Aspire College Academy

ASPIRE COLLEGE ACADEMY

CHARTER RENEWAL ~~CHARTER for~~PETITION
For the term July 1, ~~2018 through~~2026 - June 30, ~~2023~~2031

Submitted August 1, 2025

Original Charter Approved by Alameda County Office of Education
January 2011

Charter Renewal Approved by Oakland Unified School District
May ~~22,~~ 2013

Last Charter Renewal Approval

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TABLE OF CONTENTS

ASPIRE COLLEGE ACADEMY CHARTER: ASSURANCES 3

INTRODUCTION 6

PETITION ELEMENTS 9

ELEMENT 1 9
ELEMENT 2 82
ELEMENT 3 91
ELEMENT 4 94
ELEMENT 5 100
ELEMENT 6 105
ELEMENT 7 110
ELEMENT 8 111
ELEMENT 9 115
ELEMENT 10 117
ELEMENT 11 133
ELEMENT 12 134
ELEMENT 13 135
ELEMENT 14 136
ELEMENT 15 139

CHARTER-RELATED ISSUES 153

TERM OF CHARTER PETITION 153
INTERPRETING THE CHARTER 153

DISTRICT IMPACT STATEMENT 154

FACILITIES 154
ADMINISTRATIVE SERVICES 154
POTENTIAL CIVIL LIABILITY EFFECTS 154

APPENDIX 156

Affirmations, Declarations, and Assurances 2
Introduction and Overview 7
Charter Renewal Criteria 12
Element 1: Educational Program 28
Element 2: Measurable Pupil Outcomes and 86
Element 3: Method of Measuring Pupil Outcomes 86
Element 4: Governance 114
Element 5: Employee Qualifications 125
Element 6: Health and Safety 158
Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students 167
Element 8: Admissions Policies and Procedures 172
Element 9: Independent Financial Audits 178
Element 10: Procedures by Which Pupils Can Be Suspended or Expelled 179
Element 11: Employee Retirement Systems 219
Element 12: Pupil Attendance Alternatives 220
Element 13: Employee Rights of Return 221
Element 14: Dispute Resolution 222
Element 15: Closure Procedures 226
Appendix 241

Affirmations, Declarations, and Assurances

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

Aspire College Academy ~~Charter: Assurances~~
(also referred to herein as "

~~Aspire College Academy ("the~~ Charter School~~") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:~~"):

~~1. Be non-sectarian~~1. Shall be nonsectarian in its ~~curriculum,~~ programs, ~~admissions~~admission policies, ~~governance,~~ employment practices, and all other operations. ~~[Ref.~~ (California Education Code ~~(hereinafter "~~("Ed ~~Code" or "EC" or "Education~~. Code~~")~~) § 47605(~~d~~e)(1~~).)]~~))

~~2. Not charge tuition. (Ed. Code § 47605(d)(1).)~~
~~Not~~2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

~~3.~~ 3. Shall not discriminate ~~against any pupil~~ on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, ~~or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code.~~immigration status. (Ed. Code § 47605(~~d~~e)(1~~).)~~))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

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

a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

4. 6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades or report card, and health information. (Ed. Code § 47605(de)(3).))

Meet7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

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

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

Other Assurances

Charter School:

5. 1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sectionssections 60605 and 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charternoncharter public schools. (Ed. Code § 47605(ed)(1).))

6. Consult, on a regular basis,2. Shall operate in compliance with the Charter School's parents, legal guardians, and teachers regarding the school's educational programs.generally accepted government accounting principles. (Ed. Code § 47605(c)(2).)5)(I))

The Charter School will follow any and 3. Shall at all federal, state,times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and localother laws and regulations that apply to the Charter Schoolpertaining to public officials, including butGovernment Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not limited to:hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

1. Admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, except for existing pupils of the charter school. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

2. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of The Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

3. 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).

4. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

5. Not require any child to attend the Charter School nor any employee to work at the charter school.

6. 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.

7. Meet7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref.(Government Code § 12940; Title 5 California Code of Regulations Section CCR §11967.5.1(f)(5)(C)])

8. Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As required by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

9. At all times maintain all necessary and appropriate insurance coverage.

10. Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

11. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

12. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

13. Comply with all applicable portions of the Elementary and Secondary Education Act.

14. Comply with the Political Reform Act.

15. Comply with the Family Educational Rights and Privacy Act.

16. Comply with the Ralph M. Brown Act as applicable.

17. Meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Adhere8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

18. 9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964,; the Equal Educational Opportunities Act of 1974.

_____

Kimi Kean DATE

Bay Area Superintendent

Aspire Public Schools

INTRODUCTION

Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire College Academy ("The Charter School").

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students' lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(; MGL c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire's mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:. 76, section 5; and MGL c. 89, 71 sections (f) and (l).

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

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations

b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)

c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)

d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment

f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction and Overview

We present this renewal charter petition for another 5-year charter term for Aspire College Academy (ACA, or Charter School). ACA is a Transitional - Kindergarten through Fifth Grade (TK-5) school nestled in the heart of East Oakland - part of the Aspire Public Schools network. ACA has had an enrollment between 206-218 scholars since returning from the pandemic - averaging out at 210 students. As a snapshot of our demographics, the below percentages are representative of our student body at CBEDs date in October 2024:

- 93% Socio-Economically Disadvantaged (SED),
- 66% Latina/o/x, 21% African American, 3% Multi-Racial, 2% Pacific Islander and less than 1% of the following races/ethnicities (Native American, Caucasian, and Asian)
- 45.6% English learners (ELs),
- 14.5% students with disabilities (SWD)[1]

ACA's students have shown progress across multiple California Dashboard indicators since the COVID-19 pandemic. In the most recently publicly reported data, ACA students meet or exceed the performance of their peers on many indicators. Listed below are highlights of our success in the last charter term. For details and additional citations, see the next section, *Charter Renewal Criteria*.

- **Consistency Across Multiple Indicators on the California Dashboard.** For the second consecutive year, ACA has been designated "Middle Tier" within the California Charter Renewal Performance Tier framework.
- **Success on the California Dashboard**. For the 2024 California Dashboard data, we have one of five metrics coded "Green", three categories "Yellow", which demonstrate growth, and one non-academic category "Orange".
- **Continual Academic Growth:** ACA's strategic muli-tiered intervention has led to high academic growth from the 2022 school year. In English Language Arts, ACA scholars grew from -111.3 DFS in 2022 to -68.8 DFS in 2024. In Mathematics, our scholars grew from -113.3 DFS in 2022 to -58.9 DFS in 2024. This is significant growth of 42.5 DFS and 54.4 DFS. In comparison, OUSD scholars showed flat growth for all scholars in ELA (-54.8 to-54.8 DFS) and Mathematics (-86.8 to -85.0). When disaggregated by Socioeconomic status, which comprise 93% of ACA's student body, OUSD scholars showed relatively flat growth in ELA (-82.6 to -80.9) and Mathematics (-113.7 to -112.0 DFS).
    - In ELA, From 2022 to 2024, subgroups performed as follows
        - African American scholars grew 26.0 DFS
        - Hispanic/Latino scholars grew 54.1 DFS
        - English Learners grew 49.4 DFS
        - SocioEconomically Disadvantaged scholars grew 40.1 DFS
        - Students with Disabilities dropped 8.9 DFS
    - In Math, From 2022 to 2024, subgroups performed as follows
        - African American scholars grew 9.6 DFS
        - Hispanic/Latino scholars grew 81.6 DFS

[1] California Department of Education. DataQuest: 2024-25 Enrollment by Subgroup; DataQuest: 2024-25 Enrollment by Ethnicity. Accessed July 21, 2025.

        - English Learners grew 71.3 DFS
        - SocioEconomically Disadvantaged scholars grew 50.2 DFS
        - Students with disabilities dropped 19.7 DFS
    - We acknowledged the drop in academic performance for our students with disabilities and during the 2024-2025 academic year, our team worked diligently to improve academic outcomes for this subgroup and we are excited to share updated data when it is released publicly.
- **English Learner Progress:** ACA has a three tiered approach to addressing the academic needs of our EL students. This approach is made of the following tiers:
    - **Tier 1: Integrated ELD -** Visual/Video Aids, Realia/Manipulatives, Intentional Groupings for Pair-Sharing/Cooperative Learning, Sentence Stems Frames
    - **Tier 2: Designated ELD -** EL Achieve Systematic ELD
    - **Tier 3: Small Group Pull-Outs** - Reading Intervention/Early Literacy Program (SEEDS, SIPPS, Orton Gillingham, Fountas & Pinnell, After-School ELPAC Preparation Classes

  This approach strengthened ACA's ability to reach our ELs academically, in the process, increasing EL students' performance at ACA. The three-tiered approach led to a 22.5 percentage point increase in ACA scholars demonstrating growth on the English Learner Progress Indicator in 2024. Based upon the publication GO Public Schools, ACA's EL scholars demonstrated the highest amount of ELPI growth in the city of Oakland from 2023 to 2024. Furthermore, due to ACA's more intentional approach to supporting EL students ACA ELs average standard score in English language arts grew by 29.5 points, while their average standard score in Math increased by 27.5 points based upon CAASPP. Furthermore, 52% of ACA EL's demonstrated significant growth on ELPAC improving our California Dashboard status to "Green" indicating that ACA is performing above the state's target when it comes to serving English learners.

Aspire College Academy focuses on supporting the whole child, providing wraparound services that address students' basic, socio-emotional, and academic needs. We pride ourselves on our small adult to student ratio on campus. The school's vision is to empower scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students' talents and identities while promoting inclusivity and addressing systemic barriers that have historically marginalized communities, including Black, Latina/o/x, Indigenous, and People of Color.

ACA is committed to placing the needs of our students first, while preparing our scholars for a successful life, by instilling values and confidence through meaningful instruction that focus on the development of the whole child. ACA's instructional focus is to ensure students are engaged in the curriculum, while building a multi-tiered system of support for our scholars. At ACA, we strive to provide culturally responsive academic programming that accelerates learning, provides intervention, mitigates learning loss due to the pandemic, and prepares our students for 21st Century college and career opportunities. Our philosophy and academic program is designed to meet the needs of each and every student within our community, so that they can become critical thinkers in a safe, respectful and supportive environment to thrive within a global community.

Aspire College Academy is a relationship-centered school that validates our students' and families' background and culture. We pride ourselves on having a school climate that is welcoming to all that enter through our doors. Our aim is to have a school environment, in which, staff, students, parents and community members are celebrated and affirmed. The ACA staff is committed to fostering healthy relationships with our parents. It takes parents and teachers working together to ensure our students reach their full potential. ACA is a trauma-informed community that focuses on providing socio-emotional learning opportunities for scholars as we establish a: 1) Culture of Success, 2) Culture of Confidence, and 3) College-Going Culture.

Aspire College Academy strives to be a pillar of strength in our community. We want excellence for our students and would like to provide as much support for our families as possible. ACA has highly-skilled teachers, supportive parents, and engaged students.

Aspire College Academy has demonstrated tremendous growth in many areas, based upon several metrics since the Fall of 2022. The school model centers the following elements of school design, which allows us to better meet the needs of our diverse community of learners:

- **Inclusion Model:** ACA is an inclusion school that welcomes ALL learners. As of June 2025, 22% of ACA's student population had an Individual Education Plan. ACA serves students with disabilities spanning from mood disorders, autism, attention deficit-hyperactivity disorder, dyslexia, speech-language disorders, amongst other disabilities. We provide instructional aides, speech-language services, occupational therapy, nursing, behavior health services and mental health therapy for students in need of the additional support.
- **Data-Driven Decision Making:** ACA implements a systematic approach to collecting, analyzing, and acting upon various forms of student data to tailor instruction that meets the diverse needs of our middle and high school scholars. By making informed decisions rooted in concrete data, the school ensures that instructional design is both responsive and effective, leading to improved academic outcomes for all students.
- **Enrichment & Extracurricular Activities:** ACA provides several enrichment programs after-school through its Extended Learning Program. ELP enhances our students' educational experience at ACA by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes (B.E.A.M.), and S.T.E.M. Science classes. Additionally we have provided scholars the opportunity to participate in on-site coding and robotics classes. These arts, science, technology, and engineering are available to all students, whether or not they are registered for our Extended Learning Program.
- **Strengthened Socio-Emotional Learning Program:** ACA offers mental health and socio-emotional learning services for students and families. Every homeroom class is committed to teaching three social-emotional lessons per week from a research-based RULER and Toolbox Curriculum created by Yale University. ACA has two Mental Health Therapists, who provide individual, family and group counseling. ACA also has support staff who lead social skills groups for scholars. In addition, each staff member has an assigned group of students who they check-in with daily or weekly to ensure each student feels they have a trusted adult they can speak to if necessary. Furthermore, ACA partners with outside agencies such as Independently You, Collectively Us, Inc. to provide mentorship programming for scholars.
- **Uplifting Student Voice & Sense of Belonging:** Aspire College Academy also has multiple student groups who

meet weekly. These students' groups are Student Council, Safety Patrol, Black Student Union and La Raza Latinas Unidas. These groups are a great representation of the school community and a reliable source in gathering the pulse of the overall student community. These student groups provide feedback to school administration regarding students' feelings, thoughts. and suggestions about school trends, culture and climate. These students plan and facilitate spirit-building activities around the school and assist in uplifting Positive Behavior Intervention Systems on campus.

- **School Fit**: Oakland families that choose ACA believe the school is an ideal fit for their children. Our families are surveyed twice a year on a variety of topics such as school safety, school fit, sense of belonging, etc., and the results are benchmarked nationally via Panorama Education. The "school fit" domain includes the following questions:
    - *How much of a sense of belonging does your child feel at their school?*
    - *How well do activities offered at your child's school match their interests?*
    - *At your child's school, how well does the overall approach to discipline work for your child?*
    - *How comfortable is your child in asking for help from school adults?*
    - *Given your child's cultural background, how good a fit is their school?*
    - *How well do the teaching styles of your child's teachers match your child's learning style?*
    - *How well do you feel your child's school is preparing them for their next academic year?*

  Nationally, among schools that participate in the Panorama Education survey, ACA ranks in the **80th** percentile amongst all elementary schools.
- **Parent Engagement:** ACA values its Parent Community. Their time, efforts, and commitment to the school are invaluable. Parents are vital to the academic success of students. This is why ACA connects with parents in many ways to ensure we are gathering parent feedback and suggestions regarding school goals, policies and procedures, including the goals and action steps listed in ACA's Local Control Accountability Plan, Strategic Plan and California Community School Partnership Program Plan. ACA has engaged its families in the process of developing a school that addresses the needs of its community by administering Fall, Winter and Spring parent surveys through Panorama Education. ACA also engages its families by sending out updates regarding its progress towards school goals, school highlights, school updates, and school planning processes via ACA's monthly school newsletter. In addition, families are engaged in the process of formulating our school plan at events such as ACA's annual School-Year Kickoff Event, Back to School Night and Open House. We also hold parent focus groups throughout the year, hold approximately 5-7 School Site Council and English Language Advisory Committee meetings each year. Furthermore ACA contracts with outside partners The Village Method, Inc. and Independently You, Collectively Us, Inc. to provide Parent Empowerment Workshops and other monthly family engagement activities.

Aspire Public Schools as a Network of Schools

ACA is part of Aspire Public Schools, a network of non-profit public charter schools spanning grades TK-12 and serving students in low-income neighborhoods in the Bay Area, Central Valley, and Los Angeles. Grounded in our Core Values, we believe in the power of creating and maintaining learning environments in which students learn *with* community and through a culture of belonging no matter one's background or cultural history. We strive to make Aspire and our

communities a joyful place to learn, work, and be, together. Our mission is to provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities. At our schools, the vision of empowering our scholars to build a fulfilling and liberated future for themselves and their community inspires us into urgent, intentional action each day.

Guided by the core belief that decisions and resources should live as close to students as possible, over the past few years Aspire Public Schools ("APS") has been gradually shifting its operations from its state-wide Central Office to its schools and local regional offices. Having experienced the tangible benefits of these operational shifts, APS has initiated structural and governance changes to evolve into three autonomous regional non-profit public benefit corporations by 2027-2028, that will collectively operate the 36 charter schools currently operated by APS. These three regional nonprofits will enter into agreements licensing their continued use of the Aspire brand, which is widely known and respected, and to receive scalable shared services (e.g., Fundraising, Grants Development, Data/Systems, Payroll, Accounts Payable, Accounts Receivable) from Aspire Public Schools, which will provide these shared services at or below market rates. In the Bay Area, the new nonprofit will be named Aspire Public Schools Bay Area ("APS BA"). APS BA will be governed by its own local Board of Directors, led by its own regional staff, and will operate the nine APS charter schools currently in Aspire's Bay Area region. The day-to-day experience of students, teammates, and families will remain largely unchanged, only with more localized decision-making that better meets their unique needs.

APS is planning for this structural change to take effect on July 1, 2027. Until then, APS has and will continue to make operational and management shifts to ease into the structural change. The last day for APS to operate the Charter School will be June 30, 2027; and on the next day, July 1, 2027, APS BA will assume operations of the Charter School. Even with its long runway, careful plans and backup plans, APS acknowledges that external factors may interrupt this change. In the unlikely event this happens, APS will communicate early and regularly with the District. Further, until any delay or impediment is resolved, the operation of the Charter School will remain at the status quo, with Aspire Public Schools holding and operating the charter to ensure the student, parent, and staff experience remains intact until APS BA can assume operational control.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the "Dashboard") and Education Code Section 47607.2(b).

The CDE has published an annual list of high-, middle-, and low-performing charter schools. ACA is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.[2]

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, ACA fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

2 California DEpartment of Education. "Perfommace Category Data Files." Accessed November 26, 2024 from https://www.cde.ca.gov/sp/ch/performcategorydf.asp.

Dashboard Performance Renewal Criteria– Middle Performing

For middle-performing charter schools, Education Code Section 47607.2(b) states:

> (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
>
> (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI"). (Education Code Section 47607(c)(3)).

California Dashboard Metrics

CAASPP ELA and mathematics

For the context of ACA, the CAASPP is available to span elementary schools in grades 3-5. According to the CDE, "Distance from Standard represents the distance between a student's score on the Smarter Balanced Assessments and the Standard Met Achievement Level."[3] In other words, a positive average DFS indicates that students are, on average, scoring above the minimum score for Standard Met. A DFS that improves year over year, indicates that students are, on average, moving towards higher mastery of grade-level standards.

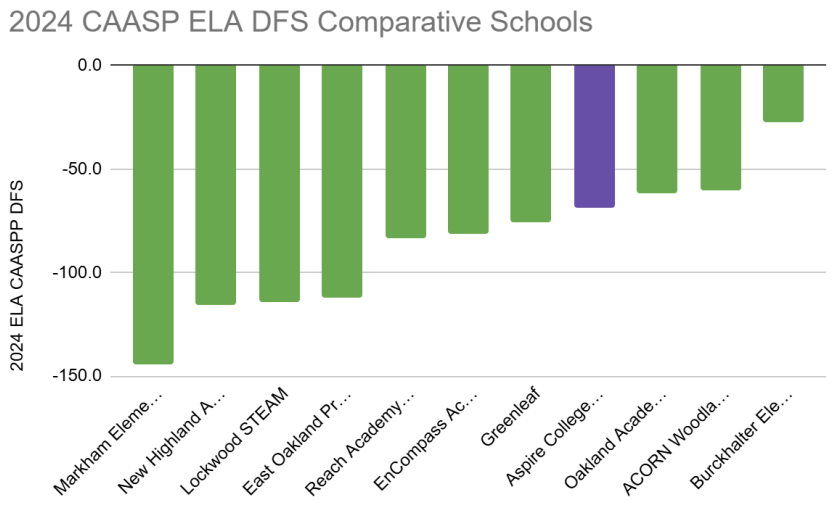
Smarter Balanced Assessment Consortium ("SBAC") performance results in 2024 show that ACA students achieved at higher rates compared to traditional OUSD public schools with similar SED school populations (70%+ socio-economically disadvantaged student populations). More specifically ACA students performed at higher achievement rates with regard to Distance from Standard ("DFS") in ELA (ACA -68.8; OUSD comparison school average -87.7) and higher achievement rates in DFS for math (ACA -58.9; OUSD comparison school average -96.5). As a result, in 2024, the CA Dashboard color for ELA and math was Yellow.

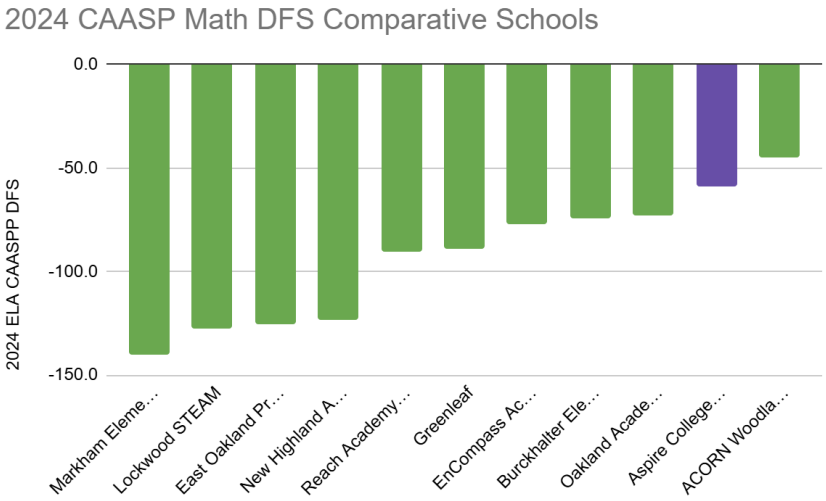
3 California Department of Education. California School Dashboard: Academic Indicator. Accessed June 25, 2024 from https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf.

Students at ACA live an average of 1.7 miles from our campus on Atherton. Below is a list of comparison district schools within a 2-mile radius of ACA that include grade spans of TK-5 and are schools with at least a 70% school population of socio-economically disadvantaged students. This group will be referred to as the local school comparison group.

