		
	2 – 5 Optional	Reading, Writing, and Math End of Year Benchmarks		
	Read 180	SRI		Progress Monitoring
	5th Grade Not Passed the MBST*	Math Basic Skills Test		

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

**Students need to score 85% on the Math Basic Skills Test in order to pass.

Aspire's elementary writing modules are mandatory but the timelines vary by grade. See MyAspire for specific writing assessment options:
http://myaspire.aspirepublicschools.org/admin/portal.asp?theSportal_mddir=Dir&c=100467

2009/2010 FALL SNAPSHOT ASSESSMENT
Grades K-5

Our focus for the 2009/2010 school years is ***Response to Literature.*** Follow the directions below to administer the assessment.

Writing Assessment Protocol:

Teachers say: "Today you are going to take a writing test. Follow along as I read the directions. In this writing test you will show your understanding of the story in writing. You will have 60 minutes to do your planning, writing and proofreading. Your writing will be scored on how well you:

• *show your understanding*
• *support your ideas by referring to the story and to what you already know; and*
• *Use correct grammar, spelling, punctuation and capitalization.*

Take 5 minutes to discuss "what show your understanding" means to the students.

Teachers say: "Are there any questions? (Allow for wait time)

Next say: "Turn to the next page and read the prompt." (4/5 teachers DO NOT READ the prompt!) (K/1, 2/3 teacher may read the prompt aloud to the students.) Allow the student's time to read the prompt silently).

Next say: "Here is the rubric that will be used to score your writing."

Section I. An Introduction to Response to Intervention (RtI)

RtI: Just Another Buzzword?

We don't think so. While the term Response to Intervention, or RtI, has emerged from the federal and state departments of education to counteract the unfortunate over-referral of students to special education, it offers a comprehensive approach to assessing, supporting and monitoring the progress of all students. We see it as a framework that encompasses and extends Aspire's data-driven, student-focused approach to instruction and student support, and encourages us to deepen coordination across our core classroom, intervention, special education and non-academic services.

In a nutshell, RtI is a process by which schools are proactive and universal in assessing students' academic, behavioral and socio-emotional development needs and in providing students with timely, strategic and effective research-based interventions.

RtI at Aspire: *NOT* reinventing the wheel

So many times we hear about great, innovative programs that promise amazing educational benefits, if only we would take the time to retool everything we do to fit that program's model. That is not RtI. The good news is that Aspire already does most of the things needed for a good RtI program, but RtI will pull them all together in a way that helps kids. It's a natural extension of our Student Support Team (SST) and Cycle of Inquiry (COI) processes, so for most of us it will make a lot of sense. In fact, it brings these two incredibly important pieces together and even expands them a little.

> **RtI Process and SSTs:** SSTs/CSTs/PSTs – whatever you call them – are where the school comes together with the parents and the student to solve an issue or problem with which that student is struggling. You talk about the problem, look at data related to the problem and look for solutions which you then put in place and monitor to make sure they are working. RtI does that too, but in a way that hopefully catches most students before they need an individual SST.

> **RtI and COI:** Cycles of Inquiry are a pivotal part of Aspire's educational planning. They utilize assessments to determine what skills need to be taught and then assess later to determine the progress the students have made. RtI does that too, but it doesn't just look at individual students/individual classes. RtI also uses data to help determine if there are effective interventions that can happen schoolwide. In addition, RtI expands our COI process by looking at data on non-academic issues (what we refer to as behavioral or socio-emotional issues) which can dramatically affects our students achievement.

Not only is RtI something that makes sense given Aspire's philosophy, many Aspire schools have already begun to implement RtI and are loving it. The process of using RtI is at many different stages across our organization and this Resource Guide isn't designed to make everyone start over. Our vision is to create a guide that helps each school create or improve its RtI program by sharing tools, resources and suggestions on the process, not mandating specific models. We are taking advantage of this opportunity to reframe and coordinate our work to encompass what we already do well and help us do more to serve our neediest students.

So where do we start? With data of course!

We start where Aspire normally starts thinking about change: DATA. Aspire schools have an incredible amount of data on our students' academic, behavior and social-emotional performance (we know because we've listed most of the data assessments later in this guide). The data allows us to determine where/to whom we deliver interventions and how intense those interventions have to be in order to get the results we want.

There are two general types of data that are utilized regularly in RtI: universal assessment data and diagnostic assessment data.

Universal Assessment: This type of assessment, like the CST, is given to all children. It's a way to measure growth over a time period with individuals or groups. Universal assessments allow for comparison of both broad and specific knowledge and skills, but may not necessarily be able to pinpoint the specific learning challenges behind the results, though they can identify areas for further diagnostic assessment. Universal assessments happen at regular time periods in order to consistently measure changes.

Diagnostic Assessment: This type of assessment "diagnoses" or determines more specifically the skills or skill development that is directly affecting a certain area of a child's learning. There are different levels of diagnostic assessment: some that look at relatively common skill sets and help pinpoint specific deficits that could be addressed through limited intervention (e.g., DRA reading level testing), and others that delve into very specialized, detailed learning and behavioral issues (e.g., psychological assessments).

Throughout this Resource Guide we will focus largely on the use of universal assessment data as that is the type of data most schools have access to on a regular basis. Additionally, we will offer recommendations on a few diagnostic assessments which we think, through more widespread use, could help improve our intervention work.

The process through which we use the data to identify our students' needs, determine the supports and interventions we should provide, and monitor the progress of those interventions, is RtI. As the diagram in Fig. 1-1 suggests, RtI is a cycle of analysis and action aimed at problem-solving to address student needs as early and comprehensively as possible.
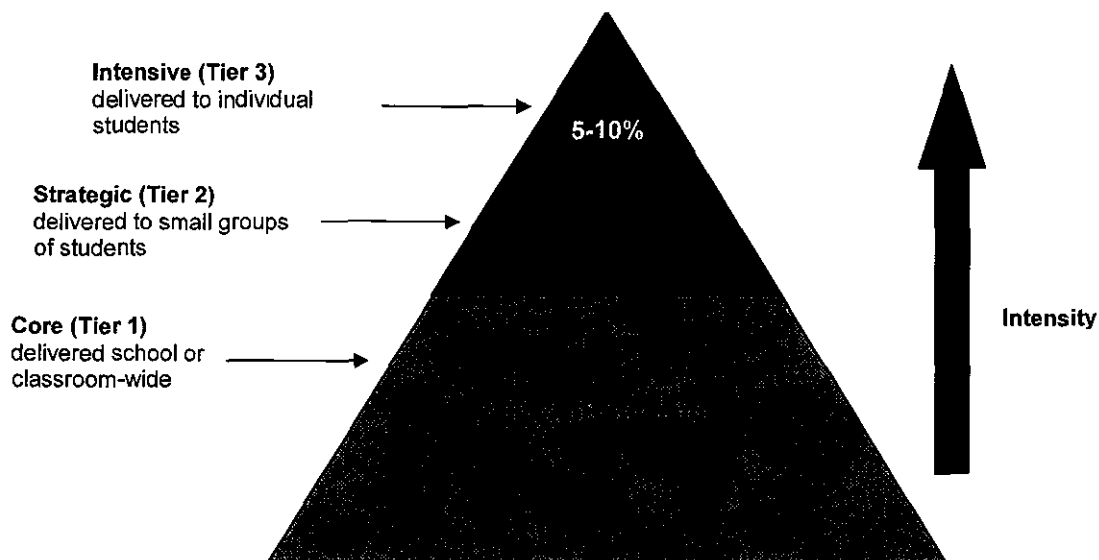
Fig. 1-1
The RtI Problem-Solving Cycle
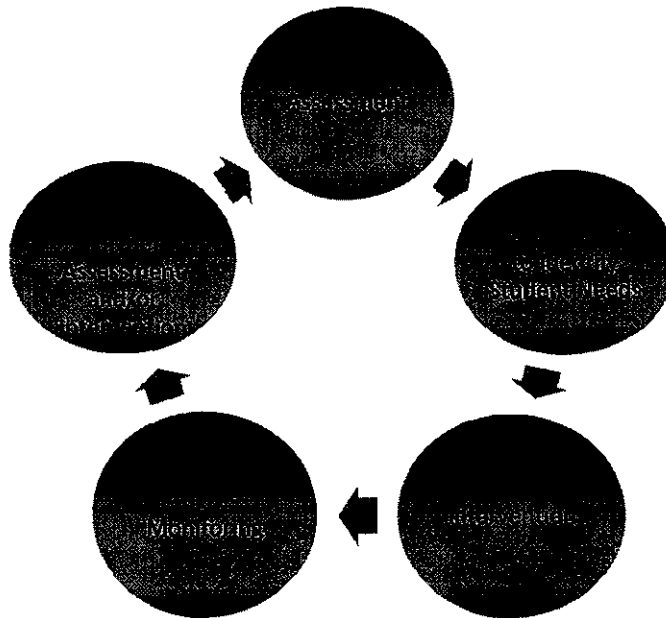
The RtI Triangle

The most recognized symbol of RtI is the Triangle shown in Figure 1-2. You're going to see the diagram below (or something like it) a whole lot with RtI. It's a visual representation of one of the most important facets of RtI: a tiered system of support delivery. Remember how we said RtI helps determine where/to whom we deliver interventions? Well, that's what the triangle is all about.

Figure 1-2
The RtI Triangle of Tiered Intervention

Intensive (Tier 3)
delivered to individual
students → 5-10%

Strategic (Tier 2)
delivered to small groups
of students →

Core (Tier 1)
delivered school or
classroom-wide →

Intensity ↑

Why a Tiered Framework?

The percentages in each tier of the triangle in Figure 1-2 are a guide for about how many of your students should be able to be served in that particular setting. These percentages help guide choices around where and with what intensity to deliver interventions. The purpose is to make sure that the school's core program is working for all students and to make sure extra resources get to the kids who need them the most. One really important point here, however, is that the tiers help us identify the interventions, not the kids. Otherwise, RtI could become just another form of tracking. As you build the system for your school, it's essential to keep the following three underlying principles in mind:

Supplement not Supplant: RtI is about providing extra support to kids who need it the most, within and beyond the context of the core program. It should never result in students being pulled out in ways that they would miss core instruction.

Supports not Students: The whole idea of tiers of intervention is meant to help us design and implement supports at varied locations and levels of intensity in order to reach the most students as early as possible. In many cases, students will be participating simultaneously in core intervention during their regular classes, and in strategic or intensive intervention through afterschool, "pull-out" or other means. Thus, the labels of core, strategic and intensive shouldn't be applied to individual students. Kids are not "tier 2 students" or "tier 3 students". All students are enrolled in the core, with some receiving additional supports through strategic and/or intensive interventions.

Intensity not Materials: The same practices and programs can often be used at more than one tier. Guided Reading, for example, is a core practice that is also used with greater

intensity (smaller groups, more frequency) at the strategic and intensive levels. While some programs are best suited for use at only one level of intervention, a tier isn't defined by the specific intervention program selected, but rather programs are implemented in the way that makes sense for the level of intensity a student needs.

Ok, I get the idea of the tiered triangle. But what do we really mean by "intervention"?
Interventions refer to the instructional practices, programs and support services we use to help kids develop the skills they need to improve. We tend to label interventions according to the tiers on the triangle because they are often intentionally designed to be implemented in a particular setting. The other thing that's important about our definition of interventions is that they are research and evidence-based. This means that before we implement an intervention, we check that its design is based on research about what works (e.g., a reading intervention is organized around the five core reading skills of phonemic awareness, phonics, vocabulary, fluency and comprehension), and that there is scientifically valid evidence that the intervention leads to gains in students' skills. Generally speaking, our three levels of interventions are defined as follows:

> **Core Interventions:** In many ways, core intervention is the work that Aspire teachers do in their classrooms every day to monitor learning and differentiate instruction, adjusting the intensity and focus of support for students who are struggling. Core interventions also include supports that are already in place schoolwide or classroom-wide, such as behavior management systems, school discipline procedures, schoolwide attendance policies, etc. Some core interventions aren't always used because a school doesn't need them, but things like bullying prevention programs or parent education could be added to a school's core program if needed. Core interventions address the needs of selected students while simultaneously serving all kids.

> **Strategic Interventions:** These supports are more intensive than what can be provided with the core program. Strategic interventions include things like push-in and pull-out services for small groups, special counseling groups and afterschool programs.

> **Intensive Interventions:** Unfortunately, sometimes our core and strategic supports are not enough to help students who are either very far behind or really struggling with a concept. For these students, more intensive supports are needed, such as one-on-one tutoring, counseling or referrals to services outside the school building.

From these definitions it probably looks like the types of interventions and the level at which they're implemented line up pretty easily. That's often true, but not always. For example, let's say you're teaching a 4th grade class and a majority of your students (17 of 28) is Far Below Basic (FBB) in reading. They obviously would benefit from intensive levels of support. But pulling out 17 kids for individual support simply isn't feasible for a teacher to do. 17 kids is 60% of your class, way over the 5-10% that's recommended as the amount of intensive intervention most schools can do effectively. What you would need to do in this instance is look for ways to address these students' content and skill development needs through your core curriculum, and increase the intensity of differentiated small group instruction within your class, perhaps using materials or other resources more often used at the strategic intervention level. This doesn't mean that other more individualized supports won't also be available to your students. Indeed, you would work with others at your school to do further data analysis and assessment to identify students' specific learning needs so that those who are furthest behind can be provided additional supports. But accelerating this many students won't happen without intervention at the core, as well as higher levels of the triangle.

This is a relatively simplistic example and we all know classrooms are incredibly complex, but that's why the data focus of RtI is so important. Without solid numbers on which kids need what, and collaboration between teachers and those who work with kids outside the regular classroom, it's virtually impossible to make sure your school is using its intervention resources to maximum effect.

Good teachers and schools do this type of analysis and instruction on a regular basis. So where RtI can help is to make it a systematic practice for everyone.

Once I've figured out the supports my students need, is the RtI process over?
Nope! RtI isn't just a process to pick interventions, it's also a way to make sure those interventions are successful in helping kids. The two other big pieces of RtI after supports have been put in place are implementation fidelity and progress monitoring:

> **Implementation Fidelity:** It is imperative that when we put interventions in place we are implementing them as they are designed and in a consistent manner. Intervention fidelity allows us to make direct correlations between an intervention and an outcome. If there is no fidelity, i.e., if we aren't doing the intervention in the way it was designed or we're not being consistent about how and when we do it, we do not know why the changes in student performance (positive or negative) really occurred. Without knowing what is affecting our student's success or failure (based on data), we have no way of making informed decisions. Putting systems in place, such as training, coaching, and sharing information about student progress, to support implementation fidelity is a key part of the RtI process.

> **Progress Monitoring:** It seems silly to say that progress monitoring is where you monitor student progress, but truthfully, that's the bare bones of it. On a more in-depth level RtI is a problem-solving process and progress monitoring is the process by which you set goals for the change you expect an intervention to achieve, identify the indicators that will tell you whether that change has occurred and then check the data to see if the change actually happened. What can be revolutionary about progress monitoring within RtI is the fact that it happens routinely and systematically, so that no student falls through the cracks. Progress monitoring helps bring targeted supports to kids who are struggling in the regular classroom, ensure they get more intensive support if they are not making continuous progress, and helps kids who are succeeding in targeted supports to exit them as quickly as possible.

What about Special Education or 504s? Does RtI replace this?
There will always be students who have special needs and learning disabilities, and RtI hasn't forgotten that. Because RtI has general education and special education teams working together, a special education or 504 referral can happen at any point, based on data and how interventions are working. A referral for assessment of eligibility may occur because of the work that is happening in RtI, and the documentation of RtI decisions and services for a particular student can be incredibly helpful during the 504 or IEP referral process, but RtI is not a pipeline to special education or to a 504 plan.

See! We told you most of this is stuff you are already doing. So let's talk about how the Resource Guide is going to help you get even better.

The RtI Guide

So now you've been given a whirlwind introduction to RtI. Either you're thinking, "Ok, I get it, why are there still so many more pages in this guide?" Or you're thinking, "This all seems pretty vague, how the heck do they expect me actually to do this on top of my day job?" Do not despair! The purpose of this Resource Guide is to give you a lot of concrete resources for working through the process at your school, beginning with a self-assessment of the level of development of your school's RtI system so you know where you're starting and can make realistic plans about what to do next. Whether you're brand new to RtI or have been at it for a while, we hope this guide will help you. It's been designed so you can use it in parts, jumping in to find the tools and resources you need without

necessarily having to read through every section sequentially. But if you do want to read all the remaining sections, they are:

II.   The RtI Process: Practical Steps to Building a System – Some step-by-step guidance and tools to help you through the process of creating an RtI system at your school site, including a rubric to assess your school's level of RtI development.

III.   Assessment and Data Analysis – Information on how best to use data to guide your RtI process, including recommendations on specific universal and diagnostics assessments and how to use them to determine which students need help and in which areas.

IV.   Intervention Support Resources – Guidance on intervention practices and programs, including recommendations and detailed information to help you select resources that best meet your students needs.

V.   Appendix – More tools and resources.

A final disclaimer
As an organization, Aspire Public Schools is pretty new to RtI, including most of us in the Home Office who created this guide. More than anything we want the guide to help us learn about and share effective practices among our schools. If you have a question that's not answered in the guide, or there's something here that doesn't jive with your direct experience working with students, let us know. If you have a tool or resource you think others would find helpful, send it to us. If you get stymied in your efforts and want to know how colleagues at other schools have tackled the same situation, reach out. We've set up an email listserv (RTI@aspirepublicschools.org in your Outlook Address Book) for all staff involved in intervention work, and we're creating a Response to Intervention portal on MyAspire where this guide and lots of supporting materials will be posted.

Where can I go for more information...
If that's not enough, there are some great resources outside of Aspire to help you learn more about RtI. The Appendix to this Resource Guide contains a few of our favorite articles on different aspects of RtI. You can also check out these national clearinghouses of RtI information:

- RtI Action Network   http://www.rtinetwork.org/

- National Center on Response to Intervention   http://www.rti4success.org/

Good luck on your RtI journey!

Appendix IIj: Map of English Language Development Standards to Aspire Instructional Guidelines

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

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

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

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

Appendix II-k: 504 Policy and Procedures

Section 504 of the Rehabilitation Act

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

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

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

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

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

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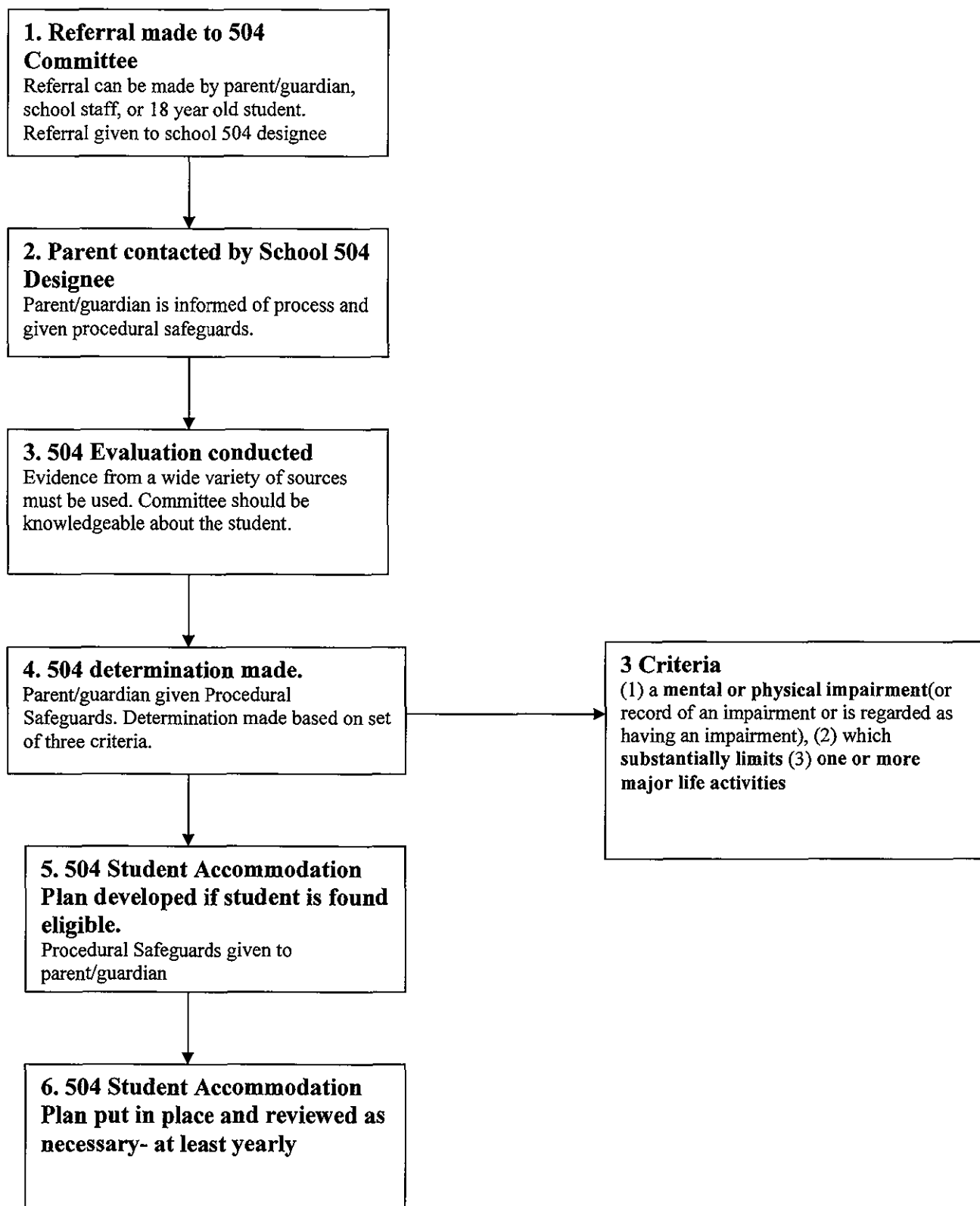
with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

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

Appendix II – k: Section 504 Plan Process Summary
(Section 504 of the Rehabilitation Act of 1973)

1. Referral made to 504 Committee
Referral can be made by parent/guardian, school staff, or 18 year old student.
Referral given to school 504 designee

↓

2. Parent contacted by School 504 Designee
Parent/guardian is informed of process and given procedural safeguards.

↓

3. 504 Evaluation conducted
Evidence from a wide variety of sources must be used. Committee should be knowledgeable about the student.

↓

4. 504 determination made.
Parent/guardian given Procedural Safeguards. Determination made based on set of three criteria. → **3 Criteria**
(1) a mental or physical impairment(or record of an impairment or is regarded as having an impairment), (2) which substantially limits (3) one or more major life activities

↓

5. 504 Student Accommodation Plan developed if student is found eligible.
Procedural Safeguards given to parent/guardian

↓

6. 504 Student Accommodation Plan put in place and reviewed as necessary- at least yearly

ASPIRE
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SST PROCESS

REQUEST RECEIVED
Teacher, counselor, parent, or student can request SST assistance
Request submitter to designated SST point person

↓

ASSISTANCE
Coaching -- Observation -- Interventions

↓

MEETING PREPERATION
- SST meeting date is set
- Parents and appropriate participants are notified
- Requesting teacher(s) facilitate data collection
- Parents and appropriate participants prepare

↓

SST MEETING
- Student strengths are identified
- Concerns are clarified
- Action Plan is developed and commitments are made
- Follow-up dates are set

↓

FOLLOW-UP MEETING(S)
- Action Plan results are evaluated for at least 6-8 weeks
- Re-evaluate every 2 weeks

↓   ↓

OPTIONS:
- Continue to follow action plan
- Modify action plan

OPTIONS: *
- Refer for special education assessment

** Ideally, follow Action Plan for 2-3 cycles of 6-8 weeks before referring to special education

Grade 5
2008 - 2009

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Student Name: _____

Teacher Name: _____

	Trimester		
1.0 Computes with very large and very small numbers, positive integers, decimals, and fractions and understands the relationship between decimals, fractions, and percents	/	/	/
2.0 Performs calculations and solves problems involving addition, subtractions, and simple multiplication and division of fractions and decimals	/	/	/
1.0 Uses variables in simple expressions, computes the value of the expression for specific values of the variable, and plots and interprets the results	/	/	/
1.0 Understands and computes the volumes and areas of simple objects	/	/	/
0 Identifies describes and classifies the properties of, and the relationships between, plane and solid geometric features	/	/	/
1.0 Displays, analyzes, compares, and interprets different data sets, including data sets of different sizes	/	/	/
1.0 Makes decisions about how to approach problems	/	/	/
2.0 Uses strategies, skills, and concepts in finding solutions	/	/	/
3.0 Moves beyond a particular problem by generalizing to other situations	/	/	/

Student Name: _____

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development- Word Recognition	/	/	/
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development- Vocabulary and Concept Development	/	/	/
2.0 Reading Comprehension- Structural Features of Informational Materials	/	/	/
2.0 Reading Comprehension- Comprehension and Analysis of Grade-Level-Appropriate Text	/	/	/
3.0 Literary Response- Structural Features of Literature	/	/	/
3.0 Literary Response- Narrative Analysis of Grade- Level-Appropriate Text	/	/	/
3.0 Literary Response- Literary Criticism	/	/	/

1.0 Writing Strategies- Organization and Focus	/	/	/
1.0 Research and Technology	/	/	/
1.0 Evaluation and Revision	/	/	/
2.0 Writes Narratives, Response to Literature, Research Reports, Persuasive Letters / Compositions	/	/	/

1.0 Sentence Structure	/	/	/
1.0 Grammar	/	/	/
1.0 Punctuation	/	/	/
1.0 Capitalization	/	/	/
1.0 Spelling	/	/	/

1.0 Comprehension	/	/	/
1.0 Organization and Delivery of Oral Communication	/	/	/
1.0 Analysis and Evaluation of Oral and Media Communications	/	/	/
1.0 Speaking Applications Genres and Their Characteristics	/	/	/

Grade 5
2008 - 2009

ASPIRE
PUBLIC SCHOOLS
College for Certain

Student Name: _____

	Trimester		
Physical Education	/	/	/
Library	/	/	/
Music	/	/	/
Cooperation	/	/	/
Assertiveness	/	/	/
Responsibility	/	/	/
Empathy	/	/	/
Self Control	/	/	/

Trimester 1

Trimester 2

Trimester 3

Appendix IVa: Aspire Articles of Incorporation

2158316

ARTICLES OF INCORPORATION
OF
UNIVERSITY PUBLIC SCHOOLS

A CALIFORNIA PUBLIC BENEFIT CORPORATION

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

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

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

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

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

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

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

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

Name	Address
Don Shalvey,	111 Kelton Avenue, San Carlos, CA 94070
Reed Hastings	604 Lighthouse Avenue Santa Cruz, CA 95060
Bill Jackson	965 Mission Street, Suite 650 San Francisco, CA 94103
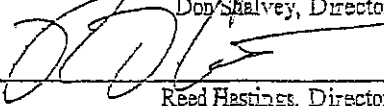
SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

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

Date: 12/21/98

Don Shalvey, Director

Reed Hastings, Director

Bill Jackson, Director

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

Date: 12/21/98

Don Shalvey, Director

Reed Hastings, Director

Bill Jackson, Director

BYLAWS
OF
UNIVERSITY PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in San Mateo County, California.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

_____   Dated: _____, 19__

_____   Dated: _____, 19__

_____   Dated: _____, 19__

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this corporation shall be to manage, guide, direct and promote University Public Schools, charter public schools that provide quality education to California youth in pre-K, primary, and secondary grades.

ARTICLE 3
MEMBERS

SECTION 1. NO MEMBERS

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise by law vest in the members shall vest in the Board.

SECTION 2. ASSOCIATES

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

ARTICLE 4
DIRECTORS

SECTION 1. NUMBER

Except for additional directors appointed pursuant to the second sentence hereof, the Corporation shall have not less than three (3) nor more than eleven (11)

Directors. In addition, every school district under whose charter the Corporation operates a school may appoint a Director to the Board of Directors ("Chartering District Director"), in which event the total number of Directors authorized pursuant to this Section will increase by the number of chartering District Directors. The exact number of Directors is to be fixed within these limits by approval of the Board of Directors in the manner provided in these Bylaws. The number may be changed by amendment of this Bylaw, or by repeal of this bylaw and adoption of a new Bylaw, as provided in these Bylaws.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;

(c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;

(d) Meet at such times and places as required by these Bylaws;

(e) Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

SECTION 4. TERMS OF OFFICE

Each director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies.

SECTION 5. COMPENSATION

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested persons. For purposes of this Section, "interested persons" means either:

(a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within or without the State of California which has been designated from time to time by resolution of the Board of Directors. In the absence of such designation, any meeting not held at the principal office of the corporation shall be valid only if held on the written consent of all directors given either before or after the meeting and filed with the Secretary of the corporation or after all board members have been given written notice of the meeting as hereinafter provided for special meetings of the board. Any meeting, regular or special, may be held by conference telephone or similar communications equipment, so as long as all directors participating in such meeting can hear one another.

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SECTION 8. REGULAR AND ANNUAL MEETINGS

Regular meetings of Directors shall be held on June 1 at 9:00 AM, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

If this corporation makes no provision for members, then, at the annual meeting of directors held on June 1, directors shall be elected by the Board of Directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chairperson of the board, the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

SECTION 10. NOTICE OF MEETINGS

Regular meetings of the board may be held without notice. Special meetings of the board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 11. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

SECTION 12. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 13. QUORUM FOR MEETINGS

A quorum shall consist of a majority of the directors holding office at any point in time.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

SECTION 14. MAJORITY ACTION AS BOARD ACTION

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Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 15. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the President of the corporation or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

SECTION 16. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. For the purposes of this Section only, "all members of the board" shall not include any "interested director" as defined in Section 5233 of the California Nonprofit Public Benefit Corporation Law. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of the directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting and that the Bylaws of this

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corporation authorize the directors to so act, and such statement shall be prima facie evidence of such authority.

SECTION 17. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

The Board of Directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the Chairperson of the Board, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (3) a sole remaining director. If this corporation has members, however, vacancies created by the removal of a director may be filled only by the approval of the members. The members, if any, of this corporation may elect a director at any time to fill any vacancy not filled by the directors.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

SECTION 18. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 19. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 20. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

<div align="center">

ARTICLE 5
OFFICERS

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SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a President, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that

neither the Secretary nor the Treasurer may serve as the President or Chairperson of the Board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chairperson of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. If applicable, the President shall preside at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

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Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 10. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors, and no officer shall be prevented from receiving such salary by reason of the fact that he or she is also a director of the corporation, provided, however, that such compensation paid a director for serving as an officer of this corporation shall only be allowed if permitted under the provisions of Article 4, Section 6 of these Bylaws. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable or public purposes of this corporation.

ARTICLE 6
COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

(a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members.

(b) The filling of vacancies on the board or on any committee which has the authority of the board.

(c) The fixing of compensation of the directors for serving on the board or on any committee.

(d) The amendment or repeal of Bylaws or the adoption of new Bylaws.

(e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.

(f) The appointment of committees of the board or the members thereof. .

(g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

(h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the

Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 7
EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 8
CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;

(c) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;

(d) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

SECTION 4. MEMBERS' INSPECTION RIGHTS

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

(a) To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon five (5) business days' prior written demand on

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the corporation, which demand shall state the purpose for which the inspection rights are requested.

(b) To obtain from the Secretary of the corporation, upon written demand and payment of a reasonable charge, an alphabetized list of the names, addresses and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available on or before the later of ten (10) business days after the demand is received or after the date specified therein as of which the list is to be compiled.

(c) To inspect at any reasonable time the books, records, or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the corporation by the member, for a purpose reasonably related to such person's interests as a member.

SECTION 5. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 6. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation and, if this corporation has members, to any member who requests it in writing, which report shall contain the following information in appropriate detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the corporation , both unrestricted and restricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;

(e) Any information required by Section 7 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

If this corporation has members, then, if this corporation receives TWENTY-FIVE THOUSAND DOLLARS ($25,000), or more, in gross revenues or receipts during the fiscal year, this corporation shall automatically send the above annual report to all members, in such manner, at such time, and with such contents, including an accompanying report from independent accountants or certification of a corporate officer, as specified by the above provisions of this Section relating to the annual report.

SECTION 7. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO MEMBERS

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

(a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(1) Any director or officer of the corporation, or its parent or subsidiary (a mere common directorship shall not be considered a material financial interest); or

(2) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS ($50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS ($50,000).

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Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS ($10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

If this corporation has any members and provides all members with an annual report according to the provisions of Section 6 of this Article, then such annual report shall include the information required by this Section.

ARTICLE 9
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on July 1 and end on June 30 in each year.

ARTICLE 10
AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted as follows:

(a) Subject to the power of members, if any, to change or repeal these Bylaws under Section 5150 of the Corporations Code, by approval of the Board of Directors unless the Bylaw amendment would materially and adversely affect the rights of members, if any, as to voting or transfer, provided, however, if this corporation has admitted any members, then a Bylaw specifying or changing the fixed number of directors of the corporation, the maximum or minimum number

of directors, or changing from a fixed to variable board or vice versa, may not be adopted, amended, or repealed except as provided in subparagraph (b) of this Section; or

(b) By approval of the members, if any, of this corporation.

ARTICLE 11
AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS

Before any members have been admitted to the corporation, any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

SECTION 2. AMENDMENT OF ARTICLES AFTER ADMISSION OF MEMBERS

After members, if any, have been admitted to the corporation, amendment of the Articles of Incorporation may be adopted by the approval of the Board of Directors and by the approval of the members of this corporation.

SECTION 3. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

ARTICLE 12
OTHER PROVISIONS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net

earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

SECTION 2. CONFLICT OF INTEREST

Any Director, officer, key employee, or committee member having an interest in a contract, other transaction, or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

    1. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflict in interest; and,

    2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of,

or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the initial directors in the Articles of Incorporation of **UNIVERSITY PUBLIC SCHOOLS,** a California nonprofit corporation, and, pursuant to the authority granted to the directors by these Bylaws to take action by unanimous written consent without a meeting, consent to, and hereby do, adopt the foregoing Bylaws, consisting of **TWENTY (20)** pages, as the Bylaws of this corporation.

Dated: 1/7/99

_____
Don Shalvey, Director

_____
Reed Hastings, Director

_____
Bill Jackson, Director

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the title thereto and that such Bylaws were duly adopted by the Board of Directors of said corporation on the date set forth below.