- ACORN Woodland Elementary
- Burckhalter Elementary
- East Oakland Pride Elementary
- EnCompass Academy Elementary
- Greenleaf Elementary
- Lockwood STEAM Academy Elementary (Community United)
- Markham Elementary
- New Highland Academy Elementary (Highland Community)
- Oakland Academy of Knowledge Elementary (Howard Elementary)
- Reach Academy Elementary

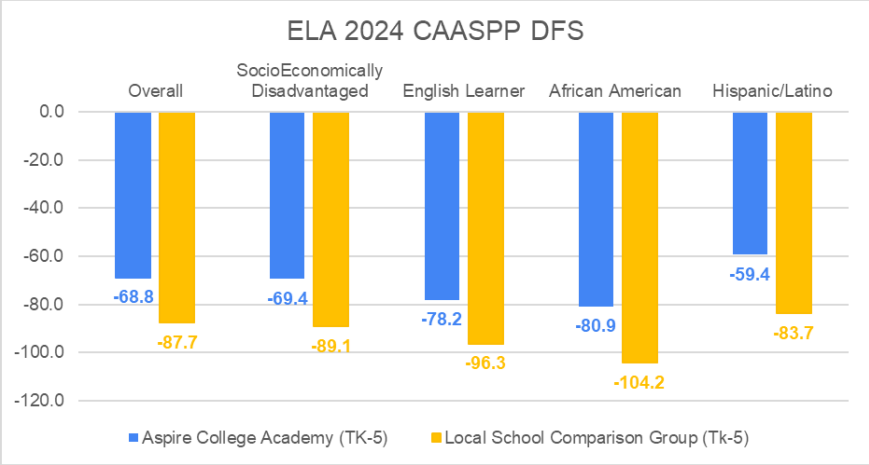
As an example, below are examples of how 2024 ACA ELA and math DFS rates compared to the 10 local comparison schools.





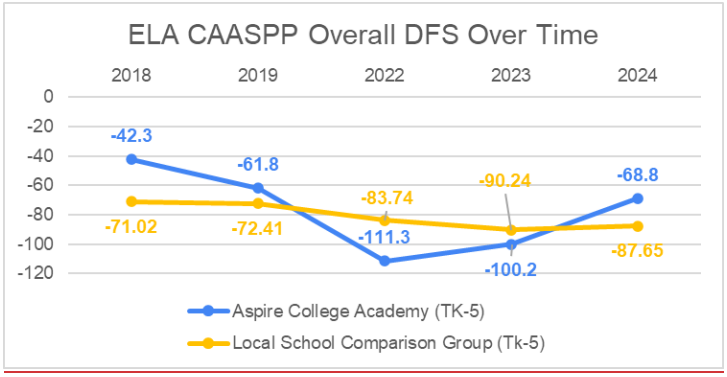
The Dashboard charts and graphs below show a comparison of Aspire College Academy's DFS performance and the average ELA/math performance of the comparison schools above. Included are results for all students and for subgroups with numerically significant numbers of students tested at ACA: Latina/o/x and African-American students, Socioeconomically Disadvantaged Students, English learners, and Students with Disabilities ("SPED"). Subgroups not shown below indicate that the numbers of students tested in that subgroup were not "numerically significant" for Aspire College Academy as defined by California Dashboard metrics.

English Language Arts

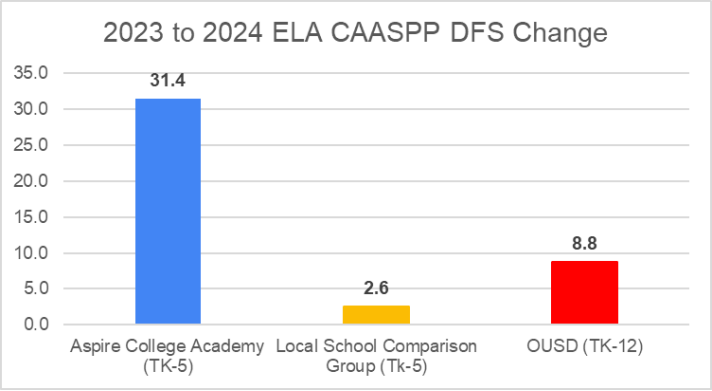


In 2024, the ELA CAASPP Distance from Standard (DFS) scores for Aspire College Academy was better for all statistically significant subgroups, with the exception of students with disabilities (SWD), than the averages of OUSD and the local comparison school group. For students overall on the same metric, ACA also outperforms the local comparison group.[4]

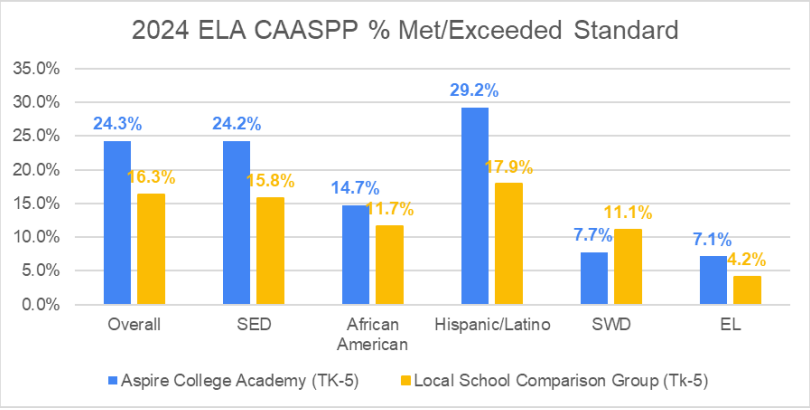
As shown in the longitudinal chart below, ACA's ELA DFS performance dipped below the local school average in 2022 and 2023, but from 2023 to 2024 increased by 31 points and is now outperforming the local school average. The chart following also shows that ACA's 2023-to-2024 growth in ELA DFS outpaces the growth of the district and local school averages.



4 California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.



CAASPP - % Students Meeting/Exceeding Standards: ELA



In 2024, Aspire College Academy's ELA CAASPP Met/Exceeded rate overall is higher than the local school comparison group average (24.3% to 16.3%). The gap is especially wide for ACA's Latina/o/x students meeting or exceeding standards at 29.2%, 11.3 percentage points higher than the average rate for the local school comparison group (17.9%).

Multi-Year Growth at ACA in ELA

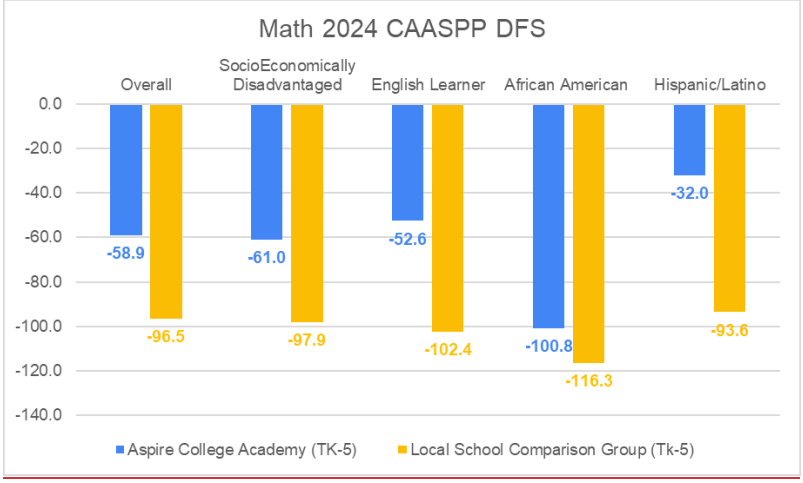
We are proud of the strides we have made as a school community in service of our students. ACA's strategic muli-tiered intervention played a key role in the high academic growth from 2022 to 2024. In English Language Arts, ACA

scholars grew from -111.3 DFS in 2022 to -68.8 DFS in 2024. This is significant growth of 42.5 DFS. In comparison, OUSD scholars showed flat growth for all scholars in ELA (-54.8 to-54.8 DFS). When disaggregated by Socioeconomic status, which comprise 93% of ACA's student body, OUSD scholars showed relatively flat growth in ELA (-82.6 to -80.9).

- In ELA, From 2022 to 2024, subgroups performed as follows
  - African American scholars grew 26.0 DFS
  - Hispanic/Latino scholars grew 54.1 DFS
  - English Learners grew 49.4 DFS
  - SocioEconomically Disadvantaged scholars grew 40.1 DFS
  - Students with Disabilities dropped 8.9 DFS

We acknowledge the drop in academic performance for our students with disabilities and during the 2024-2025 academic year, our team worked diligently to improve academic outcomes for this subgroup and we are excited to share updated data when it is released publicly in the Fall of 2025.

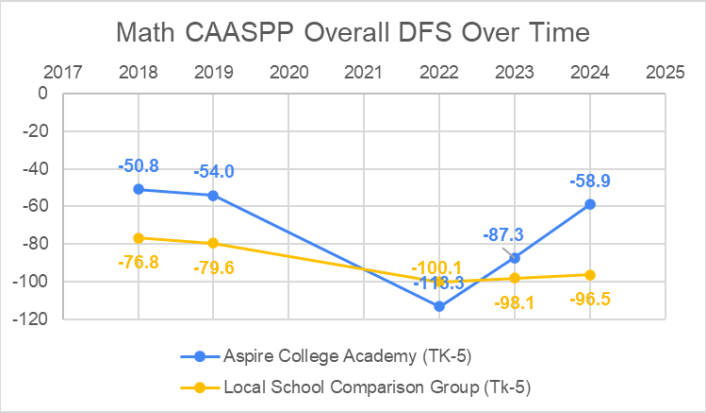
Mathematics

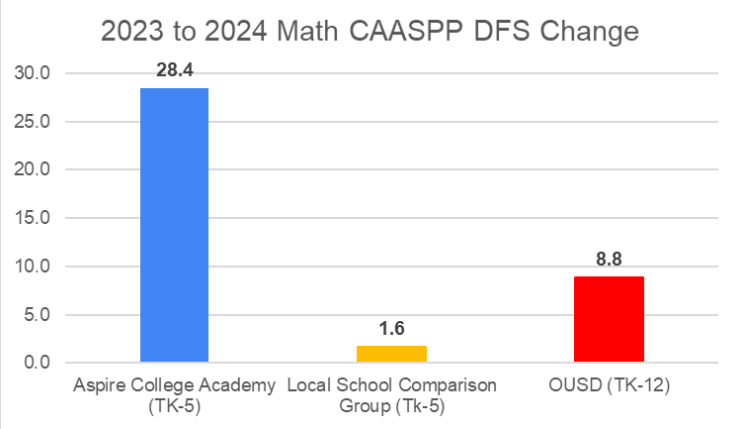


In 2024, the Math CAASPP Distance from Standard score for Aspire College Academy was better overall and for all statistically significant subgroups (with the exception of the average DFS for students with disabilities in the local school comparison group) than the OUSD and local school comparison group averages.[5] As shown in the longitudinal chart above ("Math CAASPP Overall DFS Over Time"), with the exception of 2022, ACA has had better Math DFS scores

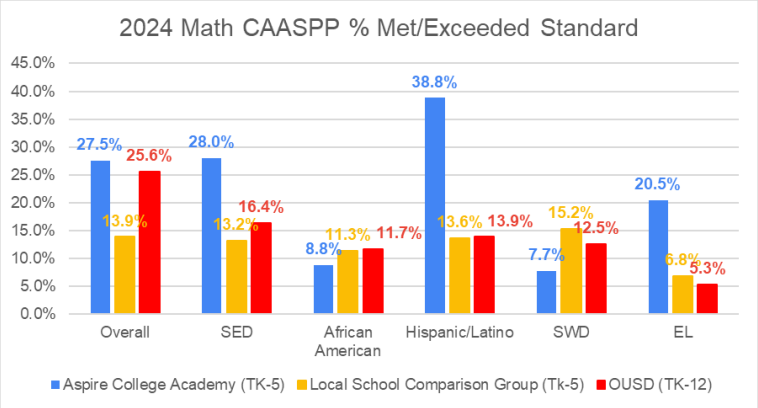
[5] California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.

consistently year over year in the last charter term. The chart below also shows that ACA's 2023-to-2024 growth in Math DFS outpaces that of the district and local school averages.





CAASPP - % Students Meeting/Exceeding Standards: Math



In 2024, Aspire College Academy's Math CAASPP Met/Exceeded rate overall is higher than the local comparison school group average (27.5% to 13.9%). The gap is especially large for ACA's Latina/o/x students meeting or exceeding standard at 38.3%, greater than double the rates of OUSD (13.9%) and the local comparison school group (13.6%).

Multi-Year Growth at ACA in Math

ACA's strategic muli-tiered intervention played a key role in the high academic growth from 2022 to 2024. In Mathematics, our scholars grew from -113.3 DFS in 2022 to -58.9 DFS in 2024. This is significant growth of 54.4 DFS. In comparison, OUSD scholars showed flat growth for all scholars in Mathematics (-86.8 to -85.0). When disaggregated by Socioeconomic status, which comprise 93% of ACA's student body, OUSD scholars showed relatively flat growth in Mathematics (-113.7 to -112.0 DFS).

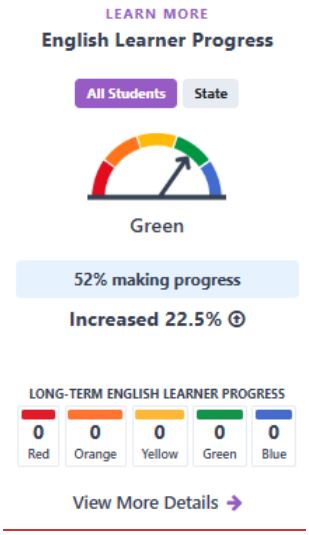
- In Math, From 2022 to 2024, subgroups performed as follows
  - African American scholars grew 9.6 DFS
  - Hispanic/Latino scholars grew 81.6 DFS
  - English Learners grew 71.3 DFS
  - SocioEconomically Disadvantaged scholars grew 50.2 DFS
  - Students with disabilities dropped 19.7 DFS

We acknowledged the drop in academic performance for our students with disabilities and during the 2024-2025 academic year, our team worked diligently to improve academic outcomes for this subgroup and we are excited to share updated data when it is released publicly.

English Learner Progress Indicator (ELPI)

In 2024, ACA showed strong achievement on the academic English Learner Progress Indicator. ACA's overall ELPI rate (52%) was higher than the State (45.7%), OUSD (39.1%), and each of the local comparison group schools.

Based upon the publication GO Public Schools titled "California School Dashboard Guide"[6] which was published during the 2024-2025 school year, ACA's EL scholars demonstrated the highest amount of ELPI growth in the city of Oakland from 2023 to 2024. Furthermore, due to ACA's more intentional approach to supporting EL students ACA ELs average standard score in English language arts grew by 29.5 points, while their average standard score in Math increased by 27.5 points based upon CAASPP. Furthermore, 52% of ACA EL's demonstrated significant growth on ELPAC improving our California Dashboard status to "Green" indicating that ACA is performing above the state's target when it comes to serving English learners.

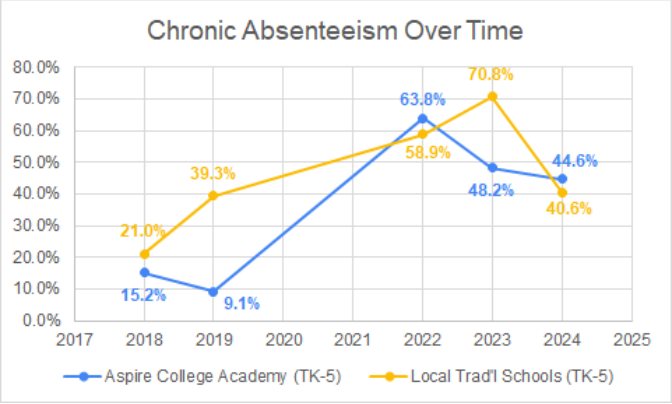


Dashboard: Chronic Absenteeism

Chronic Absenteeism has been a consistent national public education challenge in recent years since the 2020 COVID-19 pandemic. Before the pandemic, ACA's chronic absenteeism rates were lower in comparison to the local traditional public school group. The rate jumped in the first Dashboard year since the pandemic (2022), but has been steadily declining since then. As a result of our efforts to combat pervasive absenteeism, ACA's 2023-24 Chronic Absentee decreased by 20 percentage points from 2021-22.[7]

6 https://gopublicschools.org/wp-content/uploads/dlm_uploads/2025/03/24-25-Oakland-Dashboard-Guide-1.pdf

7 California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.



Returning from the pandemic, ACA's chronic absenteeism rate ballooned from 9.1% in 2019 (pre-pandemic) to 64.8% in 2022. As the mandate for masking lessened and parent/guardians apprehension for sending their children to school decreased the further we moved on from the pandemic, ACA's attendance numbers began to slowly rise and its chronic absenteeism rates began to improve. By the end of the 2022-23 school-year, ACA's overall attendance percentage was 88.7% and its chronic absenteeism rate was 48.9%. Although this was an improvement, almost 50% was far from an acceptable percentage.

Desperate for a solution to this crucial issue, school administration turned to its community of stakeholders including students, parents and staff. One of the most influential groups in the continuous work of reversing ACA's chronic absenteeism problem has been our Student Council. In looking at the data, the Student Council identified that our student attendance was much worse on Fridays compared to other days of the week. They suggested planning fun activities such as class competitions and spirit days on Fridays, as well as, opening our students store on Fridays, so that students can redeem their ACA Bucks (school incentive system) for prizes.

We soon implemented Student Council's suggestions and almost immediately we saw positive change in student attendance on Fridays. Additionally, Student Council, amongst other stakeholders (i.e. - School Site Council and English Language Advisory Committee) advised that ACA needed to offer more engaging programs that would garner excitement amongst students and motivate parents to ensure their students were present daily.

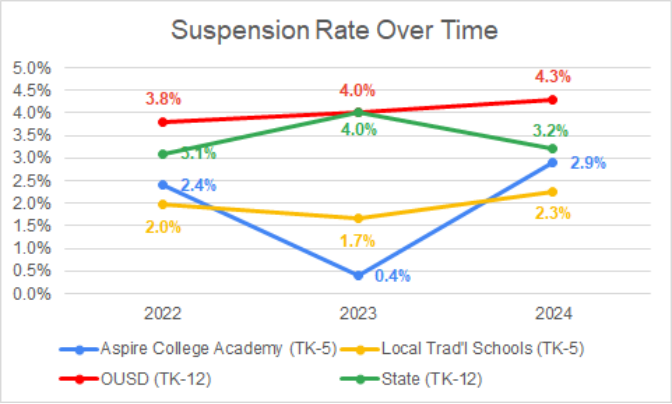
Based upon this feedback, ACA established several enrichment programs through its Extended Learning Program. ELP enhanced our students' educational experience by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes, and S.T.E.M. Science classes. Furthermore, ACA built community and provided enrichment activities for students and families, by re-establishing our Co-Ed Basketball Team and Cheer Squad.

Since 2023, ACA has continued to increase the number of fun activities that build school spirit and provide students with motivation to do well in class with events like our Extended Learning Program's Spring Carnival, ACA's Field Day, and Community Picnic. In addition, ACA students enjoy several educational field trips throughout the school-year, experiencing places such as the San Jose Discovery Museum, San Francisco Aquarium, San Francisco Exploratorium, Blackhawk Museum and the Oakland & San Francisco Zoos.

With the above measures in place, ACA increased its attendance rate by 2% since June of 2023, with an attendance rate of 90.7% in 2025. ACA has also decreased the percentage of students who are deemed chronically absent from approximately 49% in 2023 to 44% in 2024, to now 35% in 2025. ACA's attendance percentage increase and chronic absenteeism rate decrease may not seem like a lot, but in a period of Immigration & Customs Enforcement raids sparking fear in our community, growth in attendance is very encouraging.

Dashboard: Suspension

Since 2022 ACA's suspension rates have been lower than the averages of the State and OUSD.[8] While the ACA's suspension rate increased in 2023-24 in comparison to last year, ACA's overall school climate drastically improved. Student referrals to administration decreased by more than half, consequently students spent more time in class receiving direct instruction. Furthermore, with a substantial reduction in disruptive behaviors in the classroom, teachers were able to maximize instructional time.



English Learner Reclassification

[8] California Department of Education. California School Dashboard: 2024, 2023, and 2022. Accessed November 28, 2024.

While recent rate data is not publicly available yet on the CDE website from 2021-22 to 2023-24, below we report our annual rates for the last charter term.[9] (The data from 2021-22 to 2023-24 is internal data.) Since the pandemic school year of 2020-21, our EL reclassification rate has increased to 8.4% in the 2023-24 school year.

School Year	**Aspire College Academy EL Reclassification Rate**
2023-24	8.4%
2022-23	11.5%
2021-22	0.0%
2020-21	0.0%
2019-20	7.4%
2018-19	18.6%
2017-18	11.9%

Balance of Racial and Ethnic Pupils

Academic Year	**African American**	**Asian**	**Latina/o/x**
2023-24	23.2%	0.5%	68.5%
2022-23	22.9%	0.5%	69.2%
2021-22	25.8%	0.4%	67.4%
2020-21	27.3%	0.4%	66.1%
2019-20	29.0%	0.3%	63.8%

9 California Department of Education. EL Reclassification Data. Accessed October 8, 2024 frlNom https://www.cde.ca.gov/ds/ad/filesreclass.asp.

2018-19	26.9%	0.0%	65.7%
2017-18	19.1%	0.0%	75.2%

In accordance with

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

From 2011 – 2013, Aspire College Academy was chartered by Alameda County Office of Education. Since 2013, the Charter School has been chartered in the Oakland Unified School District ("District") under the auspices of Aspire. Aspire College Academy (ACA) is a public charter elementary school in the East Oakland community and a member of Aspire Public Schools, the leading California charter school organization. Aspire College Academy believes that every one of its students should, and will, have the opportunity to go to college and that it is its responsibility to prepare them for middle school, high school, and beyond. Aspire College Academy believes that "college for certain!" starts in elementary school.

Socioemotional learning and student wellness: Aspire College Academy is dedicated to cultivating student wellness in many ways. Over the last three years, Aspire College Academy has prioritized safety and wrap around services for its scholars. First, Aspire College Academy developed a consistent recess plan and recess teams to increase safety at this important of the day. Through its work, Aspire College Academy decreased the number of fights from 20+ to 5. Second, Aspire College Academy implemented TOOLBOX to help its scholars have common language and develop personal strategies for self-regulation and problem solving. Third, Aspire College Academy developed an expert Behavior Wellness Team that has secured outside resources for 20+ families and students. Over three years, these strategies helped scholars be successful in class and helped decrease suspension rates from a high of 17.3% in 2011-12 to 2.8% in 2015-16.