Dated: _____

_____
Gloria Lee, Secretary

AMENDMENT
TO THE
BYLAWS
OF
ASPIRE PUBLIC SCHOOLS

The following sets forth an amendment to the Bylaws (the "Bylaws") of Aspire Public Schools, a California public benefit corporation, which amendment shall be effective as of October *i|*, 2002:

1. Section 8 of Article 4 of the Bylaws is amended to read in its entirety as follows:

"Section 8.   ANNUAL AND REGULAR MEETINGS.   The Board shall hold an annual meeting for the purpose of electing the directors up for election and all other business as may properly come before the Board. Annual meetings shall take place in the fourth quarter of the corporation's fiscal year at such time and place as determined by resolution of the Board. Regular meetings of the Board shall be held at such time and place as may be fixed by the Board.

If this Corporation makes no provision for members, then, at the annual meeting of Directors, directors shall be elected by the Board of Directors in accordance with this Section. Cumulative voting by Directors for the election of Directors shall not be permitted. The candidates receiving the highest number of notes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by ballot only."

[Signature Page Follows]

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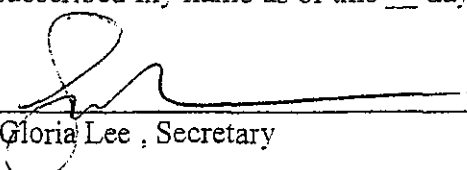
CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify:

(a)   That I am duly elected and acting Secretary of Aspire Public Schools, a California public benefit corporation; and

(b)   That the foregoing amendment to the bylaws constitutes the amendment of the bylaws of said corporation as duly adopted by the vote of the majority of the directors of the corporation as of October _11_, 2002.

IN WITNESS WHEREOF, I have hereunto subscribed my name as of this __ day of October, 2002.

_____
Gloria Lee , Secretary

Appendix IVc: Conflict of Interest Policy
ASPIRE PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Aspire Public Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Aspire Public Schools, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of Aspire Public Schools, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With Aspire Public Schools. All Statements shall be supplied by Aspire Public Schools. All Statements shall be filed with the Aspire Public Schools. Aspire Public School's filing officer shall make and retain a copy of the Statement and forward the original to the Fair Political Practices Commission.

Appendix IVc: Conflict of Interest Policy

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Aspire Public Schools decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal [Insert title of individual who shall receive the disclosure notice], who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Aspire Public Schools bylaws.

Appendix IVc: Conflict of Interest Policy

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

    A. Members of the Governing Board and their alternates (if applicable)
    B. Candidates for Member of the Governing Board
    C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
    D. Executive Director of Charter School
    E. Principal of Charter School
    F. Assistant Principals
    G. Chief Business Officer
    H. Director Personnel Services
    I. Assistant Director of Personnel Services
    J. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

    A. Purchasing Manager
    B. Assistant Business Officer

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

    A. Information Systems Technician
    B. Contractor

EXHIBIT B

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[1] The Charter School Principal [Insert title of individual who can may this determination] may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal [Insert title of individual who can may this determination] determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

Appendix IVc: Conflict of Interest Policy

<u>Disclosure Categories</u>

<u>Category 1 Reporting</u>:

A.   Interest in <u>real property</u> which is located in whole or in part either (1) within the boundaries of any county in which Aspire Public Schools is operating, or (2) within two miles of the boundaries of any county in which Aspire Public Schools is operating, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B.   <u>Investments</u> in or <u>income</u> from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the counties in which Aspire Public Schools is operating.

C.   <u>Investments</u> in or <u>income</u> from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

<u>Category 2 Reporting</u>:

A.   <u>Investments</u> in or <u>income</u> from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

<u>Category 3 Reporting</u>:

A.   <u>Investments</u> in or <u>income</u> from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Appendix IVd: Aspire's Board of Directors

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

Melvin J. Kaplan, Chief Executive Officer, Wellington Financial Group
Mel Kaplan has been a real estate investor since 1960. He is CEO of Wellington Financial
Group, an entity that invests in commercial real estate nationally. In 1988 Mel and his family
founded the Harry Singer Foundation, a nonprofit educational operating foundation
dedicated to youth development. He serves on Harry Singer's Board and advises various
other 501 c (3) corporations. Mel is an alumnus of MIT and UC Berkeley where, in the 70s,
he lectured at the School of Business Administration. His specialty continues to be problem
solving and entrepreneurship. His biography has appeared in Marquis Who's Who In
Finance and Industry and Who's Who In The World.

Steven L. Merrill, Venture Capitalist
Steve Merrill has been active in venture capital investing since 1968, and most recently was a
Partner with Benchmark Capital. He was president of BankAmerica Capital Corporation in
1976 and managed this very successful venture activity until 1980 when he formed Merrill,
Pickard, Anderson & Eyre (MPAE), a privately held venture capital partnership. MPAE
managed funds of approximately $285 million provided by a group of 50 limited partners,
including major corporations, pension funds, insurance companies, university endowments,
and prominent families. Some of the companies funded by MPAE include America Online,
Aspect Telecommunications, Cypress Semiconductor, Documentum, and Palm Computing.
MPAE stopped making new investments in 1996 and the partners founded Benchmark
Capital and Foundation Capital. Steven is a limited partner in both of these firms but is no
longer involved in the day-to-day management. Currently, Steven is devoting more time to
civic and non-profit activities as well as his private investments. He was chairman of the
Board of Trustees of Town School for Boys, a member of the Committee to Restore the San
Francisco Opera House, and he is a past director of the Children's Health Council. Steven is
also a past president of the Western Association of Venture Capitalists and a past director of
the National Venture Capital Association, and has been a director of numerous privately
held companies. He holds an MBA from the Wharton School of Finance and a BA in
Sociology from Stanford University.

Louise Muhlfeld Patterson, Independent Consultant
Louise Muhfeld Patterson has had an extensive career as an HR executive and trustee of
college-preparatory schools. She was Vice President of Human Resources for American
Express company for 14 years, where she was a generalist for the Western Region,
supporting over 1500 employees in 40 different locations. She specialized in organizational

effectiveness, executive leadership and team development. She has consulted to beverage company Odwalla as Acting VP of Human Resources and to Addis Corporation, a marketing and branding organization. She implemented a Quality of Work life Survey for startup companies in Silicon Valley for Klein Associates. As a volunteer, she has served as a Trustee for many independent schools, including St. Mark's School in Massachusetts, Drew College Preparatory High School in San Francisco, and Marin Country Day School. As Trustee, she has led the governance committees, chaired a number of executive director searches, led strategic planning efforts, and participated in several capital campaigns. She also currently serves as a Trustee for the San Francisco Zoological Society. Ms. Patterson received a BA in Psychology and Education from Vassar College and also studied the British school system at Oxford University.

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

Richard C. Spalding, Founder, Thomas Weisel Healthcare Venture Partners
In March of 2003, Dick co-founded Thomas Weisel Healthcare Venture Partners, where he focuses on life science investing. The fund has been initially capitalized at $120 million, and will invest in both the medical technology and life science sectors. Dick also co-founded the ABS Ventures Healthcare investment group in January 2000, again leading the firm's investments in life sciences. Prior to joining ABS Ventures, Dick was a Chief Financial Officer of public and private companies, an investment banker with Alex Brown, and a co-founder of the Palo Alto office of Brobeck, Phleger & Harrison. For his entire career he has worked with growth companies, primarily in the health care area, on corporate partnerships, financings and operations. He is currently a director of 3D Systems, a public company, and CBCA, Inc. He received a BA degree with honors from Harvard College and a J.D. with honors from Columbia Law School.

Jonathan Garfinkel, Principal, TPG Capital
Mr. Garfinkel is a Principal of TPG Capital, where he leads the firm's investment activities in the Financial Services sector in North America. Mr. Garfinkel joined TPG in 1998 and has

worked in both the San Francisco and London offices. Prior to joining TPG, Mr. Garfinkel was an investment banker at Lehman Brothers in New York. He serves or has served as a Director of ProSight Specialty Insurance, 2Co Energy, Aleris International, Midwest Air Group and Education for Change. Mr. Garfinkel holds a B.A. in Economics from Stanford University, an M.B.A. from the Stanford Graduate School of Business, and an M.A. in Education from Stanford's School of Education.

Appendix IVe: Community Complaint Form

Name: _____   Address: _____

Telephone #: (day) _____   (evening) _____

1. Who is your complaint against?

   School/Department: _____   Position: _____

2. Has this been discussed with him/her?   Y ___   N ___   Date: _____

3. Has the complaint been discussed with the principal or supervisor?   Y ___   N ___   Date: _____

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

_____

_____

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_____

What remedy or action do you suggest?

_____

_____

_____

_____

_____

Signature: _____   Date: _____

Date received by Aspire Home Office: _____

FORMA DE QUEJAS DE COMUNIDAD

Nombre: _____   Dirección: _____

Teléfono #: (día) _____   noche) _____

1. Contra quien es su queja?

   Escuela/Departmento: _____ Posición: _____

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

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

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

_____

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¿Qué remedio o la acción sugiere usted?

_____

_____

_____

_____

_____

Firma: _____   Fecha: _____

Fecha recibida por Oficina Central de Aspire: _____

Appendix Va: ASPIRE COLLEGE ACADEMY Principal Selection Process – Spring 2011

Selection Process

1. **Initial Screen:** Superintendent will review resumes and cover letters. For internal Aspire candidates, the initial screen may also include an informal conversation with the candidate's current supervisor. For external candidates, the initial screen will include review of any other documents candidates typically provide, e.g. recommendation letters.
2. **Initial 1:1 Screening Interviews:** Superintendent will conduct 1:1 phone interviews of 30-45 minutes each with external candidates.
3. **Panel Interviews:** The panel interviews include: 4 separate 45 minute interviews with members of the panel (teachers, parents, community, principal); observation of coaching skills (candidate watches a 10 minute video and conducts a post-observation conference) as part of the teacher panel
4. **Review of Work Samples:** Candidates will be asked to provide a writing sample (by writing a memo to the observed teacher) and also prepare a school action plan based on an analysis of student data.
5. **Follow-up Interview:** Superintendent may conduct a 1:1 follow-up interview with candidates based on questions raised during panel interviews.
6. **CEO 1:1 Interviews:** Aspire's CEO conducts a 60 minute interview in person with each finalist candidate.

Hiring Panel

Panelists must commit to participating in interviews of all candidates and in the post-interview debrief and decision discussions. Panelists will be trained as necessary. The Hiring Panel will include:

- 4-6 Aspire College Academy founding families
- 1-2 community members
- 1-2 other Aspire principals

Timeline:

Date	Activity
Weeks of March 21 & 28 2011	Screen applicant resumes
Friday, April 8, 2011	Close applicant pool
Week of April 11, 2011	Conduct initial screening interviews of external candidates
Week of April 18, 2011	Conduct panel interviews and request work samples
April 21-22, 2011	Collect and review work samples and check references
Week of April 25, 2011	Conduct final interviews
Friday, April 29, 2011	Make final decision

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Appendix Vb: Aspire Principal Performance Criteria: Instructional Leadership

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

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			Inquiry	Edusoft in a sophisticated way to manage Cycle of Inquiry

Aspire Principal Performance Criteria: Instructional Leadership

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

Aspire Principal Performance Criteria: People Management

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

	on the situation	and drawbacks of different approaches; provides some leadership opportunities	appropriate management strategy to use; allows most staff an opportunity to lead	management strategies; delegates and collaborates as a way to train and motivate new leaders

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Aspire Principal Performance Criteria: People Management

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

Aspire Principal Performance Criteria: Resource Management

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

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			occur	achieving long-term objectives
Maintains safe facilities that support student learning	Does little to maintain or improve the facility or the use of space	Does a minimum of maintenance; Responds to unsafe conditions	Looks for ways to improve the facility; seeks input from staff to improve safety and use of space	Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early

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Aspire Principal Performance Criteria: Community Leadership

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

Aspire Principal Performance Criteria: Problem-Solving

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

		improve	intent to improve	own reflection as a model to encourage others to learn and grow

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Aspire Principal Performance Criteria: Aspire Values

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

mission and vision.

Appendix Vc: TCRP Teacher Effectiveness Rubric

November 4, 2010

Domain 1: Planning and Preparation	
Standards	**Indicators**
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of rigorous , college-ready learning objectives based on state standards
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Planned learning opportunities support cognitive engagement and attainment of learning objectives
	B) Connections to prior learning
1.3 Organization of short and long term learning plans	A) Coherent design
	B) Instructional progression
1.4 Use student data to differentiate instructional plans	A) Selection of objectives informed by student data
	B) Learning activities designed to meet individual student's needs
1.5 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Use of knowledge of subject matter content/skills and learning processes to identify necessary pre-requisite knowledge
	B) Common misconceptions proactively addressed
Domain 2: Classroom Learning Environment	
2.1 Create a classroom culture of high academic expectations and hard work, in which students/ scholars embrace academic challenge	A) Value of effort and challenge
	B) Collaborative learning
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Teacher interactions with students
	B) Student respect for teacher
	C) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and rituals to maintain instructional momentum	A) Routines and procedures
	B) Instructional pacing
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Instructional strategies	A) Learning experiences
	B) Questioning
	C) Conversation techniques
	D) Response to students' questions
	E) Resources and instructional materials
3.3 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding
	B) Feedback to students
	C) Student self-assessment

Domain 4: Assessment and Data Driven Instruction	
Standards	**Indicators**
4.1 Design formative and summative assessments to monitor student progress	A) Alignment between assessments and college-ready learning objectives
	B) Assessment design
4.2 Implement an assessment system that provides students with multiple and varied opportunities to achieve and demonstrate mastery	A) Multiple information sources
	B) Varied assessment methods
	C) Opportunities to revise and resubmit work
Domain 5: Professional Responsibilities	
5.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Acceptance of feedback
	C) Use in future planning
5.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
5.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks
Domain 6: Partnerships, Family and Community	
6.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
6.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
6.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Domain 1: Planning and Instruction

November 4, 2010

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of rigorous , college-ready learning objectives based on state standards	Learning objectives are loosely based on key content standards and/or represent low expectations for student learning that don't promote college readiness.	Some college-ready learning objectives are informed by key content standards and represent moderately high expectations and rigor.	Most college-ready learning objectives build on key content standards. Most learning objectives represent high expectations and rigor to promote in-depth understanding of complex content concepts.	All college-ready learning objectives build on or extend beyond key content standards. All objectives represent high expectations and rigor to promote in-depth understanding of complex concepts within and across disciplines.
	B) Measurability of learning objectives	Learning objectives may not be measurable or are stated in terms of student activities rather than as student learning. They are not linked to viable assessment methods.	Learning objectives are only moderately measurable, or consist of a combination of learning objectives and activities. Some are linked to viable assessment methods.	Most of the learning objectives are measurable, but may include only a few that are stated as activities. Most objectives are linked to viable assessment methods.	All the learning objectives are measurable, and are explicitly stated in terms of student learning. All objectives are linked to viable assessment methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Planned learning opportunities support cognitive engagement and attainment of learning objectives	Instructional plans provide few, if any, cognitively engaging learning opportunities to support students in achieving mastery of the stated learning objectives at a high level.	Instructional plans provide some cognitively engaging learning opportunities that enable some students to achieve mastery of the stated learning objectives at a high level.	Instructional plans provide cognitively engaging learning opportunities that ensure most students achieve mastery of the stated learning objectives at a high level.	Instructional plans provide cognitively engaging learning opportunities that ensure all students construct knowledge to achieve mastery of the stated learning objectives at a high level.
	B) Connections to prior learning	The teacher includes limited connections to students' prior learning in his/her short and long term learning plans.	The teacher includes explicit connections to students' prior learning experiences in his/her short and long-term learning plans. The teacher promotes sequential learning but does not include specific plans for students to make these connections themselves.	The teacher includes explicit connections in his/her short and long-term learning plans, building on students' prior knowledge. The teacher includes specific learning activities for students to make these connections themselves.	The teacher includes explicit connections in his/her short and long-term learning plans, building on students' prior knowledge. The teacher embeds opportunities for students to connect and apply their prior knowledge in multiple learning activities.

Appendix Vc

Domain 1: Planning and Instruction

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Organization of short and long term learning plans	A) Coherent design	The lesson or unit lacks structure and coherence.	The lesson or unit has a recognizable structure, but the structure is not coherent.	The lesson or unit has a coherently designed structure around which learning activities are organized.	The lesson or unit has a coherently designed structure and identifies different pathways to mastery to match diverse student needs.
	B) Instructional progression	Activities do not follow an organized progression. Time allocations for learning activities appear inappropriate for most students to achieve the stated learning objectives.	The progression of activities is uneven. Time allocations for learning activities appear sufficient for some students to achieve the stated learning objectives.	The progression of activities is even. Time allocations for learning activities appear sufficient for most students to achieve the stated learning objectives.	The progression of activities is highly coherent. Time allocations for learning activities appear sufficient for all students to meet the stated learning objectives.
1.4 Use student data to differentiate instructional plans	A) Selection of objectives informed by student data	Learning objectives are not guided by the results of specific assessments of student learning.	Learning objectives are established based on global assessments of student learning.	Learning objectives are established based on specific assessment of individual student learning.	Learning objectives are established based on a comprehensive assessment of current individual student learning.
	B) Learning activities designed to meet individual student's needs	Selected learning activities appear to be too easy or too challenging for many students in the class and are presented only in whole class grouping, although evidence exists that differentiation is necessary.	Selected learning activities appear suitable for most of the students in the class to achieve the desired objective based on whole group data, but few opportunities for differentiated small group learning exist.	Selected learning activities appear suitable for all students in the class to achieve the desired objective, with purposeful grouping of students to provide differentiated learning opportunities.	Selected learning activities appear to clearly differentiate in order to meet the varying needs of individual students.
1.5 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Use of knowledge of subject matter content/skills and learning processes to identify necessary pre-requisite knowledge	The teacher's plans do not adequately identify the necessary prerequisite knowledge for students, in terms of content and skills.	The teacher's plans identify the necessary prerequisite knowledge, in terms of content and skills, for the class as a whole but the teacher does not have a clear plan for addressing known gaps in knowledge or skills.	The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. The teacher includes specific learning activities to address known gaps in that knowledge for the class as a whole.	The teacher's plans identify the necessary prerequisite knowledge for students, in terms of content and skills. The teacher includes specific learning activities to address known gaps in that prerequisite knowledge for individual students.
	B) Common misconceptions proactively addressed	The teacher's plans do not adequately or accurately identify common student misconceptions.	The teacher's plans identify common misconceptions and include strategies for avoiding these cognitive errors.	The teacher's plans identify misconceptions and include strategies for avoiding and correcting these cognitive errors.	The teacher's plans identify misconceptions and include multiple strategies for uncovering additional misconceptions as well as explaining the reasons for prevalent misconceptions.