Extracurricular opportunity: In addition to its wellness initiatives, Aspire College Academy has added extracurricular opportunity for its scholars through after school clubs and a leadership program. Scholars have participated in garden club, chorus, art club, and yoga. Aspire College Academy believes these clubs expand scholars' vocabulary and interests, which makes them better readers and problem solvers and allows them to explore new possible lifelong interests. In addition, Aspre College Academy's fourth and fifth grade scholars also have the opportunity to grow as leaders by applying for leadership jobs around Aspire College Academy. These scholars work as teacher assistants, peer tutors, and office assistants. They learn responsibility through

these roles and come to think about Aspire College Academy in a different way. Weekly, Aspire College Academy's leaders meet with the principal to learn leadership strategies and discuss how to be agents of change for problems in the school and surrounding community.

law, ACA strives to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the district. The racial and ethnic enrollment breakdown of the school for the last charter term is presented above.[10] Below is a table of enrollment by race and ethnicity for the 2023-2024 school year. ACA's 2023-24 ethnic subgroup enrollment breakdown falls within the data ranges of the local comparison school group.

Subgroup	**Overall Population[11]**	**Oakland Unified School District[12]**	**Local Comparison Group Range[13]**	**Aspire College Academy[14]**
Total	436,504	45,086	208 - 662	203
Latina/o/x	26.6%	50.2%	22.6% - 91.6%	68.5%
White	29.0%	10.1%	0.0% - 7.7%	0.0%
Asian	15.9%	9.4%	0.0% - 3.2%	0.5%
Black or African American	21.8%	20.0%	4.4% - 50.5%	23.2%

10 California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed October 10, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259012841 3&agglevel=School&year=2023-24&ro=y.

11 United States Census Bureau. QuickFacts: Oakland city, California. Accessed October 10, 2024 from QuickFacts Oakland city, California.

12 California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259&agglevel=district&year=2023-24.

13 *ibid.*

14 California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259012841 3&agglevel=School&year=2023-24&ro=y.

~~Aspire College Academy believes that laying a strong socio-emotional foundation was the first step toward academic success. Aspire College Academy institutes a rigorous CCSS-aligned curriculum and firmly believes that given the positive, safe, and happy culture at Aspire College Academy academic change will now come quickly.~~

~~The Charter School's present charter term is set to expire on June 30, 2018. The Charter School's goals as set forth in the LCAP, as well as its performance report on SBAC are summarized below as two primary data drivers considered for the renewal, as Education Code §47607(b) (1) through (3) will be moot given there are no API scores for the past three years.~~

~~The Charter School has done a financial analysis and projections that support continued operation of a K-5 school in the District on a financially sound basis.~~

~~The Charter School is located at 8030 Atherton St., Oakland, California, where it holds a 2-year lease in the facility in which operations are conducted. It will then move to 6733 Foothill Blvd., Oakland, CA 94605, where it holds a 30-year lease.~~

~~In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District ("the District") to renew the charter for the Charter School for a five-year period, from July 1, 2018 to June 30, 2023.~~

~~The Charter Schools Act of 1992 states that:~~

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

~~(a) Improve pupil learning.~~

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

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

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

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

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

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

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

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

~~PETITION ELEMENTS~~

Element 1: Educational Program

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

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

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

Local Control Accountability Plan (LCAP)

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

~~Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that~~ Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1~~.~~, in accordance with Education Code section 47604.33. In accordance with Education Code

sections 47604.33 andsection 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(bc)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- -To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update."...' (Ed. Code § 47606.5(c)d))

Aspire College Academy's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

The school is designed to serve approximately 290 students in grades k-5 grade. The school's demographic profile is 71% Latino, 18% African-American, 1% Asian-American, 0% Caucasian, and 43% English Language Learners with 94% of the student body eligible for the free and reduced price meals program.

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

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically, at Aspire College Academy our mission is to ensure that every scholar in every circumstance leaves Aspire College Academy secondary-ready and on the path to leverage college to find their personal path to success and have a positive lasting impact on their community.

LCAP HIGHLIGHTS

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

This year's LCAP has seen many changes. Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing it's previous year's LCAP goals from 15 to 3. In addition to reimagining Aspire College Academy's LCAP moving forward, we've also aligned our goals and measurable outcomes to the new and improved CA School Dashboard State and Local Indicators. Aspire College Academy's alignment with the Dashboard will help to ensure we are addressing all the State Priorities, creating transparency to our stakeholders, and addressing and holding the school accountable to the new standards for state accountability.

The three goals in the LCAP highlight our major emphasis on college ready instruction, monitoring student data and progress, and strong school culture systems and supports for students well-being.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

One of Aspire College Academy's greatest areas of progress has been our progess in ELA. Scholars increased 37.5 percentage points (see dashboard). We were able to achieve this progress through increased intervention and the adoption of CCSS aligned reading and writing curricula. In addition to maintaining these practices, our school will increase intervention for our 3rd through 5th grade scholars and will allocate professional development time weekly to deepening our understanding of the standards and the curricula.

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

GREATEST NEEDS

That indicators with the greatest need are our English Learner progress. In order to increase our focus and efforts on increasing these metrics, we will dedicate time in professional learning communities to learn and implement best practices for English Learners, we will continue to implement intervention small groups for scholars struggling with language development, and we will increase vocabulary instruction.

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

~~PERFORMANCE GAPS~~	~~The state indicators that show that African American students are more likely to be suspended than English Learners and Hispanic students at ACA. In order to decrease the gaps that currently exist, we will continue to develop alternative to suspension strategies, convene a student support team weekly, and will designate three teachers as "culture leads" to support our student culture/climate work.~~

INCREASED OR IMPROVED SERVICES

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

This was addressed above.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$4,032,027
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,747,000

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

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

$2,683,744	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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

Goal 1	Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric.

State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 ☒ 4 5 6 7 8 COE 9 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 10% more students will score proficient or above on the Aspire Writing Assessment. 2. Improved writing instruction for all students	We no longer administer this assessment. We moved toward a more CCSS aligned assessment.

ACTIONS / SERVICES

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

Action 1

		PLANNED	ACTUAL
Actions/Services		1. Teachers will receive differentiated professional development through coaching, and early release professional development. 2. Professional Development – all new teachers will receive one week of Aspire training including writing instruction.	Teachers participated in writing professional development on early release professional development. On-site coach was hired and incorporated into the leadership team.

Expenditures	BUDGETED On Site Coaching $50,000 Resource: 0000 Object Codes: 7000	ESTIMATED ACTUAL On Site Coaching $50,000 Resource: 0000 Object Codes: 7000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services of this goal no longer apply due to the fact that our organization no longer administers the writing snapshot. The actions/services we implemented to increase writing proficiency has been applied to Goal 2 in our new LCAP Goals and Actions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of this goal no longer apply due to the fact that our organization no longer administers the writing snapshot. The actions/services we implemented to increase writing proficiency has been applied to Goal 2 in our new LCAP Goals and Actions.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

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

Goal 2	Increase the % of students passing the MBSA in 5th grade by 10% until 90%.

State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 ☒ 4 5 6 7 8 COE 9 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
10% more students will score proficient or above on the Aspire Math Basic Skills Assessment	We no longer administer this assessment. We moved toward a more CCSS aligned assessment.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	1. Individual coaching for teachers about Aspire Instructional Guidelines specifically related to the Math Basic Skills Assessment 2. Staff professional development on best practices around fact fluency 3. Family nights to give families strategies for fact fluency	• **Individual coaching for CCSS aligned math curriculum** • **Math strategies and resources provided to families during family conferences**

Expenditures	BUDGETED New Teacher Training $1,000 per new teacher Math Materials $25,000 Resource: 0000 Object Codes: 1100, 3000, 4200	ESTIMATED ACTUAL New Teacher Training $1,000 per new teacher Math Materials $25,000 Resource: 0000 Object Codes: 1100, 3000, 4200

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services of this goal no longer apply due to the fact that our organization no longer administers the MBSA. The actions/services we implemented to increase math proficiency has been applied to Goal 1 in our new LCAP Goals and Actions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of this goal no longer apply due to the fact that our organization no longer administers the MBSA. The actions/services we implemented to increase math proficiency has been applied to Goal 1 in our new LCAP Goals and Actions.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

Goal 3	Students will complete 3 interdisciplinary units on a single topic.

State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 4 ☒ 5 6 ☒ 7 ☒ 8 COE 9 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Students will receive instruction in an interdisciplinary manner. 2. Students will complete two interdisciplinary units.	In alignment with CCSS focus on foundational reading skills, we moved away from using interdisciplinary units and adopted Reader's and Writer's workshop.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	1. Teachers will revise units based on professional development support from coaches. 2. Model units will be posted on Uclass with resources for implementing	• Teachers adopted Reader's workshop units of study (teacher's college) • Teachers used release time to plan and internalize units of study and plan content driven read alouds
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Planning time, Substitutes,	Planning time, Substitutes,

Professional Development, New Teacher Training $30,000 Resource: 0000 Object Codes: 1100, 3000	Professional Development, New Teacher Training $30,000 Resource: 0000 Object Codes: 1100, 3000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services of this goal no longer apply due to the fact that our organization no longer use the referenced content units. Aspire College Academy adopted Teacher's College Units of Study in alignment with CCSS.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of this goal no longer apply due to the fact that our organization no longer use the referenced content units. Aspire College Academy adopted Teacher's College Units of Study in alignment with CCSS.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

Goal 4	Attendance rate 95% for all subgroups. – –
State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 ☒ 4 ☒ 5 6 7 8 COE 9 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Attendance rate for all subgroups will be 95% or higher	94.7%

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	1. Students and families who miss more than three unexcused absences will receive additional communication and school support. 2. Families will be notified sooner about truancies. 3. Families will meet with administrators upon 5 days of unexcused absences	1. Students and families who miss more than three unexcused absences will receive additional communication and school support. 2. Families were notified sooner about truancies. 3. Families met with administrators upon 5 days of unexcused absences

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Principal $20,000 Business Manager $40,000 Tech Solutions $10,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000	Principal $20,000 Business Manager $40,000 Tech Solutions $10,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	As a result of this goal, families received more timely communication about absences, tardies, and truancy.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As a result of this goal, families received more timely communication about absences, tardies, and truancy.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

Goal 5	All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act –
State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 2 3 4 5 6 7 8 COE 9 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
All students will be taught by highly qualified personnel	All but 1 teacher at ACA has a valid CA credential. 1 teacher waiting on transfer for an out of state credential.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED 1. Continue to hire only highly qualified teachers	ACTUAL **Hired all credentialed teachers, waiting on 1 transfer for an out of state credential**
Expenditures	BUDGETED Principal $40,000 Resource: 0000	ESTIMATED ACTUAL Principal $40,000 Resource: 0000

~~Object Codes:~~ ~~1300, 3000~~	~~Object Codes:~~ ~~1300, 3000~~

~~ANALYSIS~~

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

~~Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.~~

~~Describe the overall implementation of the actions/services to achieve the articulated goal.~~	~~Collaboration with credential service team while hiring~~
~~Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.~~	~~Collaboration while hiring allowed for hiring nearly all CA credentialed teachers~~
~~Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.~~	~~No substantial material differences between budgeted expenditures and actuals.~~
~~Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.~~	~~Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into a measurable outcome for Goal 1.~~

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

Goal 6	All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory –
State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. All pupils will have CCSS aligned ELA text sets.	Refer to goal 3. In alignment with CCSS, we moved to Teacher's College Units of Study. We invested in classroom libraries in alignment with the units. All classrooms have robust classroom libraries.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED Additional materials including computers and CCSS standards aligned classroom libraries will be purchased.	ACTUAL **We spent 15k on classroom libraries and continue to add to them so that all scholars have grade level, high interest, and many non fiction books available.**
Expenditures	BUDGETED Materials and resources, IT support $50,000	ESTIMATED ACTUAL Materials and resources, IT support $50,000

Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000	Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	**We spent 15k on classroom libraries and continue to add to them so that all scholars have grade level, high interest, and many non fiction books available.**
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As of April, we reduced the percentage of scholars reading significantly below grade level in all grades (according to STAR Ren).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1.

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

Goal 7	All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 5% of school budget will be appropriated for upkeep of the building	Approximately 1% of our school budget was allocated for upkeep of our building.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	1. Human Resources will help refine the job expectations and performance of the building managers	Human Resources helped refine the job expectations and performance of the building managers
Expenditures	BUDGETED Building Manager, Custodian, Maintenance $80,000 Resource: 0000	ESTIMATED ACTUAL Building Manager, Contracted cleaning crew for Maintenance $80,000 Resource: 0000

Object Codes: 2900, 3000, 5610, 5800	Object Codes: 2900, 3000, 5610, 5800

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We hired on a new Business Manager who now manages our Building Manager. While we have invested money in a Building Manager and some school repairs, so repairs are still a need. The building is safe, but some thing (like the roof) has had consistent problems this school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Aspire Home Office hired a new Facilities Director who has helped us improve systems and support for building issues. We have not yet been able to call our facility "good," but we have been able to maintain safety.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 3.

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

Goal 8	All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 ☒ 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Instruction will be more effective in teaching the CCSS. 2. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.	Because CCSS has an explicit focus on content focused vocabulary and reading, scholars had significantly more exposure to read alouds and vocabulary instruction. Teachers also participated in PD to understand the CCSS language standards.

ACTIONS / SERVICES

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

Action 1

		PLANNED	ACTUAL
Actions/Services		1. Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June 2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.	These opportunities ended up not being available for teachers because of increased focus on reading instruction as a region. Teachers at ACA did, however, participate in PD to understand the CCSS language standards.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Lead Teachers $1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200	Lead Teachers $1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	If this is a goal that no longer applies to your school (i.e. writing snapshot, CAHSEE, etc.), simply state… "The actions/services of this goal no longer apply due to the fact that our organization no longer administers the writing snapshot. The actions/services we implemented to increase writing proficiency has been applied to Goal 2 in our new LCAP Goals and Actions."
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of this goal no longer apply due to the fact that our organization no longer offers these learning opportunities
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes assuming this goal is pre-requisite to Goal 3. We will continue to invest and improve our building as well as maintain safety, but it will not explicitly be named in the goals.

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

Goal 9	Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually

State and/or Local Priorities Addressed by this goal:	STATE 1 2 ☒ 3 4 5 6 7 8 COE 9 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Students will feel safer and more cared for at school. 2. Families will be more satisfied with the school's academic program. 3. Family satisfaction will increase 5% if below 90% in 15-16.	Family data coming soon

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	1. If below 90%, a plan will be created to address any family concerns.	**We did not have less than 90% satisfaction We invested not only in an Assistant Principal who worked closely with families, but we also invested in Parent Outreach Coordinator who works 50% time**
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Dean $10,000 Parent Outreach	Assistant Principal $20,000

$2,500 Resource: 0000 Object Codes: 1300, 2200, 3000, 5200	Family Coordinator $5,000 Resources: 0000 Object Code: 1300,2400, 3000, 5200

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Having an Assistant Principal and Parent Outreach Coordinator allowed us to have monthly parent meetings and develop a family-run safety committee.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Increased family volunteers to support traffic duty and thereby increase safety at dismissal. 95% of families participated in family conferences.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Instead of a dean we hired an assistant principal and a part time parent coordinator to ensure families satisfaction with the school.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into all 3 goals. Family involvement is key to support student academic and socio-emotional success.

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

Goal 10	Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended Baseline 2014-2015 year. 5% increase each year on students scoring proficient school wide and for each subgroup

State and/or Local Priorities Addressed by this goal:

STATE 1 ☒ 2 3 ☒ 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED **ACTUAL**

Student scores on the SBAC in ELA and Math will increase 5% in all subgroups.

Year	ELA	Math
2016	23% Meeting or Exceeding	19% Meeting or Exceeding
2017	23.69% Meeting or Exceeding	16% Meeting or Exceeding

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	**Due to a low level of proficiency shown on SBAC, changes were made specifically around curriculum and common instructional blocks. We changed math curriculum, implementing close reading and Reader's and Writer's workshop.**
	A plan will be made for instructional changes based on the 15-16 SBAC results.	

~~Expenditures~~	~~BUDGETED~~ ~~New Teacher Training,~~ ~~Lead Teacher Training,~~ ~~Lead Teachers,~~ ~~Intervention~~	~~ESTIMATED ACTUAL~~ ~~New Teacher Training,~~ ~~Lead Teacher Training,~~ ~~Lead Teachers,~~ ~~Intervention~~

~~$50,000~~ ~~Resource:~~ ~~0000, 3010, 4035~~ ~~Object Codes:~~ ~~1100, 3000, 5200~~ ~~Intervention~~ ~~$20,000~~ ~~Resource:~~ ~~0000, 3010, 4035~~ ~~Object Codes:~~ ~~1100, 3000~~	~~$50,000~~ ~~Resource:~~ ~~0000, 3010, 4035~~ ~~Object Codes:~~ ~~1100, 3000, 5200~~ ~~Intervention~~ ~~$20,000~~ ~~Resource:~~ ~~0000, 3010, 4035~~ ~~Object Codes:~~ ~~1100, 3000~~

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of new curricula, small group instruction, and new assessments
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Due to a low level of proficiency shown on SBAC, changes were made specifically around curriculum and common instructional blocks. We changed math curriculum, implementing close reading and Reader's and Writer's workshop.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1 and 2.

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

Goal 11	Students who are English learners will increase their mastery of the English language –

State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 ☒ 4 5 6 7 8 COE 9 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
• CELDT – at least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.	According to CELDT 2016, we met this goal in K, 1, and 3.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	1. Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June 2. All English learners identified through the RTI process will receive additional academic support	**Both of these planned actions were taken.**

	BUDGETED	ESTIMATED ACTUAL
Expenditures	New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention $20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 3000, 5200 Intervention $20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 3000	New Teacher Training, Lead Teacher Training, Lead Teachers, Intervention $20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 3000, 5200 Intervention $20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 3000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	This school year, we increased the number of intervention teachers from 1 to 2. This was a key support for our English Learners.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We are still struggling to support the needs of English Learners in terms of proficiency and this is our weakest area according to the CA dashboard. We will ensure that this is part of our school action plan for next year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goals 1 and 2.

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

Goal 12	Ensure that student expulsion is not more than 1%

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 ☒ 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Fewer than 1% students will miss school due to expulsions. 2. Students will feel safer at school.	3. We have had 0 expulsions. 4. With a decrease in both suspension and expulsion, school safety reflects a positive climate as measured through student surveys.

ACTIONS / SERVICES

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

Action 1

Actions/Services	If the % of students expelled increases, a plan will be created.	ACTUAL **No students were expelled.**
Expenditures	BUDGETED Principal $10,000 Resource: 0000	ESTIMATED ACTUAL Principal $10,000 Resource: 0000

Object Codes: 1300, 3000	Object Codes: 1300, 3000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We had no expulsions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Expulsion continues to be a last resort at our school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 3.

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

Goal 13	Decrease student suspension to less than 5%

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 ☒ 6 7 ☒ 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 10% fewer AA, Latino and EL students will miss school due to suspensions. 2. Students will feel safer at school.	In 15-16, suspension rate was 2.6% (less than 5%). 16-17 data will be updated summer 2017.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	1. If the rate increases, a plan for intervention will be created. The intervention may include training on PBIS, social emotional learning or restorative justice.	**Suspension rate continues to be less than 5%. If rate increases, a plan will be devised.**
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Principal $10,000 Resource: 0000	Principal $10,000 Resource: 0000

~~Object Codes:~~ ~~1300, 3000~~	~~Object Codes:~~ ~~1300, 3000~~

~~ANALYSIS~~

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

~~Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.~~

~~Describe the overall implementation of the actions/services to achieve the articulated goal.~~	~~Continued implementation of SEL curriculum, alternatives to suspensions, led to maintaining less than 5%~~
~~Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.~~	~~Continued implementation of SEL curriculum, alternatives to suspensions, led to maintaining less than 5%~~
~~Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.~~	~~No substantial material differences between budgeted expenditures and actuals.~~
~~Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.~~	~~Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 3.~~

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

Goal 14	Students will spend 3 hours more a week on computers writing or receiving individualized instruction –

State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 4 5 6 7 ☒ 8 COE 9 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Enough devices to create an 8:1 ratio will be purchased. 2. Students will receive two more hours a week on computers writing or receiving individualized instruction	Expected outcomes were achieved through technology purchases and the addition of technology class

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED Technology purchasing--additional student devices were purchased for additional access or replacement so that at least 1/3 of each class has access to computers at any given time in addition to access for the whole class through computer carts that allow for 1:1 on computers.	ACTUAL Technology purchasing--additional student devices were purchased for additional access or replacement so that at least 1/3 of each class has access to computers at any given time in addition to access for the whole class through computer carts that allow for 1:1 on computers.
Expenditures	BUDGETED Technology Software	ESTIMATED ACTUAL Technology Software

~~IT Support~~ ~~$20,000~~ ~~Resource:~~ ~~0000~~ ~~Object Codes:~~ ~~4400, 4310, 7000~~	~~IT Support~~ ~~$20,000~~ ~~Resource:~~ ~~0000~~ ~~Object Codes:~~ ~~4400, 4310, 7000~~

~~ANALYSIS~~

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

~~Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.~~

~~Describe the overall implementation of the actions/services to achieve the articulated goal.~~	~~Added devices to every room and tech class on Fridays~~
~~Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.~~	~~Formatively, students seem more comfortable on computers. SBAC scores may be an indicator of success, will be available summer 2017.~~
~~Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.~~	~~No substantial material differences between budgeted expenditures and actuals.~~
~~Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.~~	~~Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1.~~

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

Goal 15	Teachers will be trained to implement the Next Generation Science Standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 ☒ 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Students will receive science instruction aligned with the NGSS. 2. Teachers will be more effective science teachers. 3. Students will receive baseline scores on the Aspire internal science benchmarks.	4. We currently are not using science instruction aligned with the NGSS. 5. We are currently not using an Aspire internal science benchmark.

ACTIONS / SERVICES

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

Action 1

Actions/Services		PLANNED	ACTUAL
		1. Teachers will be able to attend regional professional development about the NGSS	Regional NGSS professional development was not offered for K-5 teachers for the 2016-2017 school year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Teacher Training, Science Teaching, Principal $25,000 Resource: 0000 Object Codes: 1100, 1300, 3000	Science Teaching, Principal $25,000 Resource: 0000 Object Codes: 1100, 1300, 3000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services of this goal no longer apply due to the fact that our organization do not administer an Aspire internal science benchmark assessment. The actions/services have been applied to Goal 1 in our new LCAP Goals and Actions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of this goal no longer apply due to the fact that our organization do not administer an Aspire internal science benchmark assessment. The actions/services have been applied to Goal 1 in our new LCAP Goals and Actions.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire College Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 3. Part of this continuous improvement includes merging this existing goal into Goal 1.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	☒ New ☐ Modified ☐ Unchanged
Goal 1	Deepen implementation of a rigorous TK-5 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Increase student achievement through a rigorously aligned standard based curriculum in order to better prepare all students for college and careers

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Western Association of Schools and Colleges (WASC) Accreditation

Baseline	2017-18	2018-19	2019-20	
Increase by 5% of students on ELA SBAC Meeting/Exceeding	23.2% Meeting/Exceeding on ELA SBAC	28% of students Meeting/Exceeding on ELA SBAC	33% of students Meeting/Exceeding on ELA SBAC	38% of students Meeting/Exceeding on ELA SBAC
Increase by 5% of students on Math SBAC Meeting/Exceeding	19.5% Meeting/Exceeding on MATH SBAC	24.5% of students Meeting/Exceeding on Math SBAC	29.5% of students Meeting/Exceeding on Math SBAC	34.5% of students Meeting/Exceeding on Math SBAC

~~Increase by 5% of scholars Meeting/Exceeding Grade Level Lexile~~	~~Data will be available summer 2017~~	~~Increase 5% from baseline~~	~~Increase 5% from previous year~~	~~Increase 5% from previous year~~

~~Band~~				
~~Implementation of state standards: % of classrooms demonstrating partial or full alignment to standards on Leadership Walks~~	~~72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations~~	~~80% of classes engaged in partial to fully aligned CCSS lessons during Leadership Walk observations~~	~~85% of classes engaged in partial to fully aligned CCSS lessons during Leadership Walk observations~~	~~90% of classes engaged in partial to fully aligned CCSS lessons during Leadership Walk observations~~
~~Sufficient instructional materials~~	~~100% have sufficient instructional materials~~	~~100% have sufficient instructional materials~~	~~100% have sufficient instructional materials~~	~~100% have sufficient instructional materials~~
~~Teacher credentials for core subjects~~	~~90%~~	~~95%~~	~~100%~~	~~100%~~
~~Science~~	~~TBD~~			
~~Students attend PE or Art daily outside of core subjects (reading, writing, math, science, social studies)~~	~~100% of scholars attend PE or Art electives daily~~	~~Maintain 100%~~	~~Maintain 100%~~	~~Maintain 100%~~

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Serve	☒ All	☐ Students with	☐ [Specific Student Group(s)]
Location(s)	☒ All schoo	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	English Learners	Foster Youth	Low Income	
Scope of Services	LEA-wide Group(s)	Schoolwide	OR	Limited to Unduplicated Student
Location(s)	All schools	Specific Schools:		Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modifi ☐	☐ New ☐ Modified ☐ Unchanged
• Implement Aspire-wide TK-5 math program • Implement region-wide TK-2 Foundational Skills program • Intensively support teachers in their first year with classroom management • Build capacity of leaders and teachers in NGSS • Introduce new AIR rubric and implement process • Implement K-5 ELA curriculum (close reading and workshop)	• Deepen TK-5 math instruction • Deepen TK-5 literacy instruction • Intensively support teachers in their first year with classroom management • Implement NGSS instruction in grades 3-5 • Full implementation of new AIR rubric • Pilot culturally responsive teaching practices in new AIR rubric	• Deepen TK-5 math instruction • Deepen TK-5 literacy instruction • Intensively support teachers in their first year with classroom management • Implement NGSS instruction in grades K-5 • Implement culturally responsive teaching practices in new AIR rubric • Aspire-wide IP roll out TBD

- Aspire-wide IP roll out TBD

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1 $1,165,000 2 $140,000 3 $115,000 4 $105,000 5 $19,000 6 $100,000 7 $10,000 8 $15,000 9 $1,000	Amount	Unchanged	Amount	Unchanged
Source	1 LCFF 2 LCFF 3 LCFF 4 LCFF 5 LCFF & Title II 6 LCFF 7 LCFF 8 LCFF 9 LCFF	Source	Unchanged	Source	Unchanged
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Principal 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Lead Stipends 6 Books and Materials 7 Travel and Conferences 8 Computers 9 Furniture	Budget Reference	Unchanged	Budget Reference	Unchanged

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

☒ New ☐ Modified ☐ Unchanged

Goal 2	Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities Addressed by this goal:	STATE 1 2 3 4 5 6 7 8 COE 9 10 LOCAL _____
Identified Need	The need to drive improvements with a focus on English Learners and students receiving Special Education services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL: 24% Meets/Exceeds EL:13% Meets/Exceeds SPED: 0% Meets/Exceeds	FRL: 31% Meets/Exceeds EL: 20% Meets/Exceeds SPED:7% Meets/Exceeds	FRL: 38% Meets/Exceeds EL: 27% Meets/Exceeds SPED: 14% Meets/Exceeds	FRL: 45% Meets/Exceeds EL: 34% Meets/Exceeds SPED:21% Meets/Exceeds
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL: 20% Meets/Exceeds EL:10% Meets/Exceeds SPED: 0% Meets/Exceeds	FRL: 27% Meets/Exceeds EL: 17% Meets/Exceeds SPED: 7% Meets/Exceeds	FRL: 34% Meets/Exceeds EL: 24% Meets/Exceeds SPED: 14% Meets/Exceeds	FRL: 41% Meets/Exceeds EL: 31% Meets/Exceeds SPED: 21% Meets/Exceeds
Increase 7% of students progressing in proficiency bands on CELDT	48% of EL met annual growth expectations	55% of EL will meet annual growth expectations	62% of EL will meet annual growth expectations	69% of EL will meet annual growth expectations

~~Increase 7% of students reclassified as Fluent English Proficient~~	~~10.6%~~	~~17.6%~~	~~24.6%~~	~~31.6%~~

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with ☐ [Specific Student Group(s)]
Location(s)	☒ All schoo ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	English Learners	Foster Youth	Low Income
Scope of Services	LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)		
Location(s)	All schools	Specific Schools:	Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
3 ☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modifi ☐	☐ New ☐ Modified ☐ Unchanged
• Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) • Monitor progress of EL scholars to drive instructional strategies through Tier 1 program • Implement regional collaborative data protocol • Use LLI for Tier 3 intervention & SPED instruction	• Region-wide roll-out of EL support • Monitor and deepen previous year's strategies	• Monitor and deepen regional EL supports

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

~~Amount~~	~~1 Duplicate Goal 1~~ ~~2 $215,000~~ ~~3 Duplicate Goal 1~~ ~~4 Duplicate Goal 1~~ ~~5 $140,000~~ ~~6 $290,000~~ ~~7 Duplicate Goal 1~~ ~~8 $7,000~~ ~~9 $16,000~~	~~Amount~~	~~Unchanged~~	~~Amount~~	~~Unchanged~~
~~Source~~	~~1 Duplicate Goal 1~~ ~~2 LCFF, Title I and II~~ ~~3 Duplicate Goal 1~~ ~~4 Duplicate Goal 1~~ ~~5 ASES~~ ~~6 LCFF~~ ~~7 Duplicate Goal 1~~ ~~8 LCFF~~ ~~9 LCFF~~	~~Source~~	~~Unchanged~~	~~Source~~	~~Unchanged~~
~~Budget Reference~~	~~1 Sal + Benefits - All Teachers~~ ~~2 Sal + Benefits - Intervention Specialist~~ ~~3 Sal + Benefits - Assistant Principal~~ ~~4 Sal + Benefits - Dean~~ ~~5 Sal + Benefits - After School Staff~~ ~~6 Sal + Benefits - Sped Staff~~ ~~7 Books and Materials~~ ~~8 Software~~ ~~9 Other Professional Services~~	~~Budget Reference~~	~~Unchanged~~	~~Budget Reference~~	~~Unchanged~~

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

☒ New ☐ Modified ☐ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 8 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ ☒

COE ☐ 6 ☐ 10

LOCAL

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All subgroups will achieve and maintain a 95% or above attendance rate	95.8%	95% or above	95% or above	95% or above
Decrease suspension rate by 25% or maintain 1% or lower	2.6%	Decrease suspension rate by 25% or maintain 1% or lower	Decrease suspension rate by 25% or maintain 1% or lower	Decrease suspension rate by 25% or maintain 1% or lower
Maintain 1% or lower expulsion rate	0%	Maintain 1% or lower expulsion rate	Maintain 1% or lower expulsion rate	Maintain 1% or lower expulsion rate
Decrease chronic absenteeism rate by 25% from baseline data	13.5% of students 41 students	10 students less will be chronically absent	10 students less will be chronically absent	10 students less will be chronically absent
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	Data coming soon	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher

~~Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey~~	~~98%~~	~~Maintain 90% or higher~~	~~Maintain 90% or higher~~	~~Maintain 90% or higher~~
~~School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better~~	~~Overall rating: Fair~~	~~Maintain Fair status or better~~	~~Maintain Fair status or better~~	~~Maintain Fair status or better~~

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Serve	2 Al ☐ Students with ☐ [Specific Student Group(s)]
Location(s)	☒ All schoo ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	English Learners	Foster Youth	Low Income
Scope of Services	LEA-wide	Schoolwide	OR Limited to Unduplicated Student Group(s)
Location(s)	All schools	Specific Schools:	Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modifi ☐	☐ New ☐ Modified ☐ Unchanged
• Sustain Toolbox implementation • Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices • Identify a vision for Mental Health program • Ensure efficient and effective ongoing school site operations • Develop and implement year-round enrollment plan • Ensure ongoing facilities maintenance and planning	• Sustain social emotional learning program • Mental Health team systems & practices • Behavior Health Interventions • Maintain efficient and effective ongoing school site operations • Consistently implement year-round enrollment plan • Ensure ongoing facilities	• Sustain social emotional learning program and mental and behavior health interventions • Maintain efficient and effective ongoing school site operations • Consistently implement year-round enrollment plan • Ensure ongoing facilities maintenance and planning

~~maintenance and planning~~

~~BUDGETED EXPENDITURES~~

~~2017-18~~		~~2018-19~~		~~2019-20~~	
~~Amount~~	~~1 Duplicate Goal 1~~ ~~2 Duplicate Goal 1~~ ~~3 Duplicate Goal 1~~ ~~4 $84,000~~ ~~5 $285,000~~ ~~6 Duplicate Goal 2~~ ~~7 Duplicate Goal 1~~ ~~8 Duplicate Goal 1~~ ~~9 Duplicate Goal 2~~ ~~10 $10,000~~ ~~11 $30,000~~	~~Amount~~	~~Unchanged~~	~~Amount~~	~~Unchanged~~
~~Source~~	~~1 Duplicate Goal 1~~ ~~2 Duplicate Goal 1~~ ~~3 Duplicate Goal 1~~ ~~4 LCFF~~ ~~5 LCFF~~ ~~6 Duplicate Goal 2~~ ~~7 Duplicate Goal 1~~ ~~8 Duplicate Goal 1~~ ~~9 Duplicate Goal 2~~ ~~10 LCFF~~ ~~11 LCFF~~	~~Source~~	~~Unchanged~~	~~Source~~	~~Unchanged~~
~~Budget Reference~~	~~1 Sal + Benefits - All Teachers~~ ~~2 Sal + Benefits - Assistant Principal~~ ~~3 Sal + Benefits - Dean~~ ~~4 Sal + Benefits - Counselors~~ ~~5 Sal + Benefits - School Operation Staff~~ ~~6 Sal + Benefits - After School Staff~~	~~Budget Reference~~	~~Unchanged~~	~~Budget Reference~~	~~Unchanged~~

7 ~~Books & Materials~~
8 ~~Travel and~~
6 ~~Conferences~~
~~10~~ ~~Software~~

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:	$ 566,642	Percentage to Increase or Improve Services:	27 %

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

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

In the 2017-2018 school year, $566,642 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

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

Mathematics Placement Policy

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

~~THE CHARTER SCHOOL'S MISSION~~

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR §

3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	Year 1 2026-2027	Year 2 2027-2028	Year 3 2028-2029	Year 4 2029-2030	Year 5 2030-2031
TK	20	20	20	20	40
K	48	48	48	24	24
1	26	52	52	52	26
2	28	28	56	56	56
3	30	30	30	60	60
4	60	30	30	30	60
5	30	60	30	30	30
Total	242	268	266	272	296

Special Education

Plan for Students with Disabilities

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

The Charter School is its own local educational agency ("LEA") for purposes of special education, and holds membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA.~~School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom.~~ Proof of LEA SELPA membership status is attached in Appendix II.

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

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

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through Aspire Public Schools, certified non-public agencies or qualified independent contractors.

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

In instances where a student may be eligible for 504 protections, a 504 team will be assembled by the Principal and shall encourage participation of the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the

student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Services for Students under the IDEA

In accordance with state and federal law, and applicable policies and practices of the SELPA, each student eligible under IDEA will be provided a free and appropriate public education in the least restrictive environment ("LRE"). No student shall be denied admission to the Charter School because the student is in need of special education services. The Charter School is dedicated

to ensuring that identified special education students shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extracurricular activities the same as their non-disabled peers.

The Charter School's special education program is characterized by integrated services which will support students with special education needs. The decisions regarding specialized academic instruction and related services that individual students will receive are the responsibility of the Individualized Education Program ("IEP") Team, which includes the involvement of parents in decision-making and developing the written Individualized Education Program. The IEP Teams must also include an Administrator, General Education Teacher and Education Specialist. When appropriate/relevant, the IEP team also includes related service providers.

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

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

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

The Charter School's educational program includes systems of intervention, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional support for all students, including English Learners, or students with disabilities. Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

- Smarter Balanced Assessment Consortium assessments
- ELPAC

- Curriculum-based Benchmark Assessments
- Teacher observation and interview

~~to achieve~~*Identification and Referral*

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. A student shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections begins when students have been accepted through the enrollment lottery and enrolled in The Charter School. Through the process of "Child Find," The Charter School fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education or 504 services. The Student Study Teams address student needs and initiate the referral process, if appropriate, for special education or other services.

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

For the purposes of special education, The Charter School shall assume responsibility for the provision of services and meeting all local, state and Federal requirements of IDEA.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA

The Charter School will be its own LEA and has secured membership in the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a).

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

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

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

As the LEA, the Charter School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the SELPA. Specifically, the Charter School shall assume all responsibility for any and all costs associated with the provision of special education and related services and accommodations under IDEA, for all students who are enrolled in the Charter School, over and above any state or federal funding received for such purposes. As such, State and Federal funding shall be allocated directly to the Charter School per the allocation plan of the SELPA. The Charter School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement. The Charter School understands that it shall represent itself at all SELPA meetings. The Charter School understands that it shall be subject to the allocation plan of the SELPA.

LEA Assurances

The Charter School makes the following assurances:

- Free and Appropriate Public Education -The Charter School will assure that a free and appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program -The Charter School will assure that an Individualized Education Program is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free and Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities, as required by the Education Code and the IDEA. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.
- Assessments - The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities Education Act, all applicable state laws and the SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the SELPA and/or CDE. The Aspire Director of Special Education will involve the Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Senior Manager of Special Education shall be assigned to support the Charter School and to provide coaching support to the site's special education team to ensure that all requirements of IDEA are met, and each child is well served.

A comprehensive Aspire Special Education Professional Development plan shall be developed with site team input to provide ongoing learning opportunities and support to special education staff, and build the capacity of the site team in meeting compliance with state and federal statutes and reporting requirements. Professional development will be provided on best practices that support the specialized learning needs of students with disabilities in the least restrictive environment. Differentiated opportunities to address individual professional development needs will be available, including the opportunity to participate in the Aspire Induction Program for the Education Specialist Credential. Professional development opportunities will include those offered in collaboration with other Aspire schools, the SELPA, and other organizations with researched based practices that support students with disabilities.

Community Need for Aspire College Academy

Aspire College Academy ~~mission by~~ rests between the East Oakland neighborhoods of Eastmont, Arroyo Viejo, and Castlemont. Oakland's vibrant cultural landscape, shaped by its rich history dating back over 5,000 years to the Ohlone Native People, is one of the most diverse in the nation, with over 125 languages spoken and a population reflecting a mosaic of racial and ethnic backgrounds. ACA reflects and embraces this diversity, with a student body that is 66% Latina/o/x, 21% African American, 3% Multi-Racial, 2% Pacific Islander and less than 1% of the following races/ethnicities (Native American, Caucasian, and Asian). Over ninety percent of ACA's 200+ students reside within a five-mile radius, and the majority qualify for free or reduced-price meals and/or are English Learners.

The socio-economic situation and demographics around the Aspire College Academy are largely different than that of the city of Oakland, overall. The median income for the city of Oakland is $97,369, while the median incomes of the neighborhoods our ACA families are from are $36,133 (Arroyo Viejo), $50,424 (Castlemont), and $62,573 (Eastmont).

Aspire Public Schools was fundamentally established to provide quality education to communities who traditionally are under resourced and underrepresented. As Aspire continues this work it recognizes that there are many factors that get in the way of our students receiving a quality education, therefore Aspire strives for its schools to be community schools. Aspire College Academy is truly a community school. ACA serves our surrounding community, offering integrated academic, health, and social services to students, families, and community members. It goes beyond traditional schooling by partnering with various community resources to address the holistic needs of the whole child and foster a stronger sense of community.

All of the students who attend Aspire College Academy fit the description of a subgroup that is considered traditionally underserved. All of our students fit under the description of being either socio-economically disadvantaged, Latina/o/x, an English Learner, African American, a student with a learning disability, homeless youth or foster youth. Therefore, ACA has focused its efforts on developing a multi-tiered system of support for all students. Our hope is to not only provide the best possible support we can to the students enrolled at our school, but to also recruit more students/families to our school through word of mouth - emanating from families who can testify to ACA efforts toward supporting the whole child.

ACA is confident that it is putting forward a concerted, whole-hearted effort to support all students enrolled at its school. We do believe in a continuous improvement model to constantly reflect on our practices and make adjustments to our procedures and/or practices to better our services for the community. As we reflect on our recruitment, retention and ability to provide wraparound services, we do feel we do a lot to support our community. We recognize that as a community school, there are more elements to ensuring an accessible education than providing quality instruction to students. Aspire College Academy strives to support students and families in as many ways possible in an attempt to eliminate obstacles that could prevent our students from reaching their full potential.

Approximately 93% of ACA students qualify for free or reduced lunch, reflecting the school's commitment to addressing the needs of historically underserved communities and supporting the whole child through wraparound services. These services include addressing students' basic needs through a nutrition program that provides breakfast, lunch and afternoon snack and beginning in the 2025-26 school-year will begin to provide supper for the campus community. ACA also partners with St. Benedict's Church and the Alameda Food Bank to provide groceries to families in need monthly. ACA also provides annual vision and hearing screening and occasional dental screening (when available). Aspire College Academy has also connected families with low to no cost eye wear and medical support.

Additionally, ACA offers Mental Health and Social Emotional Learning services for students and families. Every homeroom class is committed to teaching three social-emotional lessons per week from our RULER and Toolbox Curriculum. ACA has two Mental Health Therapists, who provide individual, family and group counseling. ACA also has support staff who lead social skills groups for scholars. In addition, each staff member has an assigned group of students who they check-in with daily or weekly to ensure each student feels they have a trusted adult they can speak to if necessary.

ACA's specialized academic services start during the regular school day in the classrooms. ACA strives to provide students with instruction that is intentionally scaffolded and differentiated to meet students' individual learning needs. Our teachers take time daily to provide small group instruction. The ACA staff understand that our students are kinesthetic learners, so we plan hands-on activities that involve movement, visuals, graphic organizers and environmental print. Here at ACA we also recognize that the students we teach are children of the 21st Century, so we emphasize technology integration in the classroom to increase student engagement. Above all, our staff strive to provide culturally and linguistically responsive instruction to validate and affirm our students' backgrounds and experiences.

Furthermore, during-the-day and after-school academic interventions are provided to all of our students. Over the past three school years, we have provided reading and math intervention during school and after-school to students struggling in both areas including McKinney-Vento, Foster Youth, English Learners, Students with Disabilities and Newcomer Scholars. All subgroups have demonstrated growth in ELA and Math, due to the wraparound supports addressed above.

We pride ourselves on providing fun and engaging enrichment activities for our students as well. Our Extended Learning Program (ELP) offers S.T.E.M. classes through the Berkley Engineers & Mentors Program (B.E.A.M.- UC Berkeley), Culinary Arts classes by Lift, Inc., a Lego Architecture program, African drumming instruction through The Village Method, Inc., and professional tutorial services through the Sylvan Learning Center, Inc. and Zion Learning, Inc. ACA also offers an after-school

mentorship program through Individually You, Collectively Us, Inc., a Ukulele class led by ACA teaching staff, and Fine Arts classes provided by Mocha, Inc. ACA offers recreational opportunities through our Co-Ed Basketball Team and Cheer Squad as well as intramural soccer. In addition, ACA students enjoy several educational field trips throughout the school-year, experiencing places such as the San Jose Discovery Museum, San Francisco Aquarium, San Francisco Exploratorium, Blackhawk Museum and the Oakland & San Francisco Zoos.

ACA is committed to creating a relationship-centered, inclusive school environment where students and families feel welcomed, celebrated, and affirmed. The school focuses on fostering a Culture of Success, Confidence, and College-Going Mindset through culturally responsive academic programming and trauma-informed socio-emotional learning. ACA's low student-to-staff ratio allows for personalized support and targeted intervention. As an inclusion school, ACA provides instructional aides, mental health services, and multi-tiered systems of support to ensure all students can thrive. With its focus on holistic student development, strong family partnerships, and a supportive school climate, Aspire College Academy is committed to building a foundation of academic success, self-confidence, and college readiness for all its scholars.

Aspire Public Schools ~~students~~ **Vision, Mission, Values, Equity Focus**

Aspire Public Schools Vision

Scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

Aspire Public Schools Mission

Provide a rigorous ~~core curriculum, an outstanding staff, high standards and expectations,~~ joyful academic experience that cultivates scholar skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities; promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latina/o/x, Indigenous, and People of Color; and nurture scholars' pride in their abilities, identities, and communities.

Aspire Public Schools Values

- **Bienestar (Well-being):** Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.
- **Culture of Belonging:** We seek to be known and seen at Aspire, where we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one

another with empathy and understanding—no matter one's background or cultural history. Each person is valued and has a place in this community.