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Create a classroom culture of high academic expectations and hard work, in which students/ scholars embrace academic challenge	A) Value of effort and challenge	The teacher makes limited efforts to encourage students in the pursuit of academic learning. Students exhibit minimal effort in completing assigned learning tasks or in putting forth their best efforts.	The teacher encourages students to complete learning tasks, but the emphasis falls on "finishing work." Students complete assigned learning tasks, but with little enthusiasm or pride in work. Students do not refine work in the absence of teacher direction.	The teacher encourages students to work hard and meet academic challenges. Students demonstrate enthusiasm and pride in their work by responding to teacher feedback. Students persist to complete necessary revisions to achieve the defined level of proficiency.	The teacher encourages students and students and teachers support one another in working hard to exceed academic challenges. All students hold themselves, and each other, to high standards of performance and initiate improvements to their work, persisting to achieve excellence and persevering when tasks are complex and challenging.
	B) Collaborative learning	The teacher has ineffective procedures or routines for small group work. Students are only productively engaged in learning when supervised by the teacher or do not have opportunities to learn collaboratively.	The teacher has effective routines and procedures for forming and initiating small group work. When unsupervised by the teacher, students in only some groups are productively and cognitively engaged in learning.	The teacher has effectively organized small group work. When unsupervised by the teacher, most students are productively and cognitively engaged in learning. Group tasks and structure promote peers as resources for each other, and increase the cognitive engagement of the students.	The teacher has effectively organized small group work. All students are productively and cognitively engaged at all times, with students assuming responsibility for productivity. Group tasks and norms ensure that peers assist and assess each other's work, serve as resources for one another, and promote high levels of cognitive engagement.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	There is limited evidence that the teacher has reinforced the school's standards of conduct for students.	It appears that the teacher has made an effort to reinforce the school's standards of conduct for students.	The teacher supports the school's standards of conduct so that all students understand and meet expectations.	The teacher actively supports the school's standards of conduct, facilitating student recognition that these expectations match those expected of the college-ready student.
	B) Response to behavior	Student behavior is generally inappropriate; And/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students' good behavior.	Student infractions of the rules are minor; And/or, the teacher's response to student misbehavior is administered globally to the class and emphasizes consequences over positive reinforcement.	Student behavior is generally appropriate; the teacher's response to student misbehavior includes redirection, feedback and positive reinforcement to enforce school expectations.	Student behavior is entirely appropriate and students and teacher acknowledge the positive contributions of others; the teacher's response to student misbehavior is highly effective and sensitive to students' individual needs.

Domain 2: The Classroom Learning Environment

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Teacher interactions with students	The teacher's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or cultures of the students.	The teacher's interactions with students are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for the age and/or cultures of the students.	The teacher's interactions with students are friendly and demonstrate general caring and respect in ways that are appropriate to the age and/or cultures of the students.	The teacher's interactions with students reflect mutual respect and caring, for individuals as well as groups of students, in ways that are appropriate to the age and/or cultures of the students.
	B) Student respect for teacher	Students exhibit disrespect for the teacher.	Students exhibit minimal respect for the teacher.	Students exhibit respect for the teacher.	Students exhibit respect for the teacher, beyond that for the role.
	C) Student interactions with each other	Student interactions are characterized by conflict, sarcasm, or put-downs which interfere with learning for some students.	Students do not demonstrate disrespect for one another, but do not support each other's learning.	Student interactions are generally polite, respectful and collaborative under the teacher's direction.	Students demonstrate genuine caring for one another and support for each other in collaborative learning.
2.4 Use smooth and efficient transitions, routines, and rituals to maintain instructional momentum	A) Routines and procedures	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and loss of learning time.	The teacher has established routines and procedures and they work moderately well, with some smooth transitions and some loss of instructional time.	The teacher has established routines and procedures and they work well, with smooth transitions and little loss of instructional time.	The teacher and students have established routines and procedures that operate seamlessly and efficiently, with smooth transitions and no loss of instructional time.
	B) Instructional pacing	Pacing of the lesson is often rushed or too long and transitions are rough or confusing, with many students unable to complete the learning activities or master the learning objectives.	Pacing of the lesson ensures that most students complete cognitively engaging learning activities, but some students may not have adequate time to master the learning objectives.	Pacing of the lesson ensures that all students complete cognitively engaging learning activities and enables almost all students to master the learning objectives.	Pacing of the lesson is adjusted as needed to ensure that all students complete the cognitively engaging learning activities to master the learning objectives.

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Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the college-ready instructional objectives in a lesson or unit.	The teacher attempts to explain the college-ready instructional objectives of the lesson or unit but in language which is not fully comprehensible for students.	The teacher explains the college-ready instructional objectives of the lesson or unit clearly and in language which is well understood by most students.	The teacher explains the college-ready instructional objectives of the lesson or unit clearly and in language that is fully understood by all students. Students are able to articulate the instructional purpose and how it is situated within broader learning.
	B) Connections to prior and future learning experiences	The teacher makes few connections between current college-ready learning objectives and students' prior and future learning.	The teacher alludes to or makes implicit connections between the current college-ready learning objectives and the students' prior and future learning.	The teacher makes explicit connections between the current college-ready learning objectives and the students' prior and future learning.	The teacher facilitates as students build connections from their prior knowledge to the current college-ready learning objectives and the teacher explicitly connects the learning objectives to future learning.
	C) Criteria for success	The teacher does not establish success criteria or does not share them with students.	The teacher alludes to the success criteria, but does not provide students with exemplars.	The teacher clearly states the criteria for success. The teacher provides exemplars as a model of successful attainment of the lesson objectives.	The teacher and students create and/or discuss the criteria for success. Students use exemplars as a means for self-assessing their progress.
3.2 Instructional strategies (continues next page)	A) Learning experiences	Learning experiences are entirely directed by the teacher, with limited student autonomy, interaction, choice, or college-readiness opportunities. Experiences require low levels of cognitive engagement.	Learning experiences are directed by the teacher and allow for occasional student autonomy, interaction, choice, and college-readiness opportunities. Experiences require mid- levels of cognitive engagement.	Learning experiences are facilitated by the teacher and allow for frequent experiences that support student autonomy, interaction, choice, and college-readiness opportunities. Experiences require mid- to high levels of cognitive engagement.	Learning experiences are facilitated by the teacher, or initiated by students, to promote a variety of constructive interactions, autonomy, student choice, and college-readiness opportunities. Experiences require high level of cognitive engagement.
	B) Questioning	The teacher poses low-level, rote recall questions that require little cognitive engagement.	The teacher poses a combination of low and mid-level questions that require minimal cognitive engagement.	The teacher poses a combination of mid- and high level questions that require moderate cognitive engagement.	The teacher and students pose high level questions that require consistent cognitive engagement.
	C) Conversation techniques	Conversations, in whole and small group settings, are moderated by the teacher and elicit little accountable talk among students.	Conversations, in whole and small group settings, are dominated by a small number of students and variable levels of accountable talk are evident among students.	Conversations, in whole and small group settings, involve all students and moderate levels of accountable talk are evident among students.	Students initiate conversations in whole and small group settings and consistently engage in accountable talk with one another.

Domain 3: Instruction

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Standard	Indicators	Level I	Level II	Level III	Level IV
3.2 Instructional strategies (continue from prior page)	D) Response to students' questions	The teacher ignores or brushes aside students' questions and/or curiosity during the lesson.	The teacher attempts to accommodate students' questions and/or curiosity, with uneven results and few references to the college-ready learning objectives.	The teacher successfully accommodates students' questions and/or curiosity throughout the lesson to support the college-ready learning objectives.	The teacher facilitates opportunities for students to build on one another's questions and/or curiosity as a way to support and enhance the college-ready learning objectives.
	E) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objectives, distract from or interfere with student learning, and/or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objectives with occasional inclusion of college-readiness materials. Resources and materials and only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support student learning promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objectives, support student learning, and require cognitive engagement and students extend learning through the choice, adaptation, or creation of materials.
3.3 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding	The teacher does not check for students' understanding of the college-ready learning objectives during the lesson.	The teacher occasionally uses techniques to check for students' understanding of the college-ready learning objectives but does not use the information gained to make adjustments in instruction.	The teacher uses multiple techniques to check for students' understanding of the college-ready learning objectives and adjusts instruction to meet students' learning needs.	The teacher uses multiple techniques to check for students' understanding of the college-ready learning objectives. Students self-assess and suggest adjustments in the instruction to meet their needs.
	B) Feedback to students	The teacher provides no feedback to students or the feedback does not advance students' cognitive engagement.	The teacher provides global feedback to students that is only partially successful in advancing students' cognitive engagement.	The teacher provides specific, timely feedback to students that advances students' cognitive engagement.	The teacher and students provide specific and timely feedback that advances students' cognitive engagement.
	C) Student self-assessment	The teacher does not provide students with opportunities to engage in self-assessment or monitoring their own progress.	The teacher provides students with some opportunities for self-reflection but does not connect that reflection to plans for improving learning.	The teacher provides students with opportunities for self-reflection and guidance in determining appropriate next steps to improve learning.	The teacher provides students with ample opportunities for self-reflection and students determine appropriate next steps for improving their own learning.

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Design formative and summative assessments to monitor student progress	A) Alignment between assessments and college-ready learning objectives	Proposed assessment procedures are not congruent with the stated college-ready learning objectives.	Proposed assessment procedures assess some, but not all, aspects of the stated college-ready learning objectives.	Proposed assessment procedures assess all aspects of the college-ready learning objectives.	Proposed assessment procedures are fully aligned to the college-ready learning objectives and have been adapted for individual students.
	B) Assessment design	Assessments emphasize summative assessments with few opportunities for formative assessments to understand student progress towards mastery of the learning objectives.	Assessments include both formative and summative assessments; however, the assessments may not be linked together well enough to provide evidence of student progress towards mastery of the learning objectives.	Assessments include both formative and summative assessments which are aligned so that formative assessments provide sound evidence of student progress towards mastery of the learning objectives at a high level.	Assessments emphasize multiple formative assessments prior to summative assessments. Assessments are aligned to ensure that each student masters learning objectives at a high level.
4.2 Implement an assessment system that provides students with multiple and varied opportunities to achieve and demonstrate mastery	A) Multiple information sources	The teacher uses no consistent sources of information to assess student learning.	The teacher uses one or two sources of information to assess student learning.	The teacher uses several sources of information to assess student learning.	The teacher uses a variety of sources of information to assess student learning, including student self-assessments.
	B) Varied assessment methods	The teacher relies solely on "on-demand" demonstrations of learning or inappropriate assessment strategies. Assessment is primarily summative and connected to grades.	The teacher relies on one or two assessment strategies to determine student proficiency, with a preponderance of summative assessments influencing grading.	The teacher relies on several appropriate assessment strategies to determine student proficiency. Assessments are formative and allow students to revise and work toward proficiency / mastery, at which time summative assessments are made of the students' progress.	The teacher relies on a wide range of appropriate assessment strategies to determine student proficiency. Formative assessments diagnose and guide learning and revisions, ensuring proficiency/mastery is attained. Students influence the summative assessments and work toward defined standards of excellence.
	C) Opportunities to revise and resubmit work	The teacher provides students with few opportunities to revise or resubmit work.	The teacher provides students with limited opportunities to revise and resubmit work. Timelines are not sufficient for most students to revise work to meet the standard of proficiency.	The teacher provides students with moderate opportunities to revise and resubmit work. Timelines are flexible and allow individual students to revise work to meet the standard of proficiency.	The teacher provides students with ample opportunities to revise and submit work. Timelines are flexible and allow individual students to revise work to meet high standards of excellence.

Domain 5: Professional Responsibilities

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Standard	Indicators	Level I	Level II	Level III	Level IV
5.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general examples to support the judgment.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific examples and weighing the relative strengths of each.
	B) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues for use in improving practice.	The teacher accepts feedback from supervisors and colleagues for use in improving practice.	The teacher welcomes feedback from supervisors and colleagues for use in improving practice.	The teacher seeks out feedback from supervisors and colleagues for use in improving practice.
	C) Use in future planning	The teacher has limited suggestions for how a specific lesson could be improved.	The teacher makes general suggestions about how a specific lesson could be improved.	The teacher makes specific suggestions for lesson modifications and general suggestions for improving the teaching practice as a whole.	The teacher offers specific alternative actions and anticipated outcomes, both for improving specific lessons and the teaching practice as a whole.
5.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

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

Domain 6: Partnerships, Family and Community Rubrics

November 4, 2010

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

Standard	Indicators	Level I	Level II	Level III	Level IV
6.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

Appendix Vd: Office Manager Performance Rubric

1. FRONT OFFICE OPERATIONS

	Unsatisfactory	Basic	Proficient	Distinguished
In-bound communication	• Phone calls consistently go unanswered or are not responded to in a timely manner; messages are inaccurate, lost or not passed along; phone is used excessively or personal calls • Emails consistently go unanswered or are not responded to in a timely manner; emails that need to be forwarded are not • Mail piles up and is lost	• Answers phone promptly; provides appropriate assistance to the caller; and deals appropriately with all calls including urgent ones. Reliably takes accurate messages • Responds professionally and in a timely manner to e-mails • Mail is sorted and distributed regularly	• Consistently answers phone promptly and cheerfully, presenting a professional voice for the school; provides appropriate assistance to the caller; and deals appropriately with all calls. Reliably takes accurate messages • Responds professionally and in a timely manner to e-mails • Mail is sorted and distributed regularly	• Consistently displays outstanding phone manner, dealing with all callers in an appropriate way; instills confidence in the school. Reliably takes accurate messages • Responds professionally and in a timely manner to all e-mails • Mail is sorted and distributed regularly
Visitors	• Fails to notice, acknowledge, or greet visitors; deals with visitor requests inappropriately • Fails to have visitors sign in; allows visitors to proceed without visitor badges	• Consistently notices and greets visitors promptly; provides appropriate assistance to visitors. • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate	• Consistently greets all visitors promptly and cheerfully, presenting a professional image for the school; provides appropriate assistance to all visitors • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate	• Instills confidence in the school through professionalism at the front desk in greeting and assisting visitors of all kinds. • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate
Outbound communications	• Regularly makes factual and grammatical errors in writing	• Edits written communication from the school or principal to staff, parents, and students is accurate and grammatically correct when requested	• Ensures that written communication from the school or principal to staff, parents, and students is accurate, error-free and timely regardless of mode of communication	• Proactively works with principal to assist in creating written communication from the school or principal to staff, parents, and students is accurate, error-free and timely and strengthens school spirit and satisfaction
Information Technology	• Uses only the most basic functions of some MS Office and Aspire-supported software	• Effectively uses most MS Office software and Aspire-supported software, and is actively seeking additional training to improve	• Effectively uses Microsoft Office software (Word, Excel, PowerPoint, Outlook) and Aspire-supported software (PowerSchool,	• Is considered an expert with Microsoft Office software and Aspire-supported software; is able to train others to become

Appendix Vd: Office Manager Performance Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
		productivity on the remaining software	irecruiter, Intranet, HelpDesk, SchoolDude) for all school needs •Assists other site teammates in using software and getting support from Aspire IT when needed	proficient users •Can resolve simple IT user support questions or make basic fixes with guidance from Aspire IT

	Unsatisfactory	Basic	Proficient	Distinguished
Schedule and calendar management	• Fails to prepare following year school calendar and bell schedule in a timely manner or in accordance with guidelines • Is reactive; needs prompting to communicate school events or is inaccurate	• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines with assistance • Manages communication to school community about upcoming events with assistance; avoids inaccuracies and omissions	• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines within one week of the end of the school year • Manages communication to school community about upcoming events without guidance; avoids inaccuracies and omissions	• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines well in advance • Manages communication to school community about upcoming events proactively and without guidance; avoids inaccuracies and omissions
Workspace management	• Office space is chaotic and disorganized • Files are not in order; documents are often misplaced	• Office space is organized • Files are in order and documents are usually in logical places	• Maintains an efficient, tidy, intuitive workspace • Filing system is efficiently organized	• Workspace is always impeccable • Filing system is extremely organized and comprehensible to others; everything is consistently and quickly placed in its proper place
Supervisory skills	• Provides little or inconsistent supervision to other teammates in the Front Office • Takes corrective action inappropriately or using improper procedures	• Usually provides direction, support and feedback to other teammates in the Front Office • Takes corrective action using proper procedures as appropriate	• Provides clear direction, regular support and frequent feedback to guide other teammates and volunteers in the Front Office • Takes corrective action using proper procedures as appropriate	• Highly effective in providing training, support and guidance to help others reach their full potential

2. INFORMATION MANAGEMENT

	Unsatisfactory	Basic	Proficient	Distinguished
Student attendance	• Attendance records are inaccurate and/or are not maintained in accordance with Aspire guidelines and audit requirements	• Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements	• Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements • Promptly calls parents regarding absences and tardies • Maintains accurate Independent Study records	• Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements • Is proactive in working with teachers to ensure accurate attendance • Enables school to maximize revenues through effective use of best practices and relationships with parents to minimize absences and tardies, and Independent Study record-keeping
Enrollment and wait lists	• Lotteries are poorly managed • Student enrollment and registration documents are not processed in a timely manner • Enrollment and waitlist numbers are reported to Aspire HO late or in incorrect format	• Lotteries are appropriately conducted • Student enrollment and registration documents are processed accurately in a timely manner • Enrollment and waitlist numbers are reported to Aspire HO in a timely manner	• Lotteries are appropriately conducted • Student enrollment and registration documents are processed accurately and in a timely manner • Enrollment and waitlist numbers are reported to Aspire HO in a timely manner • Student openings are quickly filled with wait list students	• Complex lotteries are appropriately conducted • High volumes of student enrollment and registration documents are processed in a timely manner even in a short time frame • Enrollment and waitlist numbers are reported to Aspire HO in a timely manner • Enrollment and wait list is managed in a way that maximizes revenues
Student personal information	• Student records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool • Student files are disorganized or incomplete	• Student records, both in PowerSchool and on paper, are complete, accurate, and maintained during the year • Student confidentiality is maintained with appropriate	• Student records, both in PowerSchool and on paper, are complete, accurate, and consistently and proactively maintained throughout the year • Student confidentiality is	• Student records, both in PowerSchool and on paper, are complete and accurate. Strong systems ensure that records are consistently and proactively maintained throughout the year.