- **Community Partnership:** We are all connected and collectively responsible for the well-being of every member of our extended instructional hours,community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and personalized learning opportunities. The Charter School willby listening deeply to one another, can we create collective movement.
- **Agency + Self-determination:** Each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post-secondary lives.
- **Joy:** We strive to ensuremake Aspire and our communities a joyful place to learn, work, and be, together. Our work to shift outcomes is hard, yet we persist and have gratitude and pride in the journey. Joy makes it all possible!

Portrait of a Graduate

A Portrait of a Graduate (also known as a Graduate Profile) is a clear, community-driven vision that defines the skills/competencies that students are prepared for should have when they graduate from a school, district, or educational network. It goes beyond academic achievement and typically includes a holistic set of competencies to prepare students for success in college, career, and forlife.

Key Features of a Portrait of a Graduate:

- **Student-Centered**: Focuses on the 21st Centurywhole child, including cognitive, social-emotional, and civic development.

- **Community-Informed**: Developed through collaboration with educators, families, students, and community stakeholders.

- **Future-Focused**: Aligns with the demands of a rapidly changing world and workplace by , including workforce shifts and global challenges.

- **Anchored in Equity**: Often emphasizes equitable outcomes and culturally responsive values.

At the beginning of the 2025-2026 school year, Aspire ACA published the below Portrait of a Graduate:

TK-5th

- **(Justice Seeking Scholar) Thinking Deeply and Fairly** – Understanding what you read and see, noticing when things are unfair, and coming up with smart and fair ways to solve problems in your school or community.

- **(Knowledge of Self and Self-Determination Seeker) Knowing Yourself and Making Good Choices** – Understanding who you are, where you come from, what you believe in, and what you're good at. It also means having the confidence to set goals and make a plan for your future.

- **(Inclusive Community Caretaker) Caring for Your Community and Culture** – Respecting yourself and others, and working hard to make your school or neighborhood a kind, fair, and welcoming place for everyone.

- **(Courageous Communicator) Speaking Up and Using Your Voice** – Having the courage to say what you think and feel in a clear way, helping ~~them develop important basic skills,~~others be heard, and using your words to make positive changes.

- **(Compassionate Collaborator) Working Together and Caring for Well-Being** – Being a good teammate by listening, showing kindness, managing emotions, and helping others feel their best. Leading by example and working together to reach shared goals.

- **(Resilient Life-Long Learner) Being Flexible, Strong, and Always Learning** – Being able to handle changes, learn from mistakes, and stay curious and excited about learning new things throughout your life

Equity Focus

Aspire is committed to providing equitable opportunities for our students, families, and teammates. We use an equity lens to examine our policies, practices, and systems at Aspire to strive for all groups to increase access and benefit from our work. This belief is woven throughout our core values.

We live in a society that provides some groups more or fewer opportunities based solely on factors they do not control. Aspire was founded to address the long-standing inequities in K-12 education. Every part of our vision to prepare and empower students to build a fulfilling and liberated future for themselves and their communities lives and breathes the mandate to address these inequities. As an organization, we continue to devote significant resources of time and energy to build our collective muscle in order to develop our equity lens to better identify, discuss, and address equity issues impacting our students, schools, and teammates. These equity belief statements provide unequivocal direction and guidance to our team as we go forth on our journey to define who we are and how we approach our work. Since the overwhelming majority of our students are Latina/o/x, when we say that we are using an equity lens to evaluate outcomes and actions we are typically referring to these particular populations.

Following is Aspire's equity commitments, as well as examples of how we strive to uphold each commitment:

Commitment Statement	**School Practices or Model Elements**
Understand the significant difference between equity and equality. Every student deserves to receive what they need to	• Multi-tiered System of Supports ("MTSS") • Aspire Student Learning Framework;

succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).	rubric for teacher practice and coaching ● Additional support structures and programming for ELs, such as our designated ELD program
Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.	● Culturally responsive teaching ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Student academic ownership, *e.g.* via dialogic learning
Interrupt the "school to prison pipeline" – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.	● During & After School Multi-Leveled Intensive Small Groups ● Individual, Group and Family Mental Health Therapy Provided on Campus ● Specialize Mentorship Program Provided by Individually You, Collectively Us, Inc.
Engage families as partners in meaningful ways in our work.	● Student Support Teams ● English Language Learning workshops for families ● Student-led family conferences ● Community events
Build the capacity of diverse teams that are more reflective of our students.	● Equity-based professional learning ● Diverse hiring panels ● Aligned Aspire pre-hiring alignment prior to hiring process for school leaders
Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.	● Social and emotional learning via RULER curriculum ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Mental health programming

	● Safety/Crisis team meetings and crisis debriefs ● Lead teacher teaming structures ● Teacher coaching structures
We must continually put the Equity Commitments into action and live by them. Every Aspire teammate is accountable for applying these commitments in every decision, use of resources, and management of talent. The power of our collective and individual dedication to these commitments is reason enough to be hopeful as we pursue our mission and create a more just and equitable world.	● Black Student Union ● La Raza Latinas Unidas ● Aspire Bay Area Diversity, Equity, and Inclusion Council ● Pro-Black Coordinator programming ● Racial Affinity Groups ● Aligned Regional Aspire Culturally Responsive Professional Development

ACA's Commitment to Diversity, Belonging, and Anti-Racism

Aspire College Academy strives to create an environment where students feel valued, healthy, safe, engaged, supported, and challenged. To ensure our scholars have agency over their own learning and are prepared for their future dreams and aspirations, we purposely differentiate for each student, pushing for further understanding through a lens of social justice and an embrace of diversity. We work toward equity by meeting each scholar's unique needs, by inspiring students to grow and think critically about the world around them and their identities, by partnering with families, and by honoring the voices of the community, culture, and backgrounds of our students and families. Aspire College Academy believes in providing equitable learning access and benefit to all students regardless of racial and/or socio-economic background. Within this equity approach, the ACA provides access to meaningful and engaging instruction, works towards dismantling the "school to prison pipeline'' and supports a diverse collaboration of equity minded stakeholders.

We recognize that the foundation of schooling in the United States is rooted in a history of white supremacy, and to be a school genuinely committed to collective liberation, we must do the difficult work of recognizing and dismantling all systems of oppression. We recognize that knowledge is power and that education is the weapon our scholars need to fight to improve the trajectory of their families future lineage. We also acknowledge that this work is not easy and that we cannot do it alone. As a community dedicated to anti-racism and anti-oppression, we will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity, gender identity, sexual orientation, and other protected identity markers and the impact(s) they have on students, staff, and families.

Cultural diversity is crucial for fostering a positive and enriching learning environment. Aspire College Academy is 66% Latina/o/x, 21% African American, 3% Multi-Racial, 2% Pacific Islander and less than 1% of the following races/ethnicities

(Native American, Caucasian, and Asian). At ACA we look to recruit an even more diverse group of learners. ACA takes multiple measures to ensure information about Aspire College Academy is disseminated to the community. ACA's Family Support Manager organizes monthly community walks, where ACA stakeholders walk local neighborhoods to deliver fliers with quick facts and highlights about the school in multiple languages. ACA's staff also visits daycares, churches and after-school programs, who serve multiple races in the local area, to present to parents.

Cultural diversity in schools is not just about representation however; it's about creating an environment where all students can thrive, learn, and grow, both academically and personally. Diversity in the classroom is crucial for fostering a richer learning environment, promoting empathy, and preparing students for a diverse world. It enhances cognitive skills, critical thinking ~~skills, and life skills.~~, and creativity by exposing students to various perspectives and challenging their assumptions. Moreover, it helps reduce prejudice, build social skills, and create a more inclusive and accepting atmosphere for all students.

At ACA we recognize that there is also diversity within races. Not all Latina/o/x or African American student backgrounds are the same. With approximately 93% of our student population Latina/o/x or African American, we celebrate and uplift the beauty within the variety and differences in each race's diaspora. ACA also has student groups that provide our students the opportunity to be seen & heard and to connect & learn culturally. Two of those student groups are our La Raza Latinas Unidas and Black Student Union.

- **Black Student Union:** ACA's BSU provides leadership opportunities for scholars 3rd-5th to participate in developing awareness and understanding of Black Culture and the Black student, family and staff experience at ACA. The Black Student Union (BSU) has a mission to highlight positive representations of the Black/African American community on and off-campus by means of promoting student leadership, outreach, and the empowerment of Black culture.
- **La Raza Latinas Unidas:** ACA's RLU provides leadership opportunities for 4th and 5th grade scholars who are interested in learning more about different Latina/o/x cultures and educating the rest of the community of the beauty and brilliance of Latina/o/x history. La Raza Latinas Unidas's mission is to unify all through a love of Latin art which includes fine arts, performing arts, culinary arts, visual arts, music, etc.

ACA staff are determined to empower our students toward their collective goals. ACA supports its Latina/o/x & African American community by hiring highly qualified staff members who are reflective of our student population. Aspire College Academy supports its Spanish-speaking population. During the 2024-25 school-year 22 of our 38 staff members were fluent in both English and Spanish, including 100% of our Office Staff and Instructional Aides. Additionally, 55% of our Homeroom Teachers are also fluent in both English & Spanish.

ACA is also focused on increasing its African-American enrollment, retention and engagement. ACA's African American Population is 21%. Over the past two school years, ACA has partnered with Black owned organizations such as Zion Learning Inc., The Village Method, Inc., and Independently You, Collective Us, Inc. to provide academic, social-emotional and family engagement support that appeals to our African American community. These measures were taken to ensure our African American students and families feel included in our support programs. Furthermore, ACA employs a Pro Black Coordinator to manage programming on campus that promotes African American student success and family engagement.

Student Population to be Served BY THE CHARTER SCHOOL

The Charter School Aspire College Academy, a proud community school located in the Eastmont community, currently serves approximately 277 students in grades K-5. The Charter School will also offer transitional Kindergarten and comply with all applicable requirements regarding 210 students from transitional kindergarten. A summary of through fifth grade. Our performance narrative includes historical enrollment and demographics can be found in Appendix I.data.

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 49,760 students in 2016-17. Of these students, African Americans constitute 25% of the students, American Indians 0.3%, Asians 12.8%, Filipinos 0.9%, Hispanics 44.9%, Pacific Islanders 0.9% and Whites 9.9%. During the 2016-17 school year, students who spoke English as a second language made up 31.4% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of surrounding schools can be found in Appendix II.

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

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

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

THE EDUCATED PERSON IN THE 21ST CENTURY

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

U.S. Census data underscore the diverse nature of Oakland's population, with 26.6% Latina/o/x, 21.8% Black or African-American, 29.0% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and 1.2% American Indian residents. This diversity is further highlighted by 26.3% foreign-born and 38.8% speaking a language other than English at home.

The CDE has compiled demographic data that reveals Oakland Unified School District enrolled 45,086 students in 2023-2024, the most recent year with publicly available data. The table below summarizes student demographics across OUSD and Aspire College Academy. Aspire College Academy, in line with these demographics, is committed to enrolling a diverse student population.

Subgroup	Oakland Population (2020 Census)	Oakland Unified School District 2023-2024	Aspire College Academy 2024-2025
Total	436,504	45,086	210
Latina/o/x	26.6%	50%	66%
White	29.0%	10%	<1%
Asian	15.9%	9%	<1%
Black or African American	21.8%	20%	21%
English Learners	n/a	33%	45%
Students With Disabilities	n/a	16%	14.5%
Homeless Youth	n/a	7%	3%
Socioeconomically	n/a	81%	96%

Disadvantaged			

How Learning Best Occurs

~~The Charter School's educational program is designed to give~~Aspire College Academy's climate and culture are engaging and inclusive, prioritizing psychological, physical, and emotional safety as our foundation. Our dynamic instructional design empowers students ~~the~~ as active participants in their learning, preparing them for college and careers. Through culturally responsive, interdisciplinary, standards-aligned instruction, we promote deep understanding and high academic achievement for our students.

Our instructional program emphasizes college and career preparedness. We structure learning around real-world applications, aligning academic content ~~knowledge and habits of mind necessary~~with industry expectations and embedding multiple work-based learning opportunities. This preparation is supported by rigorous standards-aligned assessments that allow students to demonstrate their content mastery and learning. We recognize every scholar's unique strengths through an asset-based approach and a commitment to ~~face~~disrupting systemic inequities.

Our curriculum upholds the ~~challenges~~rigor of California's State Standards, including the ~~21st century. The~~ California Common Core State Standards ("CCSS~~") drive the instruction of all Aspire charter schools by providing the road map of what students need to know~~"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, the English Language Development ("ELD") Standards, and remaining State Content Standards (hereinafter, collectively "State Standards"). We address these standards through a liberatory framework that fosters identity awareness and criticality. Our equity-based grading system promotes mastery through continuous opportunities for learning and feedback.

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

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

~~learners.~~

~~The Charter School's Program Design Elements~~

~~*Community*~~

~~Aspire schools are small, with generally 30-90 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally.~~

- ~~*Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for elementary campuses (K-5) is between 320 and 440 students.~~

- ~~*Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 24:1 student-teacher ratio in kindergarten through third grade and up to a 30:1 ratio in grades four through twelve.~~

- ~~*Looped Grouping:* If possible and appropriate, the Charter School aspires to allow teachers to teach the same group of students for two consecutive years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher can save instructional time during the second year of instruction as she/he knows the individual student's strengths and weaknesses on the first day of school. One example of looping might be that students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.~~

~~*Learning Time*~~

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

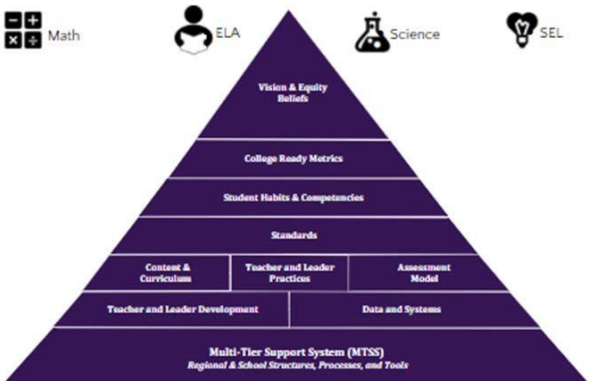
- ~~*Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix III.~~

- ~~*Longer School Year:* Aspire schools provide approximately 184 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix IV.~~

- ~~*Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.~~

Teaching Methods

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire's Instructional Methods (AIMs) for math, English Language Arts, science and history spell out the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards and the Aspire Rubric. Aspire's instructional methods will continue to be revised to reflect what is being learned through implemention of the CCSS and the evolution of Aspire's instructional program. (See Aspire Instructional Program Pyramid below).



Aspire's Instructional Methods are available upon request. For more details on Aspire's plan for transition to Common Core State Standards, please refer to Appendix V. These guidelines, as well as the purchased curriculum materials, provide the structure for a CCSS-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.

- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

- ~~*Multiple Lesson Types/Approaches 6-8 Math:* The 6th grade math instructional program allows for different types of lesson delivery and engagement. Lesson structures range from Modeling to Socratic in addition to Exploratory and Problem Set/Practice lessons. The multiple models allow students to be challenged and engaged through different methods and structures.~~

- ~~*Close Reading with Text-Dependent Questions:* Supported access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.~~

- ~~*Student-to-Student Discourse*: Daily opportunities for students to engage in protocols that support academic discourse among peers to push thinking about text to a deeper level. Protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.~~

- ~~*Building Academic Vocabulary:* Regular, ongoing opportunities for scholars to strengthen Tier 2 vocabulary. Protocols to support include: Frayer Model, Semantic Webbing, SVES, Vocabulary Squares, and Contextual Redefinition.~~

- ~~*Problem Solving*: this method provides students with a step-by-step process for determining the solution.~~

- ~~*Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.~~

- ~~*Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives.~~

- ~~*Flexible supports*: Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.~~

- ~~*Diagnostic assessment*: Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.~~

- ~~*On-line learning and Early College High School:* Students in grades 9-12 have the opportunity to augment their school site curricula with on-line high school classes (examples: APEX, Cyber High). In addition, our high school graduation requirements include that every student takes and passes multiple community-college and/or 4-year college courses in order to earn college credits, get college exposure and practice, explore potential majors and careers, and build confidence and context for post-secondary studies.~~

Curriculum

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

- English Language Arts: Teachers utilize EngageNY curriculum throughout English Language Arts classrooms. The curricular resources ensure alignment to the rigor of the Common Core State Standards and provide rich opportunities for students to engage in tasks at the rigor of grade level standards. EngageNY ELA curricular resources provide ample supports for scholars to read complex texts at grade level rigor expectations, respond to text-dependent questions, debate in response to unit essential questions, and compose written end of unit projects that align to CCSS Writing Standards. Students struggling to access the rigorous curricula are supported with an additional ELA Intervention Block in their schedule. This additional block ensures student access to the ELA curricula through strategic scaffolding of the grade-level complex texts.

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

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

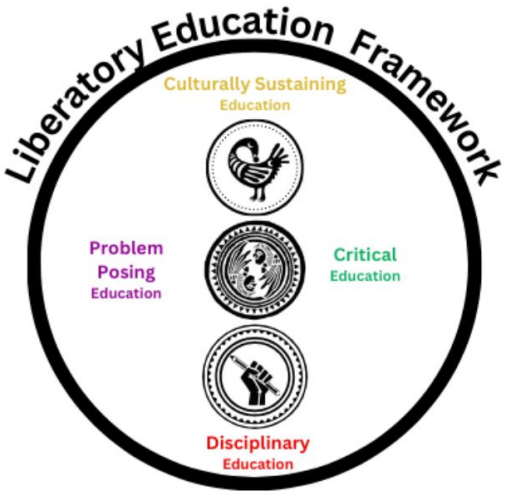
  Throughout the 6-12 instructional program, social science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

Aspire Math Vision: All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.At Aspire College Academy, we do not just prioritize joy, we center it. Joy is not only embedded in our school climate and culture through our abundance of community events and field trips, but it is also an integral part of learning. Through frequent community events, field trips, and cross-disciplinary exhibition projects, students experience education as joyful, meaningful and are publicly celebrated. This emphasis cultivates a radically hopeful environment for all. This emphasis on joy in learning fosters a positive environment for our students and families.

Aspire College Academy offers 180 days of instruction on a modified calendar with a shortened summer recess to mitigate learning loss. Each school day provides all students with access to a rigorous, culturally responsive interdisciplinary instruction, with time for both enrichment and intervention. See Appendix III for a sample calendar and Appendix IV for a bell schedule.

Liberatory Education Framework

During the next charter term, ACA and Aspire Public Schools Bay Area will be engaged in specific instructional and school programming foci that align our schools to an Aspire Liberatory Education Framework. Below is a visual representation of the planned professional learning focus that all of our Aspire Bay Area teammates will engage in over the next five years. At its core is liberatory education which is guided by the principles and concepts of Sankofa, In Lak'ech, and Critical Literacy.



	Sankofa: The concept of "Sankofa" is derived from King Adinkera of the Akan people of West Africa. "Sankofa" is expressed in the Akan language as "se wo were fi na wosan kofa a yenki." Literally translated, this means "it is not taboo to go back and fetch what you forgot". "Sankofa" teaches us that we must go back to our roots in order to move forward. That is, we should reach back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone, or been stripped of can be reclaimed, revived, preserved, and perpetuated. "In order to understand our present and ensure our future, we must know our past." -University of Illinois Springfield Black Student Union
	In Lak'ech: In Mayan tradition, there is a greeting that many people working with Mayan wisdom know of. It is the law of In Lak'ech, which means I am another yourself. It also means I am you, and you are me (A traditional Mayan interpretation). We have come to understand that this Mayan greeting is an honoring for each other. It is a statement of unity and oneness.
	Critical Literacy: At the heart of critical literacy is the development of our critical consciousness, which is our socio-political understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.

Pedagogies, Practices, and Education Outcomes

The above principles and concepts (Sankofa, In Lak'ech, Critical Literacy) inform our focused co-pedagogies that our teammates will develop as practitioners. The pedagogies will inform our instructional and school practices which will then lead to educational outcomes for students.

Pedagogies	Practices	Education Outcomes
Community and Restorative Pedagogy	• Discussion, Debate, and Dialogical Discourse • Restorative and Beloved Community Practice and Accountability • Participatory Action Research	Problem Posing Education
Culturally Sustaining Pedagogy	• Interdisciplinary Units • Graduate Profile Competency and Community Centric Practice • Next Generation College, Career, and Community Pathway Pipelining	Culturally Sustaining Education
Disciplinary Pedagogy	• Professional Learning Communities and Nested Development Pipelines • Authentic Assessment (i.e., Exhibitions, PBL, Standards Based Performance Tasks) • Cycles of Inquiry and Multi-Tiered Systems of Support	Disciplinary Education
Critical Pedagogy	• Pro Black, Anti-Racist, Neurodivergent Inclusive Praxis • Literacy and Liberation Practices • Critical Inquiry and Cross Curricular Evidence-Based Writing	Critical Education

Aspire College Academy's Liberatory Education Design Elements

Aspire College Academy integrates evidence-based, innovative, and results-driven program elements designed to prepare and empower scholars to build liberated and fulfilling futures for themselves and their communities. The following key design elements define our approach:

1. *Culturally Responsive Pedagogy and Practice (Culturally Sustaining Pedagogy)*
2. *Interdisciplinary Learning Environment Supportive of Student Academic Ownership (Culturally Sustaining Pedagogy)*
3. *Data-driven Decision Making (Disciplinary Pedagogy)*
4. *Social Emotional Learning & Behavioral/Mental Health Programming (Community & Restorative Pedagogy; Critical Pedagogy)*
5. *Small School Community Supports (Community and Restorative Pedagogy)*

1. Culturally Responsive Pedagogy and Practice:

In the spirit of Dr. Gloria Ladson-Billings' seminal work, Aspire College Academy embraces Culturally Relevant and Responsive Pedagogy to ensure equitable education for all students. This approach fosters students' understanding of multiple perspectives and identities by integrating their cultural backgrounds into teaching and learning.

Educators incorporate students' experiences when planning lessons, critically reviewing curriculum through a cultural lens. Aspire College Academy educators focus on three core elements of Culturally Relevant Pedagogy:

1. Academic Success: Focusing on students' intellectual growth and the development of academic skills.
2. Cultural Competence: Helping students affirm and appreciate their own cultures while developing fluency in other cultures.
3. Critical Consciousness: Encouraging students to recognize and challenge societal inequalities.

Our instructional program incorporates the development of practices that exemplify culturally responsive pedagogy. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Based on educational research and best practices for the student population that Aspire serves, Aspire College Academy builds and maintains a foundation rooted in cooperative learning structures, self-management skills, and consistent classroom routines—implementing strategies that emphasize communal goals and mutual support to enhance student engagement and academic success, while empowering students to take ownership of their academic journey. This ownership is cultivated daily through constructivist pedagogical approaches, such as dialogic learning, demonstrated through end-of-unit performance assessments.

Our instructional program integrates these principles using the **Aspire Student Learning Framework (ASLF)**—which is a coaching tool that outlines student instructional moves. Through coaching and data from the ASLF, teachers receive support

to embed culturally responsive methods in their planning and instruction. Instructional goals are regularly set and reviewed using this framework.

2. Thematic Learning Environment Supportive of Student Academic Ownership:

Interdisciplinary instruction involves the study of complex real-world themes that engage deep conceptual content building that meets the demands of our standards. By centering on community and cultural inquiry, it requires us to examine conditions of opportunity, justice, suffering, and liberation across content areas. In the 2025-2026 school during semester 2, we will launch a course interdependent approach to adapting units that align to our newly created Aspire Portrait of Graduate (also known as Graduate Profile). Over the next four academic years, units across all grade levels will adapt to the Portrait of a Graduate. During the 2025-2026 we will start with 5th grade and every sequential year thereafter other grade levels will adapt.

Through an inclusive method of collaboration with families, students and staff, ACA created the below Portrait of a Graduate beginning the school year of 2025-2026.

Portrait of a Graduate
TK-5th

- **(Justice Seeking Scholar) Thinking Deeply and Fairly** – Understanding what you read and see, noticing when things are unfair, and coming up with smart and fair ways to solve problems in your school or community.

- **(Knowledge of Self and Self-Determination Seeker) Knowing Yourself and Making Good Choices** – Understanding who you are, where you come from, what you believe in, and what you're good at. It also means having the confidence to set goals and make a plan for your future.

- **(Inclusive Community Caretaker) Caring for Your Community and Culture** – Respecting yourself and others, and working hard to make your school or neighborhood a kind, fair, and welcoming place for everyone.

- **(Courageous Communicator) Speaking Up and Using Your Voice** – Having the courage to say what you think and feel in a clear way, helping others be heard, and using your words to make positive changes.

- **(Compassionate Collaborator) Working Together and Caring for Well-Being** – Being a good teammate by listening, showing kindness, managing emotions, and helping others feel their best. Leading by example and working together to reach shared goals.

- **(Resilient Life-Long Learner) Being Flexible, Strong, and Always Learning** – Being able to handle changes, learn from mistakes, and stay curious and excited about learning new things throughout your life

Through these skills/competencies described in the Portrait of a Graduate, teachers design inquiry-based academic challenges that integrate big ideas and center student agency. Each thematic unit culminates with a social justice performance task that assesses mastery of content, which showcases the students' creativity. Educators receive support in planning cohesive unit plans that bridge opportunity gaps and reveal the interconnectedness of subject areas. Instead of teaching disciplines in isolation, faculty collaborate so students can apply their skills across varied contexts. This idea anchors into the interdisciplinary pedagogy on the instructional level.

Interdisciplinary instruction provides a template for elevating academic ownership. We empower students to take ownership of their academic journey because we believe that students are the drivers of their learning. This ownership is cultivated daily through the teaching practices described in the table below.

Students engage in cognitive tasks aligned with Common Core State Standards, NGSS, Mathematical Practice Standards, and Culturally Relevant Mathematical Practices. They express ideas using both academic and home languages, participating in rigorous, authentic dialogue that respects multiple perspectives and fosters collaboration.

Teaching Methods	
Cognitive Depth and Inquiry	Our teachers support all students in cognitively demanding learning experiences through carefully designed open-ended questions aligned to Depth of Knowledge. At Aspire College Academy, instructors thoughtfully design and lead rigorous classroom discussions that foster critical thinking and advanced problem-solving skills. Within this academic framework, students are encouraged to engage in meaningful reflection on the relevance and application of their learning to real-world contexts and everyday experiences. These learning experiences culminate in End of Unit Theme aligned performance assessments.
Explicit Instruction	Explicit instruction is an evidence-based form of teaching in which the teacher presents the lesson by stating the standards-aligned learning objective. The teacher then models an explicit skill and application using criteria for success, using thinking steps. Next, the teacher prompts guided practice and frequent checks for understanding. At the conclusion, students take the lead and individually demonstrate their new skills or content knowledge on a formative assessment that is collected and evaluated for mastery using a rubric or success criteria to uncover misconceptions and to inform future lesson targets.

Teaching Methods	
Reading Comprehension Strategies	**Literature Circles** are structured group discussions of a book or other piece of literature, similar to a book club, but for young people. Literature Circles provide students with the opportunity to engage in critical thinking and reflection, as wells as builds reading comprehension. **Close Reading** supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.
Integrated and Designated English Learner Development	**Integrated and Designated English Learner Development strategies** such as Structured Student Talk, Interactive Reading & Note-Taking, Academic Writing Support, and Explicit Language Instruction provide access for all students to rigorous, standards-aligned instruction.
Academic Discourse	**Academic Discourse** promotes the idea of dialogue, the language used, and a format that facilitates a high level of communication in the classroom. The discourse can range from peer-to-peer discussion to a whole-class discussion which provides daily opportunities for students to engage in protocols that support discussion to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Debates, Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write. What is imperative is that students are able to process and interact with the academic vocabulary.
Building Academic Vocabulary	**Building Academic Vocabulary** provides regular, ongoing opportunities for scholars to strengthen tier 2 and tier 3 (content-specific) vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition. Academic vocabulary knowledge prepares students to take on grade-level content and succeed in school and beyond.

Teaching Methods	
Flexible Grouping	**Flexible grouping** within the classroom provides differentiated support. For example, pedagogical support might include literacy support, tutoring across subject areas, and multilingual learning support. Aspire College Academy utilizes flexible groupings in the classroom to target materials based on students' needs. The teacher collaborates with the reading interventionist or instructional aides regarding instruction for small groups of students needing more specific support.

To effectively implement our instructional practices, Aspire College Academy prioritizes ongoing professional development and coaching through the use of the ASLF. After each classroom observation, teachers and coaches collaboratively identify a relevant teacher skill to guide the next coaching cycle. These targeted skills are selected based on formative and observational data and are aligned with strategies to accelerate student learning.

3. Data-driven Decision Making:

Aspire College Academy uses a systematic, evidence-based approach to data-driven instruction by **collecting, analyzing, and responding to diverse student data**. This ensures our teaching practices are responsive, equitable, and effective across both early and late elementary classrooms.

A key mechanism in our data-informed culture is the **Plan-Do-Study-Act (PDSA) cycle**, which drives continuous improvement:

- **Plan**: Identify targeted Common Core and Next Generation Science Standards based on scope and sequence and initial diagnostic data.
- **Do**: Implement instructional strategies while actively monitoring student progress.
- **Study**: Analyze data to assess the impact of instruction on student outcomes.
- **Act**: Adjust and refine strategies based on analysis to improve future instruction.

This cycle is reinforced through formative assessments, progress monitoring, and data chats, which provide timely, actionable insights into student learning. Educators use this real-time feedback to adjust instruction, ensuring a high level of responsiveness to student needs.

Data-driven decision-making is further supported by our Multi-Tiered System of Supports (MTSS). Within this system, we employ a range of assessments—including universal screeners, diagnostic tools, and summative measures—to identify students for targeted support, inform instruction, and promote a culture of continuous learning and improvement.

of Assessments		
rsal Screeners	**Diagnostic Assessments**	**Summative Assessments**
rsal screeners are used to: ovide data to measure the fectiveness of core struction to allow teams to nsider adjustments across er 1 entify students who may nefit from Tier 2 and Tier 3 pport ***ewide required:*** *Ready, initial ELPAC, mClass rrently, we do not have an spire-wide universal reener for CA NGSS and ELD andards*	Diagnostics are used to: ● Measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring ***Aspirewide required:*** ● *Phonological awareness & Phonics diagnostics (as needed)* ● *i-Ready (domain and instructional reports)* ● *IABs*	Summative assessments will be used to: ● Benchmark student performance relative to what students need to be successful on the content standards assessed ● Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals ***Aspirewide required:*** ● *SBAC/CAA* ● *CAST* ● *Summative ELPAC/ Alt. ELPAC* ● *PFT* ● *Unit Summative Assessments*

tive Assessments	**Progress Monitoring**
ng assessment embedded within effective ng to guide instructional decisions and e indicators for scaffolding, accommodation, accessibility solutions. *les of Formative Assessments: Exit tickets, lum embedded assessments, IABs*	Progress Monitoring Measures - Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness. *Examples of Progress monitoring: Plan-Design-Study-Assess Cycles, ORF, Phonics Mastery Test*

4.

- ~~*Students* apply mathematical concepts and processes, including number systems,~~

operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

A balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms and a double block of math in secondary schools, our state adopted math materials, Stepping Stones and California Preparatory Mathematics can be interwoven with other real-life problems. These materials will also change or be updated with the realignment with the CCSS.

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

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

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

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

- *Social Emotional Learning:*

Aspire Social and Emotional Learning Vision Statementand Behavioral & Mental Health Programming:

Social Emotional Learning

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

- Managing emotions and behaviors to support building healthy identities
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

SEL competencies and themes are integrated throughout the school day and explicitly taught with their Homeroom Teacher.

Mental Health Programming

Mental wellness is essential to the healthy development of our scholars in academic and social contexts. All stakeholders, inclusive of families and staff, embrace a strengths-based perspective to realize the potential of scholars to learn and improve their overall well-being. With this understanding, the mental health program provides differentiated, trauma-informed, and culturally humble and responsive mental health services such that scholars and families are successful at Aspire College Academy and beyond. Our program provides scholars with school-based, social-emotional counseling that is available through our school Mental Health Department, staffed with BBS registered and licensed therapists. School based Mental Health Therapists work with scholars focusing on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Mental health services are available throughout the day.

5. Small School Community Supports:

The Aspire College Academy community is small, in both overall enrollment and average class size. This allows faculty to foster deep relationships with the student body. Our instructors can implement programming and practices that provide personalized attention to students, built upon awareness of student academic and non-academic needs and interests.

Students are more likely to succeed in small school environments, where teachers, principal and staff have fostered a familiar relationship and one in which all stakeholders feel a part of the community. At Aspire College Academy, one of our key aims is for each student to be known, seen, and valued by our faculty.

In practice, our teachers greet their scholars during threshold (i.e., a door greeting relationship-building strategy) and create time and space to individually check in as needed, which could be during morning meetings, lunch, recess, or during small group time.

Teachers provide targeted instruction; learning specialists provide tailored support to our students with IEPs. The Education Specialist collaborates with classroom teachers to ensure that the curriculum and lesson delivery are accessible for students with IEPs. Their intentional collaboration is essential to the success of student learning. All instructors help students manage their work and goals independently. As the Regional Instructional program shifts towards an interdisciplinary model, Aspire College Academy has two teachers who are engaging in the instructional teams pilot of implementation of Interdisciplinary Units. Through this collaboration, the teachers are encouraged to develop lessons that reflect the identities and cultures of their students. Students are learning grade-level content and standards through cross-curricular lessons over a period of eight weeks culminating in a performance tasks assessment.

The expanded learning program at Aspire College Academy offers students in grades TK-5th an opportunity to participate in a variety of extracurricular activities. During school breaks, the program offers students an additional 30 days to participate in programs that support their academics and expose them to various enrichment opportunities such as Berkeley Engineers And Mentors (BEAM), Science Club, Ukulele Club, Young Men's Group, Cooking Club, Art Club, Basketball, and Cheer.

Our Commitment to a Liberatory Learning Environment

Aspire College Academy's instructional model is rooted in interdisciplinary, culturally responsive practices guided by the Aspire Student Learning Framework (ASLF). Our approach ensures that every student, including Multilingual Learners and Standard/Mainstream English Learners, has access to rigorous, relevant academic experiences.

We are committed to creating learning conditions that enable every scholar to reach their full potential. Our classrooms promote safety, structure, and engagement with high expectations for all. Our teachers emphasize restorative justice principles and normalize mistakes as part of the learning process to cultivate a supportive and safe learning atmosphere. Recognizing the inequities that exist in broader society, we actively work to disrupt those systems and create transformative, empowering experiences for our students.

Curriculum

- Aspire ~~*Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts.~~

- ~~*Health:* Students 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 or our own internal surveys will inform additional needed interventions.

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

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)[1];

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Fountas and Pinnell Reading Benchmark, STAR Renaissance Reading Assessment, SAT and/or ACT);

- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, Performance Tasks);

- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);

- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and

College Academy uses a combination of standards-aligned adopted curricula alongside teacher-created interdisciplinary, Culturally Responsive Materials to provide equitable access to build foundational academic skills, higher-order thinking skills, and life skills.

Subject	Curriculum Description
ish Language and English ner elopment:	Aspire College Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Aspire College Academy's English Language Arts and English Learner Development curriculum is designed to support the examination and analysis of grade-level, complex texts through demonstration of critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate, and discuss ideas. Throughout the curriculum, students engage in academic writing such as narrative, expository, and argument forms that range from various modes of expression appropriate to the audience and purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner ("MLL") supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction.

	Aspire College Academy uses Wit & Wisdom for grades K-5. Wit & Wisdom is an instructional K-8 ELA curriculum that is based on the Science of Reading and allows students to dive deep into topics and authentic core texts to build knowledge of the world around them. Through lively classroom discourse, content-rich texts, and detailed writing prompts, students build a deeper understanding of history, science, and geography while developing the critical thinking skills that will benefit them for a lifetime. EL Achieve is a comprehensive English Language Development Program that is focused on student-centered instruction, which supports content-area success by strengthening language abilities and teaching the language that native-English speakers already bring to their schooling. It follows a scope and sequence of language skills, with a focus on the high-leverage, portable vocabulary and sentence structures of the proficiency level.
al Science:	Aspire College Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Aspire College Academy's history and social studies instructional program is interwoven with the English Language Arts curriculum, lending itself to interdisciplinary instruction. Teachers build upon their history / social studies content in order to support and enhance the learning happening in other subject courses. Students apply historical, political, philosophical, geographical, economic, and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic, and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at the elementary level include primary sources, historical literature, and a variety of non-fiction texts as recommended by the Common Core State Standards.
hematics:	Aspire College Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students

	in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Aspire College Academy's math curriculum is designed to focus students on the major work of each grade to develop a deep understanding of standards that are connected to key topics and concepts as they are built over time. Delivery of instruction is focused on utilizing a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency, and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluencies, and critical problem-solving skills. Students will learn to apply mathematical concepts and processes. Students' ability to deeply understand concepts through problem-based questions is highly emphasized and assessed through everyday teaching and learning. This includes the students' ability to learn and apply Culturally Responsive Mathematical Practices and the Standards of Mathematical Practices. Students will be exposed to instructional strategies like the Three Reads Protocol and Academic Discourse discussion protocols in order to elicit student thinking. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to develop fluency in symbolic reasoning and in constructing logical arguments. Students are exposed to a variety of problems and mathematical situations that require them to use strategies flexibly to reason, both abstractly and quantitatively, identify appropriate tools, develop models, and leverage their conceptual foundation to solve complex tasks and problems. Grades TK-5 use Eureka Squared Math. Eureka Math Squared is a comprehensive TK-12 curriculum that sequences math concepts from basic to advanced. It is known for its coherence and rigor, structured to help students build a strong foundation in mathematics, and focuses on a deeper understanding of mathematical concepts.
nce:	Aspire College Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens.

	Aspire College Academy's science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and solve problems. They apply conceptual knowledge and processes from the Disciplinary Core Ideas ("DCIs"): Life Science, Physical Science, Earth and Space Science, and Engineering, in order to further the study of science and relate the study of science to other disciplines. This includes the students ability to learn and apply the Science and Engineering Practices ("SEPs") and Cross-Cutting Concepts ("CCCs"). Grades K-5 use Amplify Science. Amplify Science is a Next Generation Science Standards aligned curriculum that utilizes a hands-on investigative approach along with the use of print resources and digital modeling tools and simulations. Amplify Science is organized around units where students encounter compelling phenomena and real world problems, develop and strengthen claims by collecting evidence and testing assumptions, and apply their learning in new contexts. The units provided by the curriculum are the base for interdisciplinary instruction. The units per grade level cover the following topics: ● Kinder: Needs of Plants and Animals, Pushes and Pulls, Sunlight and Weather. ● First Grade: Animal and Plant Defenses, Light and Sound, Spinning Earth. ● Second Grade: Plant and Animal Relationships, Properties of Materials, Changing Landforms. ● Third Grade: Balancing Forces, Inheritance and Traits, Environments and Survival, Weather and Climate. ● Fourth Grade: Energy Conversions, Vision and Light, Earth's Features, Waves, Energy and Information. ● Fifth Grade: Patterns in the Sky, Modeling Matter, The Earth System, and Ecosystem Restoration.
al and orming Arts	Aspire College Academy believes that participation in the arts is essential to each student's development. The arts are integrated into interdisciplinary units to inspire and deepen learning experiences. Visiting artists also provide special programs in the arts. Aspire College Academy works to establish partnerships with local arts organizations to provide additional programs for students.
al Emotional ning (SEL)	Social Emotional Learning competencies are explicitly taught during the advisory block. RULER is the curriculum that we use to support building students' capacities

	in the CASEL SEL competencies of self awareness, self management, social awareness, relationship building and responsible decision making. In this curriculum there are a specific set of tools that are designed to build students' emotional intelligence: • **The Classroom Charter:** Students participate in the development of a written community agreement, known as the Charter, that allows for the inclusive and equitable safety of all members conducive to learning effectively. In the Charter, students collectively share how they want to feel at school, the actions they can take that might produce these feelings, and the actions they commit to taking if someone is not supporting these feelings. • **The Mood Meter:** The Mood Meter is a two-axis grid used to show students' levels of pleasantness/unpleasantness against high/low energy. Instructors teach students to identify how they feel using the grid and its two conditions. Students also learn and practice expressing vocabulary associated with these feelings, as well as try out regulation strategies to proactive, responsive actions they can take to alter their moods and actions. • **The Meta--Moment**: This tool is a process for responding to emotional situations that could cause reactive emotions. This practice is used as a self reflection moment, where students visualize being their best self and strive to implement strategies to align who they are with that vision. • **The Blueprint**: As a conflict management tool, the Blueprint helps students practice engaging in empathy by teaching students to consider others' perspectives and respond to a situation in consideration of how others are feeling. Faculty dedicate the first part of the school year unpacking these tools and familiarizing students with them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress with their Advisor and through journaling.
sical Education :	Aspire College Academy's Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games, and some net games.

Interventions and Enrichment

Interventions

Aspire College Academy's academic program acknowledges the diversity in student learning by leveraging comprehensive data to inform instruction. The school aims to provide systematic and proactive support to all students by using the Multi-Tiered System of Supports framework, which allows us to center those who demonstrate academic, social-emotional, or behavioral challenges. Student support and progress is monitored regularly to assess next steps. The MTSS framework is composed of three tiers of support:

- Universal Supports (Tier 1) encompass high-quality classroom instruction, where educators employ differentiated teaching methods to cater to the varied strengths and needs of students. This level involves general classroom adjustments, such as individualized support, small group sessions, and customized learning experiences.
- Targeted Supports (Tier 2) introduces an additional layer of interventions within or outside the regular classroom setting, delivered intentionally to meet specific instructional gaps based on data driven decisions. These interventions are often facilitated by classroom teachers with collaboration by specialized educators, administrators, or instructional aides.
- Intensive Supports (Tier 3) increases comprehensive instructional support for students through more frequent and more individualized intervention programs, often in addition to other layers of support. This intensive level of need is often met through one-on-one or small group support to address diverse student needs.

Aspire College Academy prioritizes professional development in MTSS strategies, with a focus on meeting the unique needs of English Learners and students from marginalized communities. The process through the tiers is dynamic and responsive, ensuring timely and effective support for every student. Examples of support strategies may include the following:

r 1	Tier 2	Tier 3
Additional instructional time Differentiated instruction Various options to demonstrate mastery Flexible groupings Additional exposure to the information and language being presented in the lesson Progress reports to parents/guardians Planner checks Instructional Aide support	● Group and individual counseling ● Parent meetings ● One-on-one instruction by teachers, paraprofessionals or a Special Education Resource Teacher (for students with IEPs) ● One-on-one check ins with a culture team member and/or mentor ● Peer tutoring ● Additional focused assignments targeting areas of need	● Daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school one-on-one tutoring and Saturday sessions) ● A higher level of strategic collaboration and coordination among the team

Focus on accelerating student progress and meeting student needs Opportunities for breaks as needed Social and emotional learning Positive Behavioral Interventions and Supports ("PBIS") Teacher office hours for tutoring	• Behavior contracts • Clean weeks (opportunities to reduce Reflections) • Alternatives to suspensions	(general and specialized) providing services to each student

Student Support Team

When interventions are not yielding the desired outcomes, the educational team engages in the Student Support Team ("SST") process to evaluate and plan further steps to support, ensuring a comprehensive and student-centered approach. The SST includes the student's teacher(s), advisor, an administrator, additional relevant staff such as a counselor, Multi-Language Learner Coordinator, special education teacher, the parent(s), and the student (if appropriate). Any teacher or parent can request an SST review of a student's needs for additional support and intervention.

The administrator is responsible for scheduling an SST meeting when required participants are available and sends formal notification. The administrator prepares all materials for the SST meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The administrator facilitates the meeting and ensures all participants engage. The SST discusses and documents concerns, as well as develops and executes a plan targeting the student's specific needs. The administrator documents the co-developed plan and schedules the next meeting (6-8 weeks after the first SST meeting). After, all participants assigned roles will collect data and provide input on the plan's interventions.

At the subsequent SST meeting, the team reviews progress and determines next steps. If the team notes progress, they acknowledge the accomplishment with the family and decide which set of supports will remain in the plan, which components warrant reconsideration, or whether the SST process should continue. If the team notes no progress or decides to revisit the plan, they review the plan to consider continuing and/or modifying interventions.

As needed, the administrator updates student records with SST documentation and schedules another 6-8 week follow-up meeting. Interventions continue until students are meeting their stated goals or referral for assessment is recommended. Referral for special education eligibility may occur after reasonable and consistent interventions have been implemented and determined to be unsuccessful.