	• Confidentiality is not maintained	controls	maintained with appropriate controls	• Student confidentiality is maintained with appropriate controls
Student academic information	• Student academic records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool • Cumulative files are disorganized or incomplete; fails to request cumulative files from students' prior schools • Confidentiality is not maintained • Does not take responsibility for producing report cards and honor rolls	• Student academic records, both in PowerSchool and on paper, are complete and accurate • Cumulative files are requested from students' prior schools • Student confidentiality is maintained with appropriate controls • Report cards are produced and distributed in a timely manner • Honor roll is calculated in a timely manner	• Student academic records, both in PowerSchool and on paper, are complete and accurate • Cumulative files are persistently requested from students' prior schools in a timely manner • Student confidentiality is maintained with appropriate controls • Report cards are produced and distributed in a timely manner • Honor roll is calculated in a timely manner	• Student records, both in PowerSchool and on paper, are complete and accurate • Is tenacious and diligent in getting cumulative folders from students' prior schools • Student confidentiality is maintained with appropriate controls • Works proactively with teachers, principal and Registrar to ensure that report cards and transcripts are produced and distributed in a timely manner • Honor roll is calculated in a timely manner
Student medical records	• Disregards need for Physician's statement and medical logs are incomplete or unused • Makes poor decisions when attending to injured or sick students	• All students have a current Physician's Statement on file if medication is administered • Is conscientious and keeps accurate records using daily medication logs • Has been CPR/First Aid certified • Makes appropriate decisions when attending to injured or sick students	• All students have a current Physician's Statement on file if medication is administered • Is conscientious and keeps accurate records using daily medication logs • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students	• Student medical records, including Physician Statement and medical logs, are diligently maintained, and systems are in place to ensure consistent appropriate use • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students
Reporting to state, district and Aspire	• Reports are often missing, late, inaccurate and/or in the incorrect format	• Reports are consistently complete, accurate, in the correct format, and submitted before the deadline	• Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting	• Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting • Proactively creates systems and innovations to ensure timely and accurate report submittals

Appendix Vd: Office Manager Performance Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
Personnel information	• New hire paperwork is incomplete, inaccurate and/or submitted after the individual has already started • Time sheets for site teammates are incomplete and/or submitted to payroll late or only after reminders • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events	• New hire paperwork submitted to HO is complete, accurate and usually submitted in a timely manner • Time sheets for site teammates are complete and always submitted to payroll by deadline • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO	• New hire paperwork submitted to HO is complete, accurate and submitted quickly after hire (and prior to the new hire's start date) • Time sheets for site teammates are complete and always submitted to payroll by deadline without prompting • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events	• New hire paperwork submitted to HO is complete, accurate and submitted quickly after hire (and prior to the new hire's start date) • Time sheets for site teammates are complete and always submitted to payroll by deadline without prompting • Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events • Proactively creates systems and innovations to ensure timely and accurate submittal of HR forms
Financial information	• Bank ledgers and petty cash ledgers are incomplete, accurate, and/or late • Deposits build up at the site and are made infrequently; documentation is spotty • Purchase orders, if completed, are done at the last minute • Invoices are incorrectly or incompletely coded and/or are submitted to HO for payment with no time for processing before the due date	• Bank ledgers and petty cash ledgers are completed according to Aspire guidelines and audit requirements, accurate, and submitted by monthly deadlines • Deposits are made regularly and quickly, and appropriate documentation is provided to HO • Purchase orders are properly completed in advance of need • Invoices are properly coded and submitted to HO for payment in a regular and timely manner	• Bank ledgers and petty cash ledgers are completed according to Aspire guidelines and audit requirements, accurate, and submitted by monthly deadlines without prompting • Deposits are made regularly and quickly, and appropriate documentation is provided to HO by deadline without prompting • Purchase orders are properly completed in advance of need • Invoices are properly coded and submitted to HO for payment in a regular and timely manner	• Bank ledgers and petty cash ledgers are completed according to Aspire guidelines and audit requirements, accurate, and submitted by monthly deadlines without prompting • Deposits are made regularly and quickly, and appropriate documentation is provided to HO by deadline without prompting • Purchase orders are properly completed in advance of need • Invoices are properly coded and submitted to HO for payment in a regular and timely manner • Assists principal to ensure school's resources are well-spent and purchases are coded to restricted funds appropriately

3. ASPIRE VALUES

	Unsatisfactory	Basic	Proficient	Distinguished
Collaboration	• Has trouble working with with site and Aspire teammates; puts own needs ahead of team needs; seldom contributes to the success of others	• Collaborates well in some situations but not in others; agreeably does his/her part when asked to by others	• Contributes to a spirit of teamwork and collaboration in all situations; contributes to the success of others	• Excels in developing team momentum, enthusiasm, and pride; champions success of others; serves as a role model
Ownership	• Conveys a lack of caring or is unresponsive to requests for service/support; does not hold self accountable for actions, decisions and results	• Assumes responsibility for tasks as assigned; holds self accountable for actions, decisions and results	• Enthusiastically assumes responsibility for tasks; holds self accountable for actions, decisions and results	• Takes ownership of tasks beyond own role as appropriate; demonstrates initiative to make the school a better place
Quality	• Regularly delivers end products that have errors and are not polished	• Usually provides high quality service on assigned tasks	• Takes pride in and delivers high quality service and end products	• Consistently exemplifies Aspire standards in service, end products and deliverables
Customer-service	• Regularly fails to acknowledge visitors or teammates when they enter the office, or is regularly abrupt, cold, rude, or unprofessional • Fails to provide correct answers to questions or help when asked	• Sporadically uses a customer-friendly manner when interacting with customers • Provides correct answers when asked	• Is warm, friendly and professional in interacting with internal and external customers • Consistently provides responsive and appropriate help as requested	• Office is a "model" of professionalism, warmth, knowledge and friendliness • Goes above and beyond to assist internal and external customers
Purposefulness	• Does not know or is unable to articulate Aspire's vision and mission • Behavior does not support organization's mission and guiding principles	• Is able to articulate Aspire's vision and mission • Behavior supports organization's mission and guiding principles	• Accurately and enthusiastically describes Aspire's vision and mission • Behavior consistently supports organization's mission and guiding principles	• Accurately and enthusiastically evangelizes Aspire's vision and mission • Behavior consistently exemplifies organization's mission and guiding principles

Appendix Ve: COMPREHENSIVE SCHOOL SAFETY PLAN
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INTRODUCTION

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

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

CAMPUS SAFETY AND SECURITY

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

Entrances and Exits

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

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours

- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office

- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

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

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

Visitors Policy

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

In registering as a visitor, the sign-in form should include spaces for the following information
- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request
- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

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

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

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

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

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

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the

visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

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

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

Fingerprinting Policy

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

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

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

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

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

Who pays for fingerprinting
Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

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

Registered Sex Offender Policy

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

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

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

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:
a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

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

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:
a) To establish a positive, cooperative working relationship to the extent possible;
b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;

d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;

e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and

f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

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

a) To transport his/her child to and from school;

b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and

c) To attend a regularly scheduled school program or activity in which their child is a participant.

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

a) Serve as a school or class volunteer;

b) Act as a chaperone on a school field trip;

c) Be in the presence of children for any reason other than for the parent rights stated herein; and

d) Make individual contact with any student other than his/her own while at school or during a school activity.

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

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least $500 and not more than $1000.

EMERGENCY PREPAREDNESS

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

Drills
It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:
- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill:** A Civil Defense Drill should be conducted at least twice each school year following the (school's or Aspire's) Civil Defense Procedure.
- **Earthquake Duck & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the (School or Aspire) Major Disaster Plan.

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

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

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

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

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

At the "All Clear" signal:

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

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

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

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

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

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

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

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

Student Emergency Packets (1 per student)
2 quarts of water
Solar blanket
Food for two days

Note from parents with emergency instructions

School Emergency Supplies:
First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies

Emergency Procedures

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

1. Principal assesses the situation.
2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

First Aid

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

DISASTER PLANS

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

Fire

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

Earthquake

If indoors:

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

If outdoors:

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

Flood/ Severe Weather

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

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Principal and/or custodian notify the electrical company (PG&E) at 800-743-5000.

2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

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

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

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

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

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

Lockdown/Shooting Incident
If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:
1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.

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

Bomb Threat

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

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:
1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:
1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

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

Explosion

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

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

Death/Suicide

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

Intruders/ Vicious Animals

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

SCHOOL UNIFORMS

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

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

STUDENT DISCIPLINE

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

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

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

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

Discipline in General

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:
- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

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

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:
1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the Principal.

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

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

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

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Chief Executive Officer or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:
- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

Grounds for Suspension and Expulsion
The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:
- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.

- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
- *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.

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

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

Expulsion

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

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

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

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

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

Expellable Offenses:

Category I – Mandatory Expulsion
Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the Aspire Executive Committee **must expel** the student.
- Possessing, selling or otherwise furnishing a firearm when an Aspire employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion
Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless particular circumstances render it inappropriate.
- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;

- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

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

Note: The Aspire Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

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

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

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

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

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

Students

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

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

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

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

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

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

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

Employees – Sexual Harassment

Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Aspire will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions
   (1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.
   (2) Unwelcome Conduct of a Sexual Nature.
      (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
      (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

(c) Aspire prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. *Sexual Harassment Prohibited*
(1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
  (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
  (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
  (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.
(2) Specific Prohibitions--Administrators and Supervisors.
  (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
  (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
(3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.
(4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. *Reporting, Investigation, and Sanctions*
(1) It is the express policy of Aspire to encourage victims of sexual harassment to report such claims. Aspire understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Aspire should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.
  (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.
  (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.
  (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

(2) Every reported complaint of harassment will be investigated promptly and thoroughly by Aspire. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, Aspire will notify the complainant of the results of the investigation. Aspire will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Aspire will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

Employees – All Other Kinds of Discrimination or Harassment

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

Complaint Procedure

Aspire's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as

detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Aspire will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If Aspire determines that prohibited harassment or other conduct that violates an Aspire policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Liability for Harassment
Any employee of Aspire, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Aspire does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Aspire reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

PREVENTION OF CHILD ABUSE POLICY

Aspire is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Aspire's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Aspire must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

Reporting Problems at the School Site

Aspire maintains zero tolerance for abuse. Every member of any Aspire community must participate actively in the protection of its students.

All Aspire schools will monitor the school buildings and grounds:
- All unused rooms, storage areas, and closet doors should be kept locked at all times;

- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future Aspire employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any Aspire premises, he or she is required to immediately report their observations to the principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:
- policy violations,
- neglectful supervision,
- "private time" with students,
- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

Aspire will cooperate will any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS
All Aspire employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all Aspire employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Alcohol, Tobacco, and Controlled Substances
All Aspire employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

Transportation of Students

Aspire employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;

b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;

c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;

d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;

e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;

f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and

g) Whenever possible, two Aspire employees should collectively engage in the transportation activity.

Language

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of Aspire's health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

Gifts

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

Attire

Employees must be appropriately and professionally dressed in presence of students. Each school may adopt its own dress code for employees and employees will be expected to follow that code.

Behavior

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

Physical contact with students

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:
- Handshakes;
- "High Fives" or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but are not limited to:
- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

All Aspire employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,
- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,
- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

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

Dear Parents:

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

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

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

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

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

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

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

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

Sincerely,

Don Shalvey
Chief Executive Officer

Board Policy

DISCRIMINATION/HARASSMENT POLICY

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

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

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

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

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

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

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

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

Administrative Regulation

DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

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

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

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

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

How to file a complaint

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

Procedures

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:

    a. The student who is complaining

    b. The person accused

    c. Anyone who saw the incident or conduct take place

    d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

    a. The Chief Executive Officer or designee

    b. The parent/guardian of the student who complained

    c. The parent/guardian of the person accused of the discrimination or harassing conduct

    d. The school resource officer(s)

  e. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth

  f. Child protective agencies responsible for investigating child abuse reports

  g. Legal counsel for Aspire

4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. In reaching a decision about the complaint, the principal or designee may take into account:

  a. Statements made by the persons identified above

  b. The details and consistency of each person's account

  c. Evidence of how the complaining student reacted to the incident

  d. Evidence of past instances of discrimination or harassment by the accused person

  e. Evidence of past complaints

6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:

  a. How the misconduct affected one or more students' education

  b. The type, frequency, and duration of the misconduct

  c. The number of persons involved

  d. The age and sex of the person accused of harassment

  e. The subject(s) of harassment

  f. The place and situation where the incident occurred

  g. Other incidents at the school, including incidents of discrimination/harassment

7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.

8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.

9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Aspire Public Schools' Discrimination/Harassment Complaint Procedure

How to File a Complaint

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

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential and respectful manner. In so doing, he/she shall talk individually with:
   - the student who is complaining;
   - the person accused;
   - anyone who saw the incident or conduct;
   - anyone mentioned as having related information.

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above, When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
   - the Chief Executive Officer or designee;
   - the parent/guardian of the student who complained;
   - the parent/guardian of the person accused of the discriminatory or harassing conduct;
   - the school resource officer(s);
   - teacher or staff member whose knowledge of students involved may help in determining who is telling the truth;
   - child protective agencies responsible investigating child abuse reports;
   - Aspire's legal counsel

4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. In reaching a decision about the complaint, the principal or designee may take into account:
   - statements made by the persons identified above;
   - the details and consistency of each person's account;
   - evidence of how the complaining student reacted to the incident;
   - evidence of past instances of discrimination or harassment by the accused person;
   - evidence of past complaints.

6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal or designee may take into consideration
   - how the misconduct affected one or more students education;
   - the type, frequency, and duration of the misconduct
   - the age and sex of the person accused of harassment;
   - the number of persons involved;
   - the subject(s) of harassment; .
   - the place and situation where the incident occurred;
   - other incidents at the school, including incidents of discrimination/harassment

7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.

8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination or harassment occurred, this report shall describe the actions he/she took to end the harassment, address the efforts of the discrimination or harassment on the persons who was subject to it, prevent retaliation or further discrimination or harassment.

9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Behavior Management Plan

Table of Contents

Goal:
At Millsmont Academy, we are responsible for creating a school environment that provides all students the behavioral and academic skills necessary to reach their fullest potential and become responsible life-long learners and contributing community members.

Objectives:
Reduce office referrals for disruptive behavior by 50%.
Reduce disruptive behavior in the classroom by 50-80%.
Increase time on task by 25-50%.

Expectations for Staff:
In order to reach the goals and objectives of the school wide plan, staff and teachers are expected to:
- Be thoughtfully and thoroughly planned for all lessons
- High expectations academically, behaviorally, and socially for ALL students
- Recognize that all students are capable of behaving appropriately and that they are able to accept the responsibility for poor choices
- Teach students appropriate behavior for classroom and common areas
- Clearly communicate to students at all times how they are expected to behave and be successful at school
- Monitor student behavior AND provide consistent narrative feedback with at least a 3:1 ratio (positive to negative)
- Give quick corrective action in accordance with your policy in a calm manner when students choose to misbehave.
- Build trusting relationships with all students
- Build trusting relationships with families

School Wide Expectations for Student Success:
Use C.A.R.E.S. at all times.

Cooperation
Assertion
Responsibility
Empathy
Self-control

Expectations for Common Areas:
Students use C.A.R.E.S. in each common area at all times.

Millsmont Academy Expectations

AREA OF SCHOOL	COOPERATION	ASSERTION	RESPONSIBILITY	EMPATHY	SELF CONTROL
RECESS	~follow the rules ~include everyone	~use words to solve problems ~when you need help solving a problem ask an adult	~be respectful to staff members ~use equipment properly and safely ~use restroom and water fountain during recess	~celebrate all players during a games and tell each other what they did well in the game ~help others solve problems if they arise	~stop and freeze after the warning whistle. ~safely drop all playground equipment. ~after three whistle blows walk safely and quietly to line without drinking water and going to the restroom. ~Use positive language at all times ~get in a MEDAL line
Student Union / Lunch	~allow anyone to sit next to you	~raise your hand when you need something	~follow directions of all adults ~throw away your garbage and clean up after yourself	~help others solve problems if they arise	~wait in line silently and patiently ~walk at all times ~use a quiet voice
Hallways	~pay attention to the person in front of you and follow him/her ~keep up the pace of the line	~worry about yourself only ~talk to a teacher when you arrive at your destination if you have a problem	~follow directions of all adults ~walk with a purpose i.e. college walk (see lesson plan)	~let others pass when needed especially when students are younger ~keep personal space between you and the person in front / behind you	~keep you hands to your sides ~Walk at all times ~be silent with your mouths and bodies ~keep your eyes in front of you
Restrooms	~give people privacy at all times ~toilet paper only belongs in the toilet ~take turns at the sink, with the soap, and with the paper towels	~tell an adult if you see a problem ~tell an adult if you see graffiti or other inappropriate activity	~flush the toilet when you are finished ~wash you hands after using the restroom ~throw away trash	~help others solve problems if they arise	~use on pump of soap ~be silent with your mouths and your bodies ~keep your bodies to yourselves

Millsmont Academy Expectations con.

AREA OF SCHOOL	COOPERATION	ASSERTION	RESPONSIBILITY	EMPATHY	SELF CONTROL
Morning Greeting/Town Hall	~participate in chants, songs, and activities ~stay in your spot	~worry about yourself only ~talk to a teacher when you arrive at your destination if you have a problem ~use the appropriate one of voice for all chants and call and response	~follow directions of all adults ~walk with a purpose to and from the event (college walk) ~listen to and follow teacher entry and dismissal direction	~clap and celebrate others' successes	~keep your hands to your sides ~pay attention to your teacher ~be silent with our mouths and your bodies unless it is you turn ~keep your eyes on the speaker

Posted Rules

Area of School	RULES
Recess	√ Be respectful with other students and adults. √ Follow "Stop, Drop & Walk" procedures. √ Include everyone. √ Use words to solve your problems – absolutely no fighting or "play" fighting.
Student Union / Lunch	√ Allow anyone to sit by you. √ Use quiet inside voices. √ Throw away all garbage (even if it does not belong to you). √ Be polite: say "please" and "thank you". √ Raise your hand if you need something.
Town Hall	√ Sit in your seat. √ Do not talk. √ Clap or respond only when appropriate.
Hallways	√ Walk at all times. √ Keep your hands and feet to yourself. √ Do not talk. √ Go directly to your assigned location.
Restroom	√ Give people privacy; knock on the stall door. √ Use quiet voices. √ Return to classroom promptly. √ Flush the toilet and wash your hands. √ Put paper towels in garbage can only.

Examples of Management Plans – Primary Grades (K-3)

Consequence Hierarchy
Start of day: STAR
1st offense: Green – Verbal Warning
2nd offense: Orange – 2-5 minute time out
3rd offense: Red – Student calls home for a word of encouragement
4th offense: Brown – 5-10 minute time out in another classroom with a reflection
5th offense: Blue – Behavior Referral to Office

Positive Incentives

Teacher Awards, Letters Home, Positive Phone Calls Home, Classroom Celebrations, Homework Superstars

Examples of Management Plans – Intermediate Grades (3-5)

Consequence Hierarchy
Start of day: STAR
1st offense: Green – Verbal Warning
2nd offense: Orange – 5-10 minute time out
3rd offense: Red – Student calls home for a word of encouragement
4th offense: Brown – 10-15 minute time out in another classroom with a reflection
5th offense: Blue – Behavior Referral to Office

Positive Incentives

Teacher Awards, Letters Home, Positive Phone Calls Home, Classroom Celebrations, Homework Superstars

Examples of Management Plans – Prep Teachers

Consequence Hierarchy
1st offense: Verbal Warning
2nd offense: 5 minute time out
3rd offense: Time out and fills out a reflection to be given to classroom teacher
4th offense: Rest of prep period spent in office or other classroom

Positive Incentives
Letters Home, Positive Phone Calls Home, Classroom Celebrations

Examples of Management Plan – Recess

Consequence Hierarchy
1st offense: verbal warning
2nd offense: removal from game / activity
3rd offense: benched for remainder of recess
4th offense- office referral

Positive Incentives
Mills Bills and Recess Monitor Privileges

Teachers:
√ Escort your class to bathrooms before walking to your designated snack seating area (benches outside the Student Union for all classes except for E. MacNab—her snack seating is the benches outside her classroom)
√ No RUNNING in the Student Union area.
√ After 3-5 minutes, one of the recess supervisors will excuse students who don't have a snack or are done eating their snack to play in the designated recess areas.

❖ **End of Recess Signal:**

- 1 long whistle blow: students drop all playground equipment and FREEZE. After three whistle blows students walk safely and quietly to line without drinking water and going to the restroom. Playground monitors (selected students) will collect all equipment and return it to the bin. (STOP, DROP & WALK)

- One of the recess duty supervisors/teachers will lead the M.E.D.A.L. line up rubric:

  M.E.D.A.L. (Mouth closed, Eyes forward, Directly behind the person in front of you, Arms, hands, feet still, Listening)

Examples of Management Plan – Student Union

Consequence Hierarchy
1st offense: verbal warning
2nd offense: removal from table group and sits by him/herself
3rd offense: removal from table group and sits by him/herself for 3-5 days
4th offense: office referral

Positive Incentives

Hallways without teacher:
1st offense: verbal warning and inform classroom teacher (e.g. If student is running ask student to go back and walk)
2nd offense: office referral and phone call home

Bathrooms:
1st offense: verbal warning and inform classroom teacher
2nd offense: office referral and phone call home

Healthy Snacks & Lunches

Students are only allowed to bring healthy snacks to eat during the morning recess and lunch. Candy, soda, and hot chips will be asked to remain closed and not be eaten while the student is in school. Please support our efforts to encourage healthy eating.

Birthday Celebrations

If families wish to have a birthday celebration during the school day, it is requested that they ask the classroom teacher and inform Ms. Imara at least 2 days before the celebration. All birthday celebrations will take place at the end of the school day (2:30 PM – 3:00 PM). Families are encouraged to bring cupcakes or pizza and juice boxes for student parties. Students are NOT allowed to eat or carry cupcakes in the hallways at anytime. If students are planning to take their cupcakes home, they need to be passed out during dismissal on the yard.

Cellular Telephones at Millsmont

In accordance with Aspire policy, cellular telephones are not permitted at school. However, students are allowed to hand in cellular telephones to the office in the morning and pick them up at the end of the day. If a cellular is brought to school and is NOT turned into the office and goes off in a classroom, the student will be suspended immediately and the telephone will be held in the office until a family member comes in for a conference to receive the telephone.

Millsmont Academy's Discipline Hierarchy

STEP	CONSEQUENCE
1	**Warning**
2	**Take a break in classroom (5-10 min.)**
3	**Take a break in host classroom (10-15 min.)**
4	**Call home by teacher or office (If office makes the call, send an orange slip with reasons and phone number.)**
5	**Send Disciplinary Referral to office (Please include student's phone number on the DR). The student is escorted to the host classroom until the principal is available to meet with student.**
6	**In-school or out-of-school suspension**

Referral to Office:

1st time: reflection, administrator talks to student for problem solving and relationship building. Student spends the remainder of the day in host classroom. (If student does not make good choices in host classroom, he/she should be sent to the office immediately with a Disciplinary Referral that is completed by host teacher and student is sent home.)

2nd time: reflection, administrator talks to student, student and administrator talks with family member. Student will serve a possible in-school suspension. Student spends the remainder of the day in host classroom. (If student does not make good choices in host classroom, he/she should be sent to the office immediately with a Disciplinary Referral that is completed by host teacher and student is sent home.)

3rd time: reflection, administrator and student talk, student and administrator talks with family member, possible in-school suspension, possible contract, possible family member meeting with student, possible family member required to attend school. Student spends the remainder of the day in host classroom. (If student does not make good choices in host classroom, he/she should be sent to the office immediately with a Disciplinary Referral that is completed by host teacher and student is sent home.)

4th time: reflection, administrator and student talk, student and administrator talks with family member, out-of-school suspension and mandatory family meeting before student returns to school. Family and student will agree and sign a behavioral contract.

Discipline Referral Procedures

When do you use an office referral form?

1. When you have used all of your classroom hierarchy of consequences and students still have chosen not to follow the classroom rules

2. When severe behaviors arise

What are examples of "severe behaviors"

- Fighting (pushing, kicking, punching, pinching, biting) or fighting behaviors (throwing items with the intent to hurt someone)
- Using profanity
- Vandalism or Theft
- Sexual harassment
- Making threats ("I'm gonna..." statements)

What is the process of filling out a referral?

1. The teacher needs to fill out the top portion of the referral and sign the bottom. This includes a description of the behavior, infraction section, action taken section, annual referral #, and parent/guardian name and phone number. Do not record other students' names on the referral because parents should NOT be aware of other children's actions or consequences. You can include suspension recommendations and other information or names on a sticky note.

2. The teacher will then send the student and the referral form to the office. It is a good practice to have a responsible student walk the student down to the office with the referral in a folder or envelop to make sure it gets to the office. **The teacher will also send a packet of work with the student within 15 minutes.** Note: It is the teachers' responsibility to have pre-made work packets so that this will not interrupt learning.

3. Before the administrator conferences with the student, the student will complete a written reflection which will be attached to their referral (note: may be dictated for lower grades).

4. The administrator will fill out the escalation policy section, sign the form, discuss it with the student, and have the student sign the form. (If the administrator is not there, the student will wait in the office until they return.)

5. The office will keep the white copy; the pink copy will be mailed home by the office and yellow copies will be given to the classroom teacher.

6. The teacher will keep the yellow copy in the student's behavior folder.

How to follow up from Referrals

We know that building positive relationships with students and families is essential when they receive negative consequences. Therefore, this will be a reminder form to help teachers build relationships in an accountable fashion.

A form like this will be stapled to your copy of the referral. You do not need to turn it into the office, but you should keep these notes in a behavior file. You may want to share this information during SSTs or other conferences.

Dear Team:

Here is a copy of a behavior referral for your student. Please place it in your student behavior files.

Your follow-up responsibilities for building relationships are outlined below. Please record the time and date when these are completed.

_____ Positive personal contact with parents within 48 hours
  ❑ phone call home:_____
  ❑ email/text message:_____
  ❑ in person:_____

_____ Non-academic conversation with student within 48 hours:_____

In cases where other teachers are involved, all teachers will receive a copy of the referral

Additionally, the administrator will make positive contact (phone call, note home, email, etc.) with parents within 5 days

MILLSMONT UNIFORM POLICY 2008-2009

FEMALES K-5 – REQUIRED ITEMS

> ➢ NAVY BLUE JUMPER, SKIRT, PANTS, OR SHORTS (NO CARGO PANTS, JEANS OR COURDUROYS)
> ➢ PETER PAN SHORT OR LONG SLEEVED BLOUSE
> ➢ NAVY BLUE CARDIGAN SWEATER, FLEECE, OR VEST WITH SCHOOL LOGO
> ➢ WHITE OR NAVY SOCKS
> ➢ *WINTER ITEMS: SOLID WHITE, BLACK, OR NAVY TIGHTS*
> ➢ SOLID WHITE, NAVY BLUE OR BLACK RUBBER-SOLED SHOES

MALES K-5 – REQUIRED ITEMS 2008-2009

> ➢ GRAY PANTS OR SHORTS (NO CARGO PANTS, JEANS, OR COURDUROYS)
> ➢ GRAY SHORT OR LONG SLEEVE POLO SHIRT WITH SCHOOL LOGO
> ➢ NAVY BLUE V-NECK VEST, PULLOVER SWEATER, OR FLEECE WITH SCHOOL LOGO
> ➢ WHITE OR NAVY SOCKS
> ➢ SOLID WHITE, NAVY BLUE, OR BLACK RUBBER-SOLED SHOES

P.E. UNIFORM – REQUIRED ITEMS 2008-2009
ALL STUDENTS MUST HAVE THESE ITEMS TO PARTICIPATE IN P.E. CLASSES ON MONDAY, WEDNESDAY, AND THURSDAY

> ➢ NAVY SWEAT PANTS WITH SCHOOL LOGO
> ➢ NAVY SWEATSHIRT WITH SCHOOL LOGO
> ➢ GRAY T-SHIRT WITH SCHOOL LOGO (NO OTHER T-SHIRT IS ACCEPTABLE)
> ➢ SOLID WHITE, NAVY BLUE, OR BLACK RUBBER-SOLED SHOES

NOTE: ANY LAYERING OF UNIFORM CLOTHES DURING THE COLDER MONTHS IS PERMISSABLE. ANY JEWELRY THAT DISTRACTS FROM LEARNING WILL BE ASKED TO BE REMOVED.

Millsmont Academy is a school of choice and families who enroll agree to comply with the uniform policy and there are no exceptions.

When a student is out of uniform the following consequences will be imposed:

1st offense- Verbal warning
2nd offense- Verbal warning and parent called
3rd offense- Disciplinary report and parent called
4th offense- Disciplinary report, parent called and final warning
5th offense- Student sent home/suspension

Millsmont Academy

Daily Schedule 2008-2009

Regular Day Schedule

7:30 AM	**Breakfast Program Begins**
8:10 AM	**Morning Assembly**
8:15 AM	Instruction Begins
9:45 AM - 10:00 AM	2/3 Recess
10:00 AM - 10:15 AM	4/5 Recess
11:10 AM - 11:50 AM	**K/1 Recess/Lunch**
11:55 AM - 12:35 PM	**2/3 Recess/Lunch**
12:40 PM - 1:20 PM	**4/5 Recess/Lunch**
2:00 PM - 2:15 PM	K/1 Afternoon Recess
3:00 PM	Instruction Ends
3:05 PM - 3:15 PM	Playground Dismissal Grades K-5

Friday Early Dismissal Schedule
(OFFICE CLOSES AT 1:00 PM ON THIS DAY)

8:00 AM	Student arrival begins
8:10 AM	Morning Assembly
8:15 AM	Instruction begins
9:45 AM - 10:00 AM	K-2 Recess
10:05 AM - 10:30 AM	Town Hall
10:35 AM - 10:50 AM	3-5 Recess
12:30 PM	Playground dismissal Grades K-5

*Bag lunches are served as students are dismissed

Protocol for School Wide Positive Incentives

DAILY

POSITIVE INCENTIVE	WHO?	WHAT?	WHERE?	WHEN?	HOW MONITORED?
MILLS BILLS	All students can earn a Mills Bill for exhibiting C.A.R.E.S. traits.	Individual bills recognizing students displaying C.A.R.E.S.	Mills Bill Drawing will be at weekly Town Hall.	1. Teachers are to collect Mills Bills by Thursday afternoon. 2. T takes bills to the office for Town Hall drawing (students **may not** deposit bills in office individually)	All Staff Behavior Committee
PRINCIPAL BRAG BOARD	Any student can be recognized by their teacher for **outstanding (above and beyond) behavior or academics.**	Board in principal's office displaying awards	Principals office	1. Teacher sends award to office. 2. Principal retrieves the student and a positive for call will be made home	Principal All teachers

Staff Expectations:

~All staff will distribute at least five Mills Bills daily for the first four weeks of school.
~After the first four weeks of school, behavior committee will determine the next steps.
~Teachers must completely fill out the Mills Bills.

Note:

~Office will not accept any Mills Bills from students at the office.

WEEKLY

POSITIVE INCENTIVE	WHO?	WHAT?	WHERE?	WHEN?	HOW MONITORED?
SHINING STARS AWARD	All students can earn a Shining Stars Award for exhibiting C.A.R.E.S. traits and for academic excellence.	Individual award recognizing students displaying C.A.R.E.S. and for academic excellence	Each teacher will give one student a Shining Star Award at weekly Town Hall.	1. Teachers will hand in a Shining Stars Award by Thursday afternoon. 2. T takes award to the	All Staff Behavior Committee

				office for Town Hall	
COLLEGE CHARMS	Any student can earn a charm based on the outlined criteria (see attached sheet: College Charms).	Individual charms to hang on necklaces.	College Classroom	(see attached sheet: College Charms— teachers may decide to do weekly or monthly)	All teachers
COLLEGE CELEBRATION	College classes may earn a celebration based on following the rules in the Student Union and lining up quietly. K/1, 2/3, and 4/5 will try to earn a mark each day.	College classes earn a celebration once they have earned required number of days. Progressive: 1st =15 marks 2nd =25 marks 3rd =35 marks	To Be Determined	1. Ms. Mary and Ms. Izegbe will award all college classes for following the rules in the designated areas (student union or College Lines) 2. Any one student may forfeit the mark for the entire lunch period for not following the rules.	Ms. Mary and Ms. Izegbe

TRIMESTER

POSITIVE INCENTIVE	WHO?	WHAT?	WHERE?	WHEN?	HOW MONITORED?
BOX TOPS	All students can collect box tops.	College with the most box tops every trimester earns a free dress day.	Deposit in bins provided.	1. Teachers are to collect box tops in the classroom bins. 2. Teacher takes box to the office at end of each trimester.	Office Parent Volunteer

Name:_____ **College:**_____ **Teacher:**_____ **Date:**_____	**Name:**_____ **College:**_____ **Teacher:**_____ **Date:**_____
Name:_____ **College:**_____ **Teacher:**_____ **Date:**_____	**Name:**_____ **College:**_____ **Teacher:**_____ **Date:**_____
Name:_____ **College:**_____ **Teacher:**_____ **Date:**_____	**Name:**_____ **College:**_____ **Teacher:**_____ **Date:**_____
Name:_____ **College:**_____ **Teacher:**_____ **Date:**_____	**Name:**_____ **College:**_____ **Teacher:**_____ **Date:**_____

Principal's Extra Excellent Performers

Principal's Extra Excellent Performers

College Charms

Charms	How do kids earn them?	How often?	When?
Star	Shining Star	Weekly	Town Hall
Perfect Attendance	When they have perfect attendance for a calendar month	Monthly	Town Hall
Homework (Thumbs up)	When they have perfect homework completion (as assessed by teacher's expectations) for a month	Monthly	In Classroom
Math	One per week	Weekly	In Classroom
Reading	One per week	Weekly	In Classroom
Writing	One per week	Weekly	In Classroom
Smiley	15 hours of service Field trip= 6 hours Saturday School= 3 hours ASC Meeting= 2 hours Student Lead Conference= 1 hour	As earned (let Kristin know when charm has been earned)	Town Hall

Where do teachers get the charms?