Enrichment

At Aspire College Academy, the enrichment offerings significantly enhance the educational experience, providing students with a diverse array of clubs and sports that cater to a wide range of interests and abilities. These extracurricular activities play a crucial role in promoting personal growth, leadership skills, and community engagement among students. By participating in these programs, students not only explore their passions and develop new skills but also learn the value of teamwork and perseverance, which are essential for both academic and personal success.

ACA provides several enrichment programs after-school through its Extended Learning Program. ELP enhances our students' educational experience at ACA by providing LIFT Culinary Arts classes, Mocha Fine Arts classes, Ukulele Music classes, UC Berkeley Student-led Engineering classes (B.E.A.M.), and S.T.E.M. Science classes. Additionally we have provided scholars the opportunity to participate in on-site coding and robotics classes. These arts, science, technology, and engineering are available to all students, whether or not they are registered for our Extended Learning Program.

Aspire College Academy also has multiple student groups who meet weekly. These students' groups are Student Council, Safety Patrol, Black Student Union and La Raza Latinas Unidas. These groups are a great representation of the school community and a reliable source in gathering the pulse of the overall student community. These student groups provide feedback to school administration regarding students' feelings, thoughts. and suggestions about school trends, culture and climate. These students plan and facilitate spirit-building activities around the school and assist in uplifting Positive Behavior Intervention Systems on campus.

Technology as a Tool

At Aspire College Academy, technology is used as a tool for research, communication, and production— just as it is in everyday life. Each school has a , and for independent practice of core academic concepts. A combination of tablets, laptops and Chromebooks, usually at 1:1 or 2:1 chromebooks are available for student use. Students are also able to computer ratio.use projector and docucams for presentations and demonstrations. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skillscreating mathematical models through electronic mail and publishing, various educational applications and computer based math tasks.

In addition, Aspire College Academy strategically leverages different web-based instructional platforms to supplement our teachers direct instruction and their research skills provide students with alternative ways to reengage in the core curriculum in class and at home. i-Ready as a blended platform to support student learning. i-Ready serves as a powerful technological tool for instruction by offering personalized learning experiences through use of electronic references, including the Internet.an adaptive online program. The program allows students to engage in learning activities that are tailored to their individual academic readiness and standards. By leveraging technology in this way, i-Ready facilitates targeted, efficient, and effective instruction that meets students at their point of need, fostering both engagement and academic growth.

Additionally, many Aspire educators utilize technology as a tool to provide students with additional opportunities for individualized learning. The Charter School will combine best practices in blended learning, which combines teacher-led small group instruction with digital learning and interdisciplinary units. Students will follow individualized learning paths on computers as part of their core instruction. These classroom structures support more targeted guided reading and small group instruction in the classroom.

Technology is also used as a tool to provide students with additional opportunities for individualized learning at Aspire. To best reach students, we believe in classroom structures that enable small group and one-on-one instruction. As we've seen in our other schools, blended learning empowers teachers to deliver the individualized instruction that underserved students need to catch up and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them within their zone of proximal development with the lessons they most need that day. Aspire has

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

identified effective software that is Common Core aligned and generates data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to this new model. Aspire has also codified best practices around using technology for differentiation in classrooms, and has successfully helped teachers transition to a model that individualizes learning for students.

As a result of this philosophy and approach, in SY16-17, the Aspire College Academy piloted the use of a blended learning software program in ELA in 4th and 5th grade. Based on this pilot and simultaneous work to integrate technology in the humanities courses, the Charter School will continue to use digital tools strategically and in a way that will ensure that students are building on skills that will prepare them for success in the 21st century.

SUPPORTi-Ready is also leveraged by ACA as a benchmark and formative assessment. Teachers monitor student progress on i-Ready weekly and are able to use the data from i-Ready to inform their planning and instructional practices. ACA teachers utilize the data to create cooperative learning and intervention groupings. As a formative assessment given 3 times yearly (August, December, and May), ACA staff are able to measure students progress over time and use the results to make determinations about students' instruction needs.

Similarly, ACA also contracts with LexiaLearning, which provides clear and easy to navigate phonemic awareness, phonological, sight word, morphology, fluency, and comprehension mini-lessons and practice for students to follow along independently. This platform reinforces our Science of Reading professional development with our staff and our SIPPS instruction for our students. SIPPS, which stands for Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, is a research-based reading intervention program designed to help students in grades K-12 develop foundational reading skills. It focuses on decoding, phonological awareness, phonics, and sight words, and is used to support both new and struggling readers. ACA also has a similar program for math that we leverage to support students' learning. Through ExploreLearning, ACA, has a subscription with the platform ReFlex and Frax. Reflex focuses on basic math skills and fluency, ensuring students have a strong number sense. Frax is a part of the Reflex program as well, but solely focuses on fractions.

Furthermore, ACA teachers use technology to deliver instruction and communicate with families. Many of our teachers create their lessons using Google Suites, mostly Google Slides, to ensure our students have visuals to support their learning. Teachers also use Youtube Education to share follow-up videos to support the students' learning. Additionally, some of our teachers have their own Youtube channels in which they record themselves teaching and post on Class Dojo or Google Classroom for students and parents/guardians to view at a later date for review. As previously mentioned Class Dojo, ParentSquare, PowerSchool Messenger and Google Classroom are all platforms ACA staff use to stay in constant communication with families.

Plan for English Learners

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. The Charter SchoolAspire College

Academy will meet all applicable legal requirements for English Learners ("EL") as it pertains, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classificationreclassification to fluent English proficient status, monitoring and evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirement. The Charter Schoolrequirements. Aspire College Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Planplan can be found in Appendix VIV.

- *Home Language Survey*

The Charter School

Aspire College Academy will administer the home language survey upon a student's initial enrollment into The Charter School (on enrollment forms). Spanish-speaking students in the country less than twelve months will be given the state's Designated Primary Language Test (currently the Aprenda and CCSS-based Tests in Spanish) to determine the student's academic proficiency when tested in his/her home language of Spanish.ACA, as required by a California public school (on enrollment forms).

- CELDT/ELPAC Testing

In the 17-18 school year, all *English Language Proficiency Assessment*

> All students who indicate that their home a language is other than English on any of the four home language survey questions, their records will be checked against CALPADS, and who have not taken if no previous record exists, they will be tested with the California English Language Development Test ("CELDT") before, will take this assessment within thirty days of initial enrollment[2].
> Students who historically have taken the CELDT (i.e. annual CELDT takers) will take the newInitial English Language Proficiency Assessments for California (ELPAC) in the spring

[2] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than. The Initial ELPAC has 3 proficiency levels: Novice English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

of 2018. More specifically they will take the annual summative assessment to measure a students' progress in learningLearner, Intermediate English Learner, and to identify the student's level ofInitial Fluent English Language proficiency (ELP). In 18-19 students will only take the ELPAC in accordance with state Education codeProficient. The Summative ELPAC has four proficiency levels: Level 4 - well developed; Level 3 - moderately developed; Level 2 - somewhat developed; and Level 1 - minimally developed and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments which are detailed further below:

- Initial Assessment ("IA")

The Charter SchoolELPAC IA is used to identify students as either an English Learner (EL), or as Initial Fluent English Proficient (IFEP). The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient (RFEP). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grade 2, the listening, speaking and reading domains are administered individually, while the writing can be administered in groups. In grades 3–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window between February 1 and May 31. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

ACA will notify all parents of its responsibility for ~~CELDT/~~ELPAC testing and of ~~CELDT/~~ELPAC results within thirty days of receiving results from the publisher. The ~~CELDT/~~ELPAC shall be used to fulfill the requirements under the Every Student Succeeds 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/~~ELPAC.

  - ~~Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.~~

- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance ~~and~~in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

  - ~~Assessment of students' independent reading level as compared to grade level Lexile expectations using the STAR Reading assessment in conjunction with the Fountas and Pinnel Reading Benchmark.~~

Students who have met the criteria to be reclassified from English Learner to Fluent English Proficient will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folders.

Strategies for English Learner Instruction and Intervention

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

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

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

~~Ongoing Assessment of EL Students~~

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

Aspire Public Schools offers two programs by default:

- Structured English Immersion ("SEI")
- English Language Mainstream ("ELM")

The SEI Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.[15]

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 **ELD** Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 **ELD** Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

English Language Mainstream is the program for English Only ("EO"), Initial Fluent English Proficient ("IFEP"), and Reclassified Fluent English Proficient ("RFEP") students. Families of English Learners may request a placement in only ELM using the English Learner Services Waiver.

15 *"ELD Framework (2014), Chapter 2, Figure 2. California Department of Education."*

At minimum, students at all ELD levels are placed into designated ELD courses. These Designated ELD courses correspond to students' EL proficiency levels (Emerging, Bridging, Expanding) and grade level. Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language.

To better access the core curriculum, all ELs receive Integrated ELD, which is taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

As outlined by the State, key components of Integrated ELD include:

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge."[16]

Monitoring and Evaluation of Program Effectiveness

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

- ~~Monitoring student literacy growth~~take place through ~~quarterly STAR Reading Assessments and F&P Benchmarks~~
- ~~Regular and ongoing Running Record assessments embedded into the Leveled Literacy Intervention for struggling readers~~

~~**SUPPORT FOR ALL STUDENTS**~~

~~***Highly Qualified Teachers***~~

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

[16] ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

Personalized Learning Plans

The Charter School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. During Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, The Charter School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by The Charter School through its system of instruction and support, including in-school, after-school, specialized classroom instruction, or positive behavior supports. Aspire's high standards for learning, comprehensive interventions, and rigorous caring provided to all students can be personalized in the PLP. In addition to other supports, the PLP guides The Charter School in providing appropriate general education strategies to ensure the progress of students with unique learning needs, including students eligible for Special Education service, others served by 504 plans asthe state required by law, English Learners, Homeless or Foster Youth, and students achieving substantially above or below grade level expectation.LCAP Annual Update process with additional analysis upon the release of the most current Summative ELPAC scores. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency within 5-7 years. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards including EL chronic absenteeism.
2. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
3. Whether to eliminate specific EL activities proven to be ineffective.

After the release of the school's Summative ELPAC scores, staff will review students' progress on the Summative ELPAC between school years. This information is used to inform programming decisions such as Designated ELD scheduling and staffing, a focus for ongoing professional development specific to the needs of their ELs, and reclassification prior to the start of a new school year. All of these decisions are identified in alignment with the regional and school strategic plans and reported on to the Annual Aspire ELD Services Reporting form.

The LCAP Annual Update process consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other Aspire administrators regarding the school site strategic plan. The Annual Update analysis consists of the following components:

1. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
2. Reclassification rates and students at risk of being identified as Long-Term English Learner
3. In depth review of site MLL program evaluation
4. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
5. Evaluation of the LCAP EL Goals, Actions, Outcomes, and expenditures

Concluding the robust program evaluation process, school leaders incorporate stakeholder feedback into their LCAP Goals, Actions, Outcomes, and Expenditures for the following school year.

Support for All Students

At Aspire College Academy, we support low-achieving students through a strategic approach that integrates a Multi-Tiered System of Supports, instructional coaching cycles, and alignment with the Aspire Student Learning Framework. MTSS provides a structured framework to deliver targeted interventions based on student needs, ensuring that every student receives the appropriate level of support. The instructional cycle enhances this by facilitating continuous improvement in teaching strategies and interventions. This systematic and reflective method ensures that our practices are consistently evolving and improving in alignment with the Aspire Student Learning Framework, which emphasizes culturally responsive teaching and rigorous academic standards. Together, these strategies ensure a comprehensive support system that uplifts and transforms all students within Aspire Academy.

Youth Supports for Foster and Homeless Youth

Under the McKinney-Vento Homeless Assistance Act, Foster Youth and children experiencing homelessness receive services and support, ensuring eligible students have equal access to the same free, appropriate public education as other children and removing barriers to enrollment and retention. The Charter School site Administrative Designee acts as the liaison between eligible youth and coordination of school site services, including identification, immediate enrollment, and resource distribution. The Charter School reserves funds, designated for Homeless and Foster Youth Education, that may be used to provide clothing, transportation, school materials, medical, tutoring, and other allowable expenses.

The Administrative Designee receives annual training and ongoing support by the Aspire Bay Area Regional Director of Student Services to ensure appropriate identification and legal compliance.

Students who Perform Academically Low~~-ACHIEVING STUDENTS~~

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

~~Students targeted for additional instructional support or intervention will include, but are not limited to~~. During the school day, students who~~, through universal screening or other assessment, meet the following criteria:~~ are identified with foundational

literacy gaps in decoding are provided strategic, explicit instruction. Additionally, in the Expanded Learning program, students are offered individualized tutoring services four times per week in math and reading through Sylvan Learning Partnership and other programs.

Students who are Socio-Economically Disadvantaged and/or Low Income

Our instructional program across Aspire Public Schools is designed with the intention of serving students from traditionally underserved populations and many of our curriculum and instructional decisions focus on meeting the needs of learners to ensure they are college and career ready. Aspire College Academy seeks to serve students who are socio-economically disadvantaged and low income. Aspire College Academy was designed to create a small community where students are well-known by teachers and staff. By having a small school and small classes, our students and their individual needs are known. Socio-economically disadvantaged students are typically identified by qualification for Free and Reduced Price Meals. Qualification for this program is monitored on an annual basis.

Students who Perform Academically High

Aspire College Academy's teaching methods are designed to differentiate and individualize instruction for students at different levels. Students achieving above grade level can be effectively served through acceleration to a higher grade level at the discretion of the parent and principal or access accelerated content through online personalized programming. Our teachers lesson plan in a fashion in which they prepare probing questions, class assignments and homework assignments for their high, medium and low students. Our high performing students are provided the opportunity to work on math performance tasks that force them to think in critical ways. ACA's high-performing students participate in Literacy Circles and Socratic Seminars to prepare them for honors and advanced placement classes in middle school and high school. As mentioned above, ACA also has subscriptions to multiple educational websites that our higher performing students use to access middle school level curriculum.

Grading

Grading Vision

Our Aspire core value, agency and self-determination, states that each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for themselves and their families. Our grading policy and practices strive to embody these tenets in alignment with our values, mission, and vision. Aspire has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- Grades should be accurate: Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student's level of academic performance.

- Grades should be bias-resistant: There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student's progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational, and/or culturally-influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).
- Grades should be motivational: Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

~~essment~~	Criteria ~~For Additional Intervention~~for Grades		
~~rter nced essment nsortium AC) – ELA r Math~~4	~~Not Met or Nearly Met the Standard~~3	2	1
~~untas and hell~~Exceedi the grade-l standards	Meeting the grade-level standards	~~Below~~Approaching the grade level standards (Students has key gaps in their understanding)	Not met the standards (Student is unable to demonstrate B or C levels without assistance

~~Parent Recommendation~~	~~Any~~
~~Teacher Recommendation~~	~~Any~~

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

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

SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

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

Because Aspire's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at The Charter School.[3] For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes 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 STUDENTS WITH DISABILITIES

Overview

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

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

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

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

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

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

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

Services for Students under the IDEIA

In accordance with state and federal law, each student eligible under IDEIA will be provided a free appropriate education in the least restrictive environment. No student shall be denied admission to The Charter School because he or she is in need of special education services. Aspire is dedicated to ensuring that identified special education students shall be enrolled in the

general education classroom setting along with their non-disabled peers and shall have access to participate in extra - curricular activities the same as their non-disabled peers.

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

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

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

Aspire's educational program includes systems of intervention, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional supports for all students, including English Language Learners, or students with disabilities. Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

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

Child Find

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

If a student is eligible for Special Education, Specialized Academic Instruction and Related Services will be provided as determined in the Individual Education Plan. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided for students with specific accommodations or modifications to their learning program as determined in their IEP. These options will also serve general education students with intensive academic or behavioral support needs as determined through the charter school's Response to Intervention system.

LEA Member in EDCOE Charter SELPA

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

As the LEA, The Charter School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective September 3, 2013. Proof of LEA SELPA membership status is attached in Appendix VIII. As such, State and Federal funding shall be allocated directly to The Charter School per the allocation plan of the Charter SELPA. The Charter School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

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

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

- Child Find The Charter School will assure that all students with disabilities are identified.

- Full Educational Opportunity The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

- Least Restrictive Environment (LRE) The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.

- Individualized Education Program (IEP) The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.

- Assessments The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.

- Personnel Standards The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.

- State Assessments The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the Charter SELPA and/or CDE. The Aspire Director of Special Education will involve The Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEIA are met, and each child is well served.

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

Induction Program for the Education Specialist Credential. Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter**Aspire College Academy's Goals and Actions to Achieve the State Priorities**

Please see the LCAP which is attached as Appendix VI of the charter, for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the State Priorities, schoolwide and for all numerically significant student subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

In addition to the SELPA, and other organizations with researched based practices that support students with disabilities.

A Typical Day

Morning community building: Starting at 7:30 AM, scholars and families join us in "University Hall" (UH) for morning announcements, cheers, and celebrations. Teachers and 4th/5th grade leaders greet you as you enter and breakfast is available for all students. Every day at 8:00 AM, classes perform their class cheer to show off their pride for their classroom college. On Fridays, a scholar from each class gets a "shout out" for contributing positively to our community – by showing kindness, working particularly hard in class, taking an academic risk, or using their TOOLBOX tools. The entire school cheers each scholar on.

After our school wide cheers, scholars walk to their classrooms with their teachers and receive an individual greeting as they enter the room for quiet morning work. Students spend their first minutes doing strategic review work and then transition to a class morning meeting. Every morning, each student has an opportunity to share something about themselves and the class does an activity together that increases the feeling of belonging. This is also a time for scholars to set personal goals for their learning and for their use of their TOOLBOX tools.

Reader's and Writer's Workshop: One of the most important times of the day as an goals listed therein, ACA has the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A Typical Day

After walking approximately one mile to school, Estrella, a 3rd grade student at Aspire College Academy, arrives at ACA at approximately 7:40am - walking hand in hand with her mother. They are met at the front gate (as they are every day) by four familiar smiling faces, ACA's Family Support Manager, along with one of our Mental Health Therapists, Education Specialists and Instructional Assistants. ACA's Family Support Manager, Ms. Ramirez speaks first, greeting the Family and starting a conversation with Estrella's mother about the upcoming English Language Advisory Committee meeting. Ms. Robinson, the Education Specialist then asks Estrella, "How did it go with your ELA homework? Were you able to understand it easier with the modifications I made to the directions?" Estrella nodded with a smile, affirming that she understood and successfully

completed the assignment. Next, Ms. Sienna ACA's Mental Health Therapist says to Estrella, "Let's go get breakfast!" The two walk towards the cafeteria. Ms.Sienna begins her morning check-in with Estrella, inquiring about her morning, her current mood, and setting goals and expectations for the day.

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

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

~~***Art and PE:*** Everyday, scholars participate in Art or PE. After a short lesson in art class to learn key vocabulary, mediums, and strategies—often through artist study,—scholars spend most of the time creating. Scholars can be known to engage in a range of mediums from clay to pastel to paint. In PE, scholars start by watching a short motivational clip and getting quick instruction in the classroom and then getting out on the playground or court for some real-time coaching. In addition to learning skills for sports like ultimate Frisbee and basketball, PE has a large focus on sportsmanship and how to play games for fun.~~

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

Math: Scholars start math with highly engaging and fun counting and fact fluency. Through this process, they are building proficiency with math fact families, number patterns, and place value. This is a short but powerful time of the day. Scholars then transition into working on a challenging word problem that helps them put the objective of the day into real-life context. Then scholars engage in a Eureka math lesson focused on building conceptual understanding of units.

Workstations or centers: Finally, scholars wrap up the day with collaborative centers. During this time, younger scholars work together on reading fluency or foundational skills and older scholars work on writing, reading, or projects. The teacher maximizes this time by pulling guided groups for reading or math.
Closing Circle and Departure: Classes end the day back in a community circle. This routine is a very important one because it give scholars the opportunity to reflect on the day and celebrate each other. It is common to see scholars cheering each other on, giving appreciations to one another, and sharing something special about their day before they exit the building to meet their families or their after school program teacher. Every scholar gets an individual "goodbye" before they leave and teachers, principal, and assistant principals get the special opportunity to end the day greeting families and celebrating scholars' daily achievements as cars drive by

After School or Expanded Learning Program (ELP): At 3:30pm, about one third of Aspire College Academy scholars end their day with a snack on the benches while socializing with friends and their ELP teachers. Monday through Thursday, scholars spend 3:30-6:00 pm in ELP engaging in read alouds, centers, and homework help. On Fridays, in addition to the normal routine, scholars get to participate in enrichment activities and projects. For example, they may participate in yoga club hosted in 6 week cycles or they may participate in a weather unit and do science experiments each Friday.

in the cafeteria, Estrella is greeted by a huge smile from the Cafeteria Manager, Ms. Wendy, who shares with Estrella the breakfast options for the day. Estrella chooses a milk, an apple, and a raspberry yogurt with granola, then she heads to her typical seat at the breakfast benches where she finds three of her friends already eating. They laugh and talk about the latest fun TikTok trend until 8:00am when they suddenly hear a familiar voice cry out, "Hold Up!" and then the entire student body replies, "Wait a Minute!!!" At that point the entire crowd goes quiet and students turn their attention to the front of the cafeteria - It's Mr. White starting the school-wide morning meeting. Mr. White greets the student body, then starts his typical call and response. He reminds the students to Be Safe, Be Kind, and to Learn a Lot. He reminds the students that they should be First-Time Listeners and to Try Their Best. Mr. White then calls up five students to help lead the school cheer - Estrella is one of the students selected. Excited to do so, all five students hustle to the front, as Mr. White Counts to get the cheer started. Estrella and others begins as the rest of the students body join in:

"I'm a Jaguar, daily,
Keeping it lit, 180;
I'm expected, accepted,
Joyful, love and connected;
We are Jaguars, truly,
Uplifting our community,
We are Jaguars, daily,
That's why we keep it 180.

Mr. White reminds the students that "keeping it 180" means to maximize your learning opportunity all 180 days of the school year - don't waste a day. Then Mr. White's voice calls out, "Jaguar Clap on 3….1, 2, 3!!!" Estrella leads the students in the traditional Jaguar clap and the scholars begin to exit the cafeteria by grade level to their classes.