Forty-five **math, reading, writing** and **homework*** charms will be distributed to each teacher the week of September 2nd. Teachers are to manage their allotted charms throughout the year.
Example: one math, one reading and one writing charm awarded to a student per week
(**Attendance, smiley** and **star** student of the week charms will be distributed by the office)
*More homework charms are available through Bailey as we know this number may vary monthly.

How do students earn charms?

Teachers award a student weekly in their classroom for math, reading, and writing based on a quality of work, subject area improvement, high assessment or assignment score (in addition to any other methods based on teacher discretion).
Star charms will be distributed by Kristin G. at Town Hall with star student of the week certificates.
Teachers distribute homework charms based on chart above.
Students earn attendance and smiley charms based on chart above.

When do students get new charms?

The weekly charms will be handed out in the classroom by the teacher.
The monthly charms will be handed out by Kristin at Town Hall.
See above chart.

When do students wear charms?

Kids will wear them at each Town Hall. It is up to the teachers to decide how to hand them out. (You can hand them out in line, or have a student have that job). It is also up to the teachers if they want their kids to wear them all day, or just in the morning. Teachers should store them at school in a safe place and not let them go home.

Classroom Signals for Quiet
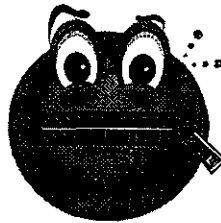
Non-verbal signals—one visual and one auditory—are an important alternative to the teacher's voice for getting quick and quiet attention. Many teachers use a raised hand for the visual signal and a bell or a chime for the auditory signal. Whatever signal you choose, it's important to introduce the signal on the first day of school, clearly establish expectations about how children respond to the signal, and then practice as much as possible. The following are five keys to success with signals:

1. **Choose signals that are easily noticed. Teach and practice signals— respectfully and playfully—before expecting children to use them.**

2. **Always use signals to achieve quiet and expect everyone to honor the signal, including adults who enter the room.**

3. **Don't begin talking until you have everyone's quiet attention.**

4. **If some children aren't paying attention, stop and practice the signal again.**

5. **Remember that the goal is gaining the children's attention. If everyone is quiet and paying attention, it's OK for you to start talking—even if a few have not raised their hands or clapped or frozen absolutely still.**

Adapted from the Responsive Classroom

Teaching the Rules: Teacher Language That Encourages and Empowers Students

A teacher's language—what she/he says and how she/he say it—has a powerful effect on the children she/he teaches. A teacher's words can guild up a child's self-esteem or tear it down. A teacher's words can make a child dependent on him for everything or build independence and a strong sense of identity.

Too many "teacher words" overwhelm—children stop listening. Too many "teacher directives" take away children's autonomy; children feel that the teacher doesn't respect them.

The content of a teacher's words can be harmless, but the tone can send another message, for example sarcasm ("Excuse me!" or "hel-LOW-o") confuses and humiliates children.

In the Responsive Classroom approach, teachers choose words thoughtfully, recognizing that language can encourage and empower children as they learn positive social skills and grow academically.

Characteristics of Encouraging and Empowering Language

- Gives a positive acknowledgment directly to the child rather than talking about the child, which can be manipulative
  Sample teacher language: Tali, I see what you are ready to listen to Amy's news. All of you have helped our small group get its work done by suing your working voices. Thanks!

- Describes the child's action rather than the child and avoids qualitative or personal judgment (such as "This is good" or "I like the way you...")
  Sample teacher language: Edward, you used helpful and friendly words to solve your problem. Jaylin, I heard your friendly words to Samantha at Morning Meeting. Did you notice her smile when you told her you liked his suggestion?

- Is clear, simple, and direct
  Sample teacher language: Who thinks they can remind us what a friendly greeting looks like? Pencils are for writing, Steve.

- Gives children the opportunity to follow through with appropriate behavior
  Sample teacher language: Lisa, show me a friendly way to greet London.

- Turns expectations into actions
  Sample teacher language: See if you can figure out a helpful way to work together; otherwise you'll need to work alone. I'll be back to check in five minutes.
  Maria, what do you need to tell you feet to do? (Walk, feet!) Show me.

- Affirms faith in children's ability to show control
  Sample teacher language: I know you're not feeling happy right now, how can you talk care of your feeling and still keep everyone safe?
  I hear talking. This is quiet writing time.

Purposes of Encouraging and Empowering Language: the three R's

Teachers sometimes find it useful to categorize encouraging and empowering language according to three purposes:
1. To reinforce
2. To remind
3. To redirect

Reinforcing language ~ Use reinforcing language to give positive feedback and recognize students' efforts at self-discipline. Reinforcing language is descriptive and focused on a child's specific actions, rather than general and evaluative.

Here are some examples of **reinforcing** language:

I see three kids moving the table. That's what I call teamwork.
That was fun! I noticed we could be silly and still be in control.
Stephanie, I noticed you kept your mind on your work. What do you think helped you?
LeRohn, it helps everyone when you remember to raise your hand. Thanks.
What a smooth clean-up that was. You put away your math work, got your lunches, lined up and there wasn't even one argument.
That worked. We did it just like we practiced.

Reminding language ~ Use reminding language when students are just beginning to get off track or just before a specific time or situation when the rules are particularly challenging to use.

Here are some examples of **reminding** language:

Show me what you do to be a caring audience.
Think about where you will sit in order to give us your best meeting attention.
Who remembers the job of the audience? How will that look?
David, show me how you will use your markers to do your work.
Brittany, think about how we line up. Show me where you need to stand.

Redirecting language ~ Use redirecting language when a child is off track and needs to be stopped and pointed in the right direction. The teacher's tone is matter-of-fact rather than angry or judgmental.

Here are some examples of **redirecting** language:

Dinzell, freeze! That looks dangerous. Show me a safer way to move your chair.
Mariana, the bell has rung. Eyes on me.
Kenneth, pencils are for writing on paper.

A Process for Creating the Rules

1. **Before beginning the process of creating rules, teachers need to establish routines that help students feel safe and calm. For example:**
   - Teach, model, and practice a signal for quiet
   - Introduce the concept of Morning Meeting
   - Set a few guidelines for meeting behavior

2. **Share hopes and dreams for the year**
   - *Sample teacher language:* My hope is that everyone in this class feels cared for when they're here and can be a friendly and responsible worker. (Primary grades)
   - *Sample teacher language:* My hope this year is that each of you will feel excited about learning and be comfortable working at your own pace. (Older elementary grades)

3. **The children share what they hope to learn.**
   - *Sample teacher language:* What's one thing you hope to be able to do or learn in our classroom this year?

4. **Generate Rules Together**
   - Ask what rules are needed in order for everyone to realize their hopes.
   - Sample teacher language: What rules will we need so Briana can read and Amy can play outside and Jeremy can have a friend?

5. **Work with children to consolidate the rules into three to five general rules, stated in the positive**

6. **Make rules meaningful through discussion, modeling, and practice**

Adapted from the Responsive Classroom

Sample Rules

Kindergarten / First Grade	Second / Third Grade
- Be nice and careful. - Use our stuff right and keep the classroom clean. - Try your best.	- Have self-control. - Be respectful of the teacher and others. - Take care of your classroom and school. - Try your hardest.
Fourth Grade	**Fifth Grade**
- Be quiet when others are talking or working. - Be nice to one another. - Take care of our belongings. - Wait your turn. - Keep one another safe.	- Treat others the way you want to be treated. - Walk safely in the hallways and classroom. - Take care of classroom materials. - Offer to help when someone is in need.

Recess Rules

√ Be respectful with other students and adults.

√ Follow "Stop, Drop & Walk" procedures.

√ Include everyone.

√ Use words to solve your problems – absolutely no fighting or "play" fighting.

<u>Lunch Rules</u>

√ Allow anyone to sit by you.

√ Use quiet inside voices.

√ Throw away all garbage (even if it does not belong to you).

√ Be polite: say "please" and "thank you".

√ Raise your hand if you need something.

Town Hall Rules

√ Sit in your seat.

√ Do not talk.

√ Clap or respond only when appropriate.

Hallway Rules

√ Walk at all times.

√ Keep your hands and feet to yourself.

√ Do not talk.

√ Go directly to your assigned location.

Restroom Rules

√   Give people privacy; knock on the stall door.

√   Use quiet voices.

√   Return to classroom promptly.

√   Flush the toilet and wash your hands.

√ Put paper towels in garbage can ○
only.

Three Kinds of Logical Consequences

1. "You Break it – you fix it."

Children take responsibility for fixing, as best they can, any problems or mess they created.

Sample teacher language: Michael, I see running feet and coats all over the floor. Hang up the coats and then show me how you can walk calmly in the classroom.

Apology of Action is a form of "you break it—you fix it" that attempts to fix hurt feelings and ○ damaged relationships. Children go beyond saying "I'm sorry" to making amends for the hurtful behavior.

Here are some examples of "Apology of Action":

Ways We Break People's Feelings	Ways We Fix People's Feelings
Called you a name →	Makes a list of nice things he/she could say about you.
Snapped or yelled at you →	Does something nice for you to make you smile.
Laughed at you when you made a mistake →	Writes you a note telling you all the things you do well.
Makes fun of your work →	Makes you a beautiful picture.
Giggles and talks about you behind your back →	Invites you to do an activity with him/her

2. Loss of Privilege

Establishing rules together implies trust among everyone in the group. With this trust come the privileges of the classroom: using materials and work areas, working with friends, choosing a learning activity, joining a reading or math group. When a student (or group of students) breaches that trust for example, by being careless or unsafe, a logical consequence is for the teacher to take about the related privilege until the child shows a readiness to handle the privilege. The teacher also provides a process that helps the child learn and demonstrate that she is ready to try again.

Sample teacher language: Victor, you may not use scissors anymore today. Tomorrow you can try again, using them safely.

3. Time-out

A child who is beginning to lose control in a way that is disruptive or that compromises safety is asked to leave the scene. During the time away from the group, the child's job is to regain self-control so she can come back to the group and participate in a positive way.

Sample teacher language: *Tirrell, take a break.*

Adapted from the Responsive Classroom

Guidelines for Using Time-out Effectively

- Use time-out for small things. Don't wait for the situation to deteriorate.

- Establish one or two specific places—visible to the teacher but not in front of the groups—for time-outs.

- Introduce time-out carefully with discussion and modeling. Teach, model, and practice how to go to time-out, how to regain control, how to know it's time to leave time-out, and how to return to the group.

- Time-out is brief. Children return to the group when they recognize that they've regained control.

- Use a firm, calm voice to tell children to go to time-out.

- Time-out is not a negotiation.

- Be sure there's not a king and queen of the time-out chair; use time-out consistently and democratically.

Adapted from the Responsive Classroom

Time-outs Using a Buddy Teacher

Sometimes time-outs are best completed out of a student's home classroom. This requires a buddy teacher. It's best to establish the buddy teacher system before there's an immediate need, preferably at the beginning of the year.

A child may need to leave the room when:

- The student's distracting behavior continues while the student is in time-out.

- The student continues to repeat the behavior after more than one time-out.

- The simulation of the room continues to overwhelm or agitate the student.

- The teacher needs a time-out from the student. ☺

In any of these situations, the classroom teacher will want to enlist the aid of the buddy teacher, who is often the teacher across the hall or next door. When a buddy teacher is required, the procedure is direct and simple.

- The teacher initiates the time-out and tells the student to take a break in _____'s classroom.

- If the student refuses to leave the classroom another adult (i.e. Charsina) should be called to escort the student to the buddy teacher's classroom.

- Taking a break in a buddy teacher's classroom should not exceed 15-20 minutes (even less time for younger children).

- If the student makes a scene and is distracting the learning in the buddy teacher's classroom, then Kristin is called and it prepared to accompany the student to the office.

Adapted from the Responsive Classroom

Ideas for Introducing Logical Consequences to the Students

Note: Introduce the idea of logical consequences after rules are established and children have begun to practice them.

- # Talk with the children about positive consequences of following the rules: everyone is safe and everyone learns
  Sample teacher language: I wonder if anyone can imagine what would happen if you were playing on the climbing structure and really taking care to do it in a safe way?

- # Encourage open, relaxed discussions with the children about their process of learning and following rules. Be sure you name some ways you see children working to follow the rules.
  Sample teacher language: What are the hardest rules to follow? What makes them hard to follow? Why is it hard to follow rules sometimes? What kind of feelings do you have when you aren't following the rules? How about when you are following them?

- ## *Present the need of logical consequences.*
  Sample teacher language: When children are not in control of themselves or not taking the responsibility to follow the rules, it is the teacher's job to help those children get their self-control back. The teacher needs to help the children get back to being safe and doing good thinking and problem-solving.

- ## *Discuss and model for children some concrete examples of respectful, relevant, and realistic ways that teachers can help children get back on track.*
  Sample teacher language: Let's look at some ways that I might help students get back to doing good thinking and following rules. Let's pretend that someone is being unsafe with the jump rope and trying to hit students with it. I might give a reminder at first and then I would tell that child to stop playing with the jump rope for the day.

Adapted from the Responsive Classroom

Building Parent-Teacher Relationships

Creating a partnership with parents takes effort and a dose of consideration. Follow these guidelines to establish an effective relationship.

When meeting with parents face to face, a few simple strategies can improve the outcome of the meeting. Remember that your relationship can and should be one that focused on positive outcomes for the student.

Relationship Builders

The following techniques can help teachers build positive relationships with parents and guardians.

- √ Remain calm, friendly, and professional at all times.
- √ Maintain eye contact at all times.
- √ Be willing to listen and keep an open mind.
- √ Make every effort to understand the parent's complaint or concern.
- √ Emphasize all positives and academic gains first.
- √ Address specific concerns and remain focused on what is best for the student. (Share student work that supports your concerns.)
- √ Offer explicit help and advice. Help parents or guardians set achievable goals for their child.
- √ Stand firm on school policies.

Relationship Breakers

The following behaviors can be destructive and easily misinterpreted. Try to avoid them.

√ Never sit behind your desk.
√ Avoid crossing your arms in front of you or placing your hands on your hips.
√ Do not argue or interrupt.
√ Avoid accusations; instead, state honestly what you feel using "I" statements.
√ Do not assume anything about a student's home life.

"Building Parent-Teacher Relationships". Teaching Today. http://teachingtoday.glencoe.com/howtoarticles/

Steps for Setting up an SST

1. **Identify** a student who is having challenges in your classroom. These "challenges" could take the form of academic difficulties, chronic tardiness or uncontrollable behavior, for example.
2. **Try some interventions.** Before referring a student for an SST, please try at least 2 different interventions in the classroom. Examples of interventions are daily progress reports, changing seats, organizational help, asking the student to repeat directions back to you, giving the student a buddy helper, shortening or modifying assignments, etc.
3. **Attempt to problem solve** with your lead teacher AND the student's family. In other words, use your resources! Your lead and the family can be great sources of strategies and interventions that you may have forgotten or not thought about!
4. If your interventions and problem solving attempts do not help remedy the problem, **fill out an SST referral form and checklist.**
5. After SST Coordinator receives the referral in his/her box, he/she will set up a 15 minute **Pre-SST check-in** with you. At this check-in, he/she will discuss the interventions that you've tried and take some notes for the SST paperwork.
6. At this point, he/she will **schedule the SST.**

The goal of this SST protocol is to make sure that we all enter every SST meeting with some solid information about where the student is succeeding and struggling, and that we have reached out to parents and colleagues for support. That being said the goal is to make the process streamlined and easy for teachers so that you see it as an opportunity for additional support for your student, rather than as a chore. ☺

Millsmont Academy SST Referral Form

Student: _____

Teacher: _____

Grade: _____

Biggest area(s) of concern for this student:
  ____ academics
  ____ attendance
  ____ behavior

Have you:
  ____ tried at least 2 interventions (see checklist on the other side of this form)?
    Please describe briefly:

  _____

  _____

  _____

  ____ attempted to problem solve with the student's family?
    Please describe briefly.

  _____

  _____

  _____

_____ attempted to problem solve with your lead teacher?
Please describe briefly.

_____

_____

_____

Has this student had an SST before?

Yes   No   I'm not sure

Please list a couple of times you are available for a Pre-SST 15 min. check-in with Kristin:

_____

_____

Please put this completed form in SST Coordinator's box.