Pumped up from a lively morning meeting, Estrella and her classmates enter their classroom ready to start the day. She completes her morning routine, setting her backpack and jacket on her hook, placing her completed homework in the appropriate tray and grabbing her organizer off the back counter. Estrella makes her way to her seat, where she reaches into her organizer and pulls out the day's Do Now, which includes two review ELA related close reading passages and two review math words problems. Estrella and her classmates complete the Do Now, while Mr. Andrew, her teacher, takes roll. Thanks to the extra help Estrella received the day before from Ms. Karyna, the class' Instructional Aide, Estrella was able to quickly complete the Do Now and was ready to share her answer with the group. After Mr. Andrew completed the attendance, he asked the students to turn to their elbow partner and share their thought-process behind the answers they chose. He then called on specific students to share their answers with the class. Estrella came to the board and shared her process and final answer for question three with the entire group. After explaining, the students began to snap repeatedly, which is their custom to show appreciation and celebrate a correct answer.

After repeating the Do Now the students placed their papers back into their organizer and came to the rug where they sat in a circle for morning meeting. Taking turns they all shared where they were on RULER's Mood Meter that morning. The next time around, they shared what they needed from the group to have a successful day. On the final whiparound the students shared

one goal that they had for the day. Remaining in a circle, Mr. Andrew then began a mini lesson about the Garbage Can Tool, from one of our SEL curriculums, Toolbox.

By 8:45, the SEL lesson was over and on que, Ms. Nelly was standing at the door waiting to pick her small group of newcomer students for their specialized English Language Development Instruction through the Orton Gillingham Program. Estrella and the remaining students stayed in class and divided into three groups as the class transitioned into Designated ELD time. Ms. Karyna began to work with the L1 and L2 students; while Mr. Harris taught the lesson for the L3 and L4 students (Estrellas group) who have yet to be reclassified. The English Only students quietly and systematically grabbed a Chromebook and logged into Lexia Learning to start their daily asynchronous basic reading skills lesson.

By 9:15, The newcomer small group was returning to class and the students transitioned from Designated ELD to their core English curriculum, Wit & Wisdom. Mr. Andrew, building off of the skills talk during ELD began talking about figurative language, specifically metaphors and similes. Mr. Andrew used visuals and sentence frames to guide the students through an AB partner talk exercise to practice. Estrella and her partner giggled at some of the metaphors, “It’s raining cats and dogs!” “What if it really began raining cats and dogs, she laughed.” The whole room was filled with joy as the students reviewed commonly spoken metaphors and similes, and then had the opportunity to create their own. Once Estrella and her classmates felt confident in their abilities to identify, differentiate and create metaphors and similes, Mr. Andrew introduces the day's anchor text. He shares with the students that the text had several metaphors and similes in it. He first reads the text aloud, while Estrella and her classmates track the text, as he reads, with their fingers. The students then turn to their carpet buddies and began to chorally read the same text to each other. Once finished, each partner group was assigned a section from the book. On a piece of construction paper, Estrella and her classmates are asked to create a presentation outlining the figurative language they identified in their section. They were asked to highlight the literal meaning and the figurative meaning for each metaphor or simile. Estrella and her partner joined one other partner group and they began to design their poster. Once finished, Estrella and her group share their findings with the class. The class is able to ask questions and provide feedback. Estrella and her group are able to clarify any misconceptions other scholars had about the metaphors and similes that they presented. Once finished, Estrella was directed to post her group’s project on the wall with those that were presented before it. Estrella was proud of the product she created and how well she was beginning to grasp a complex language like English, knowing that she just began learning the language just three years prior.

After ELA Instruction, it was time for recess. Estrella was excited to go outside, run and laugh to the top of her lungs. Estrella and her friends jumped rope, played hopscotch and swung on the swings. They also found time to play a quick game of four-square, in which Estrella was victorious. Beaming over her victory Estrella heard a whistle. It was time to line-up and go back inside for math. As the students returned back to class, Do Nows were on their desks. It was math fluency practice - a mix of basic math facts, single-digit addition, subtraction, and multiplication up to 5. Estrella smiled, she had been working on this in her pull-out group with Ms. Robinson in the afternoons. Estrella felt confident and quickly completed her Do Now. Once finished, Mr. Andrew asked the students to check-in with 3 other students to see if their answers were correct. If their answers differed with another student, then he asked that they discuss their rationale for the answer and then come to consensus

about which answer they will stick with. Once this cycle was complete, Mr. Andrew unveiled the correct answers on the board. Estrella missed one out of 20, but she quickly identified the mistake she made, which will aid her in not making that calculation mistake in the future.

Mr. Andrew then placed the students in groups of four and shared with them a math task that he wanted the students to complete. Each group member was assigned a role. Estrella was the scribe. As a group, the students delved in the math task, which was culturally responsive and was attached to a problem within the community which needed solving. The math lesson was also interdisciplinary, including elements of language arts, social studies and science. Estrella was able to identify with the scenario described in the math task and was able to critically think through solutions with her partners. Mr. Andrew and Ms. Karyna floated around the room, providing hints and suggestions to students. They provided positive praise and encouraged students to participate even more in their group. As they aggressively monitored the groups, providing feedback, Ms. Karyna noticed that Estrella was not as engaged. Ms. Karyna checked in with Estrella and realized Estrella was stuck on a key concept. Karyna grabbed a white board and dry erase marker and conducted a brief mini lesson with Estrella. Ms. Karyna could see the confidence return to Estrella's face and Estrella went back to work with her group.

Soon it was 12:30, time for lunch. It is beef, bean and cheese burrito day - Estrella's favorite. The class walks in a "5-Star Line" over to the cafeteria where they are welcomed once again, by Ms. Wendy's warm smile. Estrella and her classmates have 25-minutes to eat. After eating the students systematically are released one row at a time to discard their trash. The students are trained to separate their trash into three different trashcans (composed, recycles, and trash). Once outside Estrella spends time climbing the play structure and going up and down the slide. She also enters into a game of kickball briefly before deciding to sit on one of the many benches to talk to a friend in the shade.

After lunch the 3rd graders transition to Integrals. Estrella's class has science today. They are excited to see Mr. K. He is the funniest teacher in the entire school. He truly makes learning science fun. Estrella's class has been learning about the life cycle of different things. Last week they discussed the life cycle in terms of seeded plants. Today, Mr. K highlights living things that don't look like the adult version of themselves. He used butterflies and frogs as examples. Estrellas also learned a new word metamorphosis. This word made Estrella giggle inside. She thought the word was so funny. Estrella and her friends practiced saying, writing and finally using the word in a sentence. In groups, the students were asked to compare and contrast the life cycle of a seeded plant to that of a butterfly.

After working in groups and sharing what they discussed to the rest of the class, Estrella and her classmates headed back to their homeroom, Mr. Harris' class. By now, it was 2:00pm. Mr. Harris has a special art and writing assignment waiting for the class upon their return. Estrella and her classmates were asked to think about the similes and metaphors that they discussed earlier in the day. They were asked to draw a picture that depicted the literal meaning of the phrase, then draw a picture of the figurative meaning of the saying. The students were then given a graphic organizer to guide them through writing a 5-sentence paragraph, in which they were asked to utilize the simile or metaphor they chose. At this point it was 2:30pm and like clockwork, Ms. Robison was at the door to pull-out Estrella for her writing pull-out group to receive her IEP-driven

Specialized Academic Instruction (SAI) minutes. With Ms. Robinson, Estrella was able to receive small group support on her writing assignment with two other students from her class. After completing her assignment with Ms. Robinson, it was approximately 3:05, just 10-minutes left of school. Ms. Robinson (as they do everyday) used the final 10 minutes of their time together to review Estrella's homework with her and make modifications.

At 3:15, Estrella was dismissed to ACA's Extended Learning Program, where she received afternoon snack and participated in a 30-minute organized recreational activity. By 3:45, Estrella was in her ELP classroom with her After School Educator who circled the room helping students with their homework during their designated study hall time. At 4:15, it was time for clubs. Yesterday, the students made different types of salsa in their culinary arts club. Tomorrow the students will be making origami in their fine arts club. But today, the students will be going to the Ukulele Club. Ukulele club did not start out as Estrella's favorite, but she soon fell in love with playing and began getting good at it. Ukulele Club is actually led by her teacher, Mr. Andrew. Mr. Andrew stays after-school, like many other ACA teachers, to share with students the enrichment/extracurricular activities they are passionate about.

By 5:15pm, Ukulele Club is over. Estrella is tired - but it's a good tired. She had a busy yet fulfilling day. Her mother picks her up from ELP at 5:30pm and they walk hand in hand back home ready to start the adventure all over again the next day.

Element 2: Measurable Pupil Outcomes and

Element 3: Method of Measuring Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. "“Pupil outcomes," ," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupilspupil subgroups served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 4760752052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." (– Ed. Code § 47605(bc)(5)(B).)]

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

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with SB 1290, Aspire College AcademyEducation Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groupsnumerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (34) of subdivision (ac) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Sectionsection 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

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

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the

District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Exhibit 1. Local Contract and Accountability Plan

Old Measurable Pupil Outcomes **LCFF STATE PRIORITIES**	Instrument	Target	2013-2014	2014-2015
GOAL #1				
Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.		Related State Priorities: 1,2,5,4,6,7 Local Priorities: ☐: ☐:		
Trimester Basis: 95% Student Attendance	P1, P2, Specific Annual Actions to Achieve Goal	Attendance 95%	P1= 94.5%	P1= 96.22
Annual Basis: State Target for API Growth **1.1 Grade Level Curriculum** ● Purchase needed curriculum replacements to ensure that all core subjects have standards-aligned and board-approved curriculum. ● Refer to the 23-24 BA Curriculum Overview. ● Purchase additional Tier III supplemental instructional materials for intervention support aligned to the Science of Reading (e.g., Phonics curriculum - SIPPS, Phonemic Awareness curriculum - Heggerty, Orton Gillingham Structured Literacy) for use in the core program or during ELOP. ● Provide professional development for continued curriculum implementation (Eureka 2.0, Open Sci-	API	Percent P/A CST results in science at 34%	No API in 2014	No API in 2015

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Ed, Amplify). ● Purchase Culturally/Linguistically Responsive anchor texts and leveled books for Literacy Circles and Instructional Read Alouds that engage Latina/o/x and African American students. ● Purchase Chromebooks to ensure all students have devices (1:1) and access to regular grade-level content practice experiences. ● Purchase personalized instruction curriculum (iReady). ● Renew subscriptions to Educational Programs (e.g., Lexia, Reflex/Frax, MobyMax). ● Provide grade-level and content planning time for lesson planning, unit development, and data analysis. ● Ongoing analysis of curriculum with the Regional Instructional Team (implementation and access) in accordance with the Williams Act Requirements for textbooks and curriculum. ● Purchase SBAC Preparation workbooks and other supplemental materials.				
1.2 Instruction (Professional Development and Culturally Relevant Pedagogy) ● Provide ongoing, comprehensive professional development for various stakeholder groups aligned to instructional programs, strategies, and culturally relevant pedagogy and practice. ● Offer professional development designed and led by the Regional Instructional Team on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.).				

● Utilize the updated ASLF framework as a coaching tool integrating Culturally Responsive Teaching Strategies into the Culture of Learning and Essential Content domains. ● Build capacity by establishing a shared understanding of culturally relevant pedagogy and its connection to critical literacy and liberatory education. ● Continue professional development on Academic Ownership, focusing on the Gradual Release of Educational Responsibility Model. ● Arrange trainings on center-based instruction and best practices for supporting Multi-Language Learners (e.g., SDAIE). ● Provide professional development on best practices for boosting the achievement of African American students to address the red ratings in both SBAC ELA and Math.				
1.3 Instruction (Master Scheduling) ● Continue to create a master schedule that is equitable and provides students with access to all core content and enrichment/arts, including the necessary minutes for core content areas. ● Ensure the master schedule includes time for Math & ELA Intervention, Small Group Instruction, Designated English Language Development, and Social Emotional Learning (SEL). ● Collaborate with the Regional Expanded Learning Program Manager and Afterschool Director to ensure that the After-School Program is available for all students, runs for 30 additional days outside of the school year, and offers homework support, enrichment, SEL, and academic fluency support				

(reading, math, typing).				
1.4 Instruction (Assessment) ● Establish and implement a progress monitoring protocol (Data Chats) across grade levels and content areas; conduct six-to-eight week data analysis to develop data-driven strategic next steps. ● Provide regular time for data discussions (through shared preps, release days, or protected time on early release days). ● Implement a tiering of students aligned to data to leverage specific support for mastering standards and analyzing proficiency and growth rates. ● Administer Interim Assessment Blocks (IAB) twice a year. ● Design and implement end-of-chapter assessments, end-of-unit assessments, and exit tickets to align with SBAC testing questions. ● Utilize data from assessments to conduct Cycle of Inquiry deep dives to establish data-driven next steps to improve student outcomes.				
1.5 Black Excellence ● Implement culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. ● Explicitly teach Black History throughout the academic year, moving beyond surface-level approaches. ● Provide ongoing comprehensive professional				

development led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes, and Perceptions that Impact Learning for Black Students. ● Conduct quarterly learning walks focusing on Black student academic achievement (including SEL). ● Support the Black Student Union (BSU) with materials (e.g., t-shirts, supplies). ● Organize field trips to Historically Black Colleges and Universities (HBCUs) or other institutions that highlight African American history and achievements. ● Establish a Black Family Advisory Council to gather input on the school community.				
1.6 English Learners (EL) ● Provide onboarding training for new teachers of Designated ELD with comprehensive documentation. ● Ensure instructional staff identify all English Learners by their MLL indicator (e.g., SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL). ● Develop a system for identifying and placing newly enrolled English Learners into Designated ELD within 30 days. ● Engage in progress monitoring for individual students who have reclassified within the last 4 years. ● Host EL family nights and RFEP celebrations. ● Leverage translation services for all languages served. ● Contract with sub-agencies for ELPAC testing training and administration.				

1.7 Special Education (SPED) ● Ensure co-teachers (General Education and Education Specialists) have weekly shared planning time. ● Conduct program reviews and co-teaching self-assessment to set improvement goals. ● Purchase manipulatives, visuals, and educational website subscriptions to enhance curriculum access for students with IEPs. **1.8 Title I** ● Utilize Title I funds to support critical positions, such as Mental Health Therapists, to enhance academic performance across all student groups, particularly those at lower achievement levels. ● Align these actions with federal guidelines to ensure improved outcomes for disadvantaged students.				

~~Annual Basis: Increase Proficiency Levels on CST Science~~	~~Percent P/A~~		~~17%~~	~~N/A - No official CST after 2013~~

Goal 1: Expected Annual Measurable Outcomes				
~~Annual Basis: Increase Proficiency Levels on CST ELA~~	~~Percent P/A~~	~~Percent P/A CST results in ELA at 50%~~ **Outcome #1**: SBAC English Language Arts (ELA) Distance from Standard (DFS) **Metric/Method for Measuring**: CA School Dashboard – Smarter Balanced Assessment (SBAC) ELA DFS	~~N/A - No official CST after 2013~~	~~N/A - No official CST after 2013~~

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Annual Basis: Increase Proficiency Levels on CST- Math	Percent P/A	Percent P/A CST results in Math at 67%	40%	N/A - No official CST after 2013

Applicable Student Groups	Annual Basis: Increase Number of Students Reading on Grade LevelBaseline (Based on most recent data available)	DRA EOY Cut s: K - 6 Year 1 - 1 8 2 30 3 40 4 50 5 60 of Term	Increase # of students on or above grade level by 15 points Year 2 of Term	DRA Fall 2013 Results in Percent: K - none was at 1st - 39% 2nd 26% 3rd 11% 4th 20% 5th- 21%Year 3 of Term (Not applicable if categorized as Low Performing)	DRA Fall 2014 Results in Percent: K no new data 1st- 73% 2nd- 55% 3rd- 55% 4th- 28% 5th- 26%Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-100.2	-96.2	-91.7	-85.20	-80.7	-76.2
English Learner Students	-107.8	-102.8	-78.8	-92.80	-87.8	-82.8
Socioeconomically Disadvantaged Students	-100.1	-96.1	-91.6	-85.10	-80.6	-76.1
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-133.9	-128.9	-123.9	-118.90	-113.9	-108.9
African American Students	-114.4	-109.4	-104.4	-99.40	-94.4	-89.4
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

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Latina/o/x Students		-87.2	-83.2	-78.7		-72.2	-67.7	-63.2	
Native Hawaiian/Pacific Islander Students		*	*	*		*	*	*	
Annual Basis: Expository Writing Assessment- All students will score a 3 or 4 per Aspire rubric	EOY	Increase # of students achieving a 3 or 4 on the writing assessment rubric by 15 pointsStudents of Two or More Races		Based on Aspire Snapshot: Increased from 22%->50% over 1 year*	132 out of 269 students scored 3 or 4 (49%)*	*	*	*	*
White Students		*	*	*		*	*	*	

Outcome #2: SBAC Mathematics Distance from Standard (DFS)

Metric/Method for Measuring: CA School Dashboard – Smarter Balanced Assessment (SBAC) Mathematics DFS

Annual Basis: All 5th graders will pass Aspire math basic skills test with 90% or higherAPPLICABLE STUDENT GROUPS	EOYBaseline (Based on most recent data available)	Increase the percent of students achieving 90% or higher by 15 points Year 1 of Term	77% of 5th grade class passed assessment EOY 13-14; 7% of class was within 10% of passingYear 2 of Term	7 outYear 3 of 30 passedTerm (23%)(Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-87.3	-82.3	-77.3	-72.3	-67.3	-62.3
English Learner Students	-80.1	-75.1	-70.1	-65.1	-60.1	-55.1
Socioeconomically Disadvantaged Students	-87.9	-82.9	-77.9	-72.9	-67.9	-62.9
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-140.9	-131.9	-122.9	-112.9	-102.9	-92.9
African American Students	-107.8	-102.8	-97.8	-92.8	-87.8	-82.8
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

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Latina/o/x Students	-71.7	-66.7	-61.7	-56.70	-51.7	-46.7
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: CA Science Test (CAST) Performance

Metric/Method for Measuring: CAASPP Science Test – Percentage of Students Meeting or Exceeding Standards

Applicable Student Groups	Baseline (Based on most recent data available)	~~Annual Basis: 95% of families and students are satisfied~~Year 1 of Term	~~Annual Surveys~~Year 2 of Term	~~93% of our families will agree that their child is getting a good education at this school~~Year 3 of Term (Not applicable if categorized as Low Performing)	~~100% of our families will agree that their child is getting a good education at this school~~Year 4 of Term (Not applicable if categorized as Low Performing)	~~Student Survey: 95%~~ ~~Family Survey: 99%~~Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	7.14%	8.81%	10.48%	12.14%	13.81%	15.48%

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Outcome #4: English Learner Progress (ELPI)
Metric/Method for Measuring: CA School Dashboard – Percentage of EL Students Making Progress Toward English Proficiency

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Annual Basis: 100% of all students with an IEP meet a minimum of 80% of IEP goalsYear 1 of Term	Annual Meeting DataYear 2 of Term	80%Year 3 of IEP goals metTerm (Not applicable if categorized as Low Performing)	During 2013-2014 three out of ten or 30% of students met at least 80% of their goals.Year 4 of Term (Not applicable if categorized as Low Performing)	25% of students at ACA made 80% of their goals for the data we had.Year 5 of Term (Not applicable if categorized as Low Performing)
Annual Basis: Students are reclassified English Language ProficientEnglish Learner Students	Annual RFEP Data29.50%	N/A31.60%	8 students were reclassified33.70%	10 students were reclassified35.80%	37.90%	40.00%

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New Measurable Pupil Outcomes for Aspire College AcademyOutcome #7: EL Reclassification Rate
Metric/Method for Measuring: MLL Dashboard – Percentage of EL Students Reclassified as Fluent English Proficient (RFEP)

MPO No.	Aspire College Academy	Goal		Annual Update (15-16)		Annual Update (16-17)
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	1Year 1 of Term	By the end of the charter term, increase the percent of students	1.3% 2.20% 14-15: 11%Year 3 of Term (Not applicable if categorized as Low Performing)	12 23Year 4 of Term (Not applicable if categorized as Low Performing)	13 24 Analysis: Met. Adoption of standards based curriculum and a focus on standards aligned student task contributed to change.Year 5 of Term (Not applicable if categorized as Low Performing)

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			scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.Year 2 of Term				
2English Learner Students	11.50%	12.67%	13.83%	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4	Student Group: Hispanic or Latino 1. 3% 2. 18% 14-15: 9%15% or above	16 25 15% or above	17 26

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				on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent. 15% or above			
		Student Group: Black or African American 1. 3% 2. 25% 14-15: 17%		-3* 14 *Neg number indicates a decrease in % scoring level 3 or 4	-2* 15 *Neg number indicates a decrease in % scoring level 3 or 4		
		Student Group: English Learner 1. 2% 2. 10% 14-15: 4%		4 8	0 4		
		Student Group: Low Income		14 24	13 23		
		StudentsOutcome #8: Access to Standard-Aligned Instructional Materials **Metric/Method for Measuring**: SARC Report – Percentage of Students with Access to Standards-Aligned Curricular Materials					
		1. 3% 2. 19% 14-15: 10%					

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3APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent. Year 1 of Term	Year 2 of Term	1.Year 3% of Term 2. 22% 14-15: 13%(Not applicable if categorized as Low Performing)	6 19Year 4 of Term (Not applicable if categorized as Low Performing)	3 1 6 Analysis: Not met. An increase in new teachers and a mid-year curriculum adoption contributed. We are committing to math professional development and strategic planning in 17-18.Year 5 of Term (Not applicable if categorized as Low Performing)
4All Students (Schoolwide)	By the end of the charter100%	Student Group:100%	100%	4100%	100%	100%
term, for each [statistically significant student group], increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	Hispanic or Latino: 1. 3% 2. 21% 14-15: 12%	10 22		16		
	Student Group: Black or African American 1. 3% 2. 26% 14-15: 17%	9* 8 *Neg number indicates a decrease in % scoring level 3 or 4		6* 11 *Neg number indicates a decrease in % scoring level 3 or 4		

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		~~Student Group: English Learner~~ ~~1. 2%~~ ~~2. 10%~~ ~~14-15: 4%~~	~~0~~ 4	~~-4~~ ~~0~~ ~~*Neg number indicates a decrease in % scoring level 3 or 4~~

		~~Student Group: Low Income Students~~ ~~1. 3%~~ ~~2. 22%~~ ~~2014-15: 13%~~**Outcome #10**: EL Students' Access to CCSS and ELD Standards **Metric/Method for Measuring**: Local Indicator (Priority 2, Self-Reflection) – Rating LEA Progress on a Scale of 1-5	~~20~~ ~~7~~	~~16~~ ~~3~~		
APPLICABLE