Millsmont Academy Student Study Team (SST) Meeting Referral Checklist

Student: _____ Birthdate:_____ Age: _____ Referred By: _____ Date: _____

Address: _____Language spoken at home: _____

Parent(s)/Guardian:_____Home Phone: _____Other Phone:_____

Teacher: _____ Grade: _____ Last year's teacher: _____

Reading (DRA Score): _____ ELA (STAR Score & Band):_____ Math (STAR Score & Band):_____

CELDT:_____ Other Assessment Data:_____

Vision-Date of last test: _____ Results: _____

Hearing-Date of last test: _____ Results: _____

Areas of Concern:	Interventions Implemented:	Use this section for comments
Behavior ☐ Uncooperative ☐ Unresponsive ☐ Aggressive ☐ Attendance ☐ Family problems ☐ Hyperactive ☐ Other _____	**Environment** ☐ Change seating ☐ Change grouping ☐ Organize materials ☐ Special study area ☐ Time out ☐ Tutoring ☐ Individual help ☐ Peer/buddy	_____ _____ _____ _____ _____ _____ _____ _____

Academic
- ☐ Reading
- ☐ Mathematics
- ☐ Written Language
- ☐ Oral Language
- ☐ Other _____

Study Skills
- ☐ Following directions
- ☐ Listening/attending
- ☐ Organizational skills
- ☐ Class participation
- ☐ Incomplete work
- ☐ Messy work
- ☐ Off task
- ☐ Homework
- ☐ Other _____

Attendance
- ☐ Absences
- ☐ Tardies
- ☐ Suspensions

- ☐ Student Tutor

Assignments
- ☐ Simplify
- ☐ Shorten
- ☐ Weekly report
- ☐ Alternative assignment
- ☐ Other _____

Services Received
- ☐ RSP
- ☐ Speech & Language
- ☐ After school tutoring
- ☐ School Psychologist
- ☐ Counselor
- ☐ Social Worker
- ☐ Nurse
- ☐ G/T
- ☐ 504
- ☐ Other _____

Appendix VIc: Schoolwide Behavior Plan- DRAFT

ADMINISTRATIVE PROCEDURES
ASPIRE PUBLIC SCHOOLS

Students: Suspension & Expulsion

NO: 5144.1
PAGE: Page 1 of 13
EFFECTIVE: 11 January 2005
REVISED: 14 August 2007

Appendix VId: Suspension & Expulsion

The policies and procedures for suspension and expulsion of Aspire students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 35291.5, 48900.1, 48980) Notification shall include information about the availability of individual school rules and all Aspire policies and regulations pertaining to student discipline. (Education Code 35291)

Suspension

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day for students of the same grade level;
2. Referral to a certificated employee designated by the principal to advise students;
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

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

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

Authority to Suspend

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

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

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the CEO, designee, or principal or occurring within any other school Aspire. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:
- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)) A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant of Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s).

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

- Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

- Caused or attempted to cause damage to school property or private property. (Education Code 48900(f)) <u>Notification to police required for students in grades K-12.</u>
  Note: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000. (Education Code 48904, Government Code 53069.5)

- Stole or attempted to steal school property or private property. (Education Code 48900(g))

- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

- Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

- Knowingly received stolen school property or private property. (Education Code 48900(l))

- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
  o Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289)
  o Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person being touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.3)

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

- Unlawfully offered, arranged to sell, or sold the prescription drug Soma. (Education Code 48900(p))

- Hazing - Any method of initiation or pre initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school. (Education Code 48900(q))

- Made terrorist threats against school officials and/or school property. (Education Code 48900.7) *Note*: Terrorist threat is any statement, whether oral or written, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1,000.

- Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

- Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading engaged in harassment, threats or intimidation against Aspire personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students student rights by creating an intimidating or hostile educational environment (Education Code 48900.4)

- Caused or attempted to cause damage; or stealing or attempted to steal; or knowingly receiving stolen school property including electronic files and databases. aiding and Abetting: Defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision a of 48900 which authorizes (Education Code 48900(s))

- Harassed, threatened, or intimidated another student or school Aspire personnel. (Education Code 48900.4)

Procedures in Cases Requiring Suspension

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

Investigations: Keep in mind that:

1. School officials may investigate, interrogate, and search students based upon <u>reasonable suspicion</u> (a greatly reduced standard as opposed to the requirement of probable cause);
2. No school official ever needs a search warrant in doing a search in conjunction with a school-related investigation;
3. *Miranda Rights* do not apply in situations in which school officials are pursuing disciplinary policy, even if the questioning is likely to reveal criminal activity which may be reported to the police; and
4. Standard school operations are not subject to Parental Notification requirements – the school official does not need to notify or obtain permission from the parent of an involved student as to how to act or proceed, and the parent cannot bind the school by demanding such notification. (*New Jersey v. T.L.O.*, [1985])

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

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

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

<u>Step Four</u>: School administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the Aspire home office (Attention Director of Student Services) and placed in the principal's private student files – suspension notices <u>should not be placed</u> in the student's cumulative file.

<u>Step Five</u>: Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance

or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Specifically:

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

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

Appeals Process:
A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.
- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Director of Student Services) for resolution with a written response within fifteen (15) school days.

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

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

Expulsion

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

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

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

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

Expellable Offenses

Category I – Mandatory Expulsion

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

- Possessing, as verified by a Aspire employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
- Brandishing a knife as defined in Education Code 48915(g) at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive as defined in 18 USC 921

Category II – Mandatory Recommendation for Expulsion

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

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

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7. *Note:* The Aspire Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

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

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

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

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardian are invited to attend this meeting with the CEO or designee. School site administrators or teachers may also be present. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties.

Step Three: A letter from Aspire is sent to the student and parent or guardian regarding the expulsion hearing. This letter notifies the student and parent or guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing as provided under Ed. Code 48918. The expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardian request a postponement. The written notification of the hearing must be forwarded to the pupil and the parent at least ten (10) calendar days prior to the date set for the hearing. The notice must include:

- The date and place of the hearing
- A statement of the specific facts and charges upon which the proposed expulsion is based;
- A copy of the Aspire's disciplinary rules which relate to the alleged violation;
- Notice that the hearing is an opportunity for the pupil and the parent/guardian to appear in person or be represented by counsel or by a non-attorney adviser, inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all the evidence presented, and present oral and documentary evidence on the pupil's behalf. *Note: If the pupil is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire at least five (5) calendar days prior to the hearing.*
- Notice that the parent/guardian or the pupil is obligated to advise any new school district of the student's status with Aspire.

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

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

Step Six: Process of the Expulsion Hearing
a) Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

b) Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

c) Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the CEO or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the CEO or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration. (Education Code 48918(i))

Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Relevant evident of any kind may be admitted and given probative effect if it the kind upon which reasonable persons are accustomed to rely. Hearsay is an acceptable form of evidence and is admissible. (Education Code 48918(f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

d) Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)

   1) Any complaining witness shall be given five days' notice before being called to testify.
   2) Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
   3) Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
   4) The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
   5) If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

e) Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

f) In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the Aspire shall provide a non-threatening environment.

    1) The Aspire shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
    2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
    3) The person conducting the hearing may:
       • Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
       • Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
       • Permit one of the support persons to accompany the complaining witness to the witness stand

Step Seven: Within three school days after the hearing, the Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the Aspire Executive Committee. The decision of the Board to expel may be based solely on substantial evidence relevant to the charges adduces at the hearing. While hearsay is admissible and acceptable as a form of evidence, no decision to expel a student may be based solely upon hearsay.

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

Step Eight: If the Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Aspire Executive Committee. The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a)) *Note:* If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school

days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j)) If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the Aspire. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred.

Written Notice to Expel

The CEO or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(o), Education Code 48900.2-48900.4 and Education Code 48915(c) (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and their parent/guardian (Education Code 48916) upon their request for readmission at a later day.
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's expelled status with Aspire, pursuant to Education Code 48915.1 (Education Code 48918)

Steps to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the Aspire simultaneously with the filing of the notice of appeal with the County Board of Education. The Aspire shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Readmission

Readmission procedures shall be as follows:
1. Upon written request from the pupil and parent/guardian no earlier than a full year from the date of expulsion, the Aspire shall consider readmission of the student. (Education Code 48916)
2. The CEO or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation shall be reviewed. School regulations shall be reviewed

and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the CEO or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission if it finds that the student has not satisfactorily demonstrated rehabilitation or that the student continues to pose a danger to campus safety or to other Aspire students or employees. (Education Code 48916) The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. (Education Code 48916)

Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory cumulative record and sent to any school in which the student subsequently enrolls. (Education Code 48900.8, 48918(k))

The CEO or designee shall, within five working days, honor any district's request for information about an expulsion. (Education Code 48915.1)

STUDENT ASSUMPTIONS

Enrollment / Employment Related Data

Average Daily Attendance (ADA) Calculation: 95% ADA percentage estimated for current year and all future years. Percentage is based on a conservative ADA assumption that Aspire elementary schools have achieved in the past.

Estimated Enrollment Projection

This enrollment projection is based on the assumption that initially the school will fill to capacity based on the small classrooms at the 8030 Atherton St. Oakland, Ca facility.

Projected Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
K	44	44	44	44	44
1	44	44	44	44	44
2	44	44	44	44	44
3	44	44	44	44	44
4	60	60	60	60	60
5	60	60	60	60	60
6					
7					
8					
Total Enrollment	296	296	296	296	296

Percentage of Free and Reduced-Price Lunch for Students: Based on historical data for similar Aspire schools in general, we project that 75% of the children we serve will qualify for free and reduced lunch.

Percentage of Economic Impact Aid (EIA) and English Language Learners (ELL) Students: Based on historical data for similar Aspire schools in general and, we project that 60% of the children we serve will qualify for Economic Impact Aid and 30% will be classified as English Language Learners.

Cost of Living Adjustment (COLA) Schedule: Revenue and operating expenses are based on the September 2010-11 School Services of California's Recommended COLA projections less Home Office reserve for conservatism.

COLA Projections

Year	FY11-12	FY12-13	FY13-14
Revenue/Expense COLA	0.0%	0.0%	0.0%
Salary COLA	0.0%	0.0%	0.0%

INCOME ASSUMPTIONS

Revenue Limit (General Purpose Block Grant/ In-Lieu Tax Revenue): Based on similar schools in the district, In-lieu of Property Tax is projected to be funded at a rate of $1,749 per ADA. The breakout between General Purpose Block Grant and In-Lieu Taxes are shown below.

General Purpose Block Grant

Grade	FY11-12	FY12-13	FY13-14
K-3	2,941	2,941	2,941
4-6	3,013	3,013	3,013
7-8	3,151	3,151	3,151
9-12	3,951	3,951	3,951

In-Lieu Tax

Grade	FY11-12	FY12-13	FY13-14
K-3	1,748	1,748	1,748
4-6	1,748	1,748	1,748
7-8	1,748	1,748	1,748
9-12	1,748	1,748	1,748

Total Revenue Limit

Grade	FY11-12	FY12-13	FY13-14
K-3	4,689	4,689	4,689
4-6	4,761	4,761	4,761
7-8	4,899	4,899	4,899
9-12	5,699	5,699	5,699

Federal Revenue: Calculations are based on fiscal year 2010-11 grant rates for Title I (Low Income)and Title II (Teacher Quality) times the number of eligible Free and Reduced Students (adjusted annually per COLA schedule).

Title Grant	FY11-12	FY12-13	FY13-14
Title I	450	450	450
Title II	57	57	57

Child Nutrition Program: Based on historical data for similar Aspire schools in general.

Class Size Reduction: N/A

Categorical Block Grant: Based on estimated ADA times the Charter School Block Grant Rate of $398 per ADA. The Categorical Block Grant rate for FY10-11 is based on the September 2010 School Services version of the Governor's budget.

Grade	FY11-12	FY12-13	FY13-14
K-3	402	402	402
4-6	402	402	402
7-8	402	402	402
9-12	402	402	402

Lottery: Based on estimated ADA times the current Lottery Rate for restricted (Prop 20 - instructional materials) and unrestricted funding (per the September 2010 version of the Governor's Budget).

	FY11-12	FY12-13	FY13-14
Unrestricted	111	111	111
Restricted	13	13	13

EXPENDITURE ASSUMPTIONS

Certificated Salaries:

Teacher Salaries – This includes salaries only. Aspire does not use salary schedules or step increases. Salaries are initially based on local market conditions and other factors. (Adjusted annually per COLA schedule when economy allows). The School expects to employ teachers with a range of experience, including beginning teachers at $42,000 starting salary to veteran teachers at $65,000 starting salary.

Substitutes – Based on data from similar Aspire schools, the School has budgeted 7 days per teacher per year times the rate of a substitute teacher.

Administrator (Principal) Salaries: Based on data from similar Aspire schools.

Classified Salaries: This includes salaries only for classified staff including Office Manager, Custodian, and day time staff.

Employee Benefits: Assumes straight percentages of all benefits except for Health and Welfare Benefits which is estimated at $7,000 per teacher and Other Benefits/Educational Assist estimated at $200.

Books and Supplies: Based on Aspire historical data for similar; the budget assumes approximately $75-$150 per student, however in year 1, start up cost usually averages $500 per ADA from one time cost of reading packets and misc. curriculum software.

Food Services: Based on Aspire historical data for similar schools.

Travel and Conferences: Based on Aspire historical data for similar schools.

Dues and Subscription: Based on Aspire historical data for similar schools.

Insurance: Insurance rates are based on current actual policies procured through the California Charter School Association Insurance Joint Powers Authority. For budget purposes estimated at $15-$20 per enrollment.

Utilities: Based on Aspire historical data for similar schools in the area.

Rent: Per drafted Lease Agreement.

Repairs and Maintenance: Based on Aspire historical data for similar schools

Special Education: Aspire conservatively estimates that encroachment for Special Education will be $105 per ADA.

Facilities Contractors: Based on Aspire historical data for this facility and current contract in place.

Field Trips: Based on Aspire historical data for similar schools in the area.

Printing and Reproduction: Based on historical Aspire averages for copier lease agreement, maintenance agreement and other related expenditures.

Communication: Based on historical Aspire averages for phone, internet, and postage cost.

Facilities Allocation: In order to ensure equitable facilities costs across the organization's portfolio of schools, Aspire uses an internal calculation to smooth out facilities costs across our sites. The calculation considers the cost of rent/lease payments, interest expense and principal payments on debt incurred to purchase or improve facilities, as well as any revenues provided specifically for facilities. The goal is to ensure that no school pays more than 12% of that site's per-pupil revenue for facility occupancy.

Corp Admin Fees: Aspire charges a fee of 7% of per pupil revenue to each site to fund home and regional office operations. The per pupil revenue consist of revenue limit, categorical block, and lottery (unrestricted).

District Admin Fees: Includes 1% of ADA Revenue for district oversight fees.

Reserve: Includes 3% of cumulative per pupil revenue in reserve. This is a Balance Sheet Reserve in which we maintain a balance of 3% on each year's per-pupil revenues

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Appendix VIIa

Aspire Public Schools

Aspire College Academy
3 Year Pro Forma Financials

Assumptions

	Teacher Staff		
	Enrollment		
	ADA (95%)		

	FY11-12 Projected	FY12-13 Projected	FY13-14 Projected
REVENUES			
State Aid Per Pupil Revenue	1,144,203	1,144,203	1,144,203
Federal Income	449,900	344,905	99,900
Child Nutrition	87,000	87,000	87,000
Class Size Reduction	-	-	-
Categorical Block Grant	113,042	113,042	113,042
Lottery	34,588	34,588	34,588
Other State Revenue	-		
Donations		-	-
In Lieu Tax Revenue	174,344	174,344	174,344
Other Local Revenue	-	-	-
TOTAL REVENUES	**2,003,077**	**1,898,082**	**1,653,077**
EXPENSES			
Personnel			
Certificated	661,000	661,000	661,000
Classified	157,500	184,500	184,500
Benefits	180,070	186,010	186,010
Total Personnel	**998,570**	**1,031,510**	**1,031,510**
Books & Supplies			
Books	60,000	15,000	15,000
Materials/Supplies	90,000	46,398	46,398
Services	97,000	97,000	97,000
Tot Books/Supplies	**247,000**	**158,398**	**158,398**
Services & Other Operating Expenses			
Travel & Conference	10,000	10,000	10,000
Dues & Subscriptions	1,000	1,000	1,000
Insurance	4,100	4,100	4,100
Utilities	20,500	20,500	20,500
Rent	270,000	270,000	270,000
Repairs & Maint	10,000	10,000	10,000
Educational Consultant	-	-	-
Special Education	29,526	29,526	29,526
Facilities Contractor	20,500	20,500	20,500
Marketing/Advertisement	-	-	-
Field Trips	5,000	5,000	5,000
Printing/Reprod	18,000	18,000	18,000
Fingerprinting	500	50	50
Interest Exp	-	-	-
Depreciation	-	-	-
Communication	7,175	7,175	7,175
Tot Services	**396,301**	**395,851**	**395,851**
Capital Outlay			
Site Improvements	-	-	-
Equipment	144,800	10,000	10,000
Tot Capital Outlay	**144,800**	**10,000**	**10,000**
Other Expenses			
Facilities Allocation	-	-	-
Corp Admin(7%)	140,215	132,866	115,715
Dist Admin (1%)	14,316	14,316	14,316
Reserve (3%)	60,092	-	-
Tot Other Activity	**214,624**	**147,182**	**130,031**

	FY11-12	FY12-13	FY13-14
TOTAL EXPENSES	**2,001,295**	**1,742,941**	**1,725,790**
Carryforward Balance		1,782	156,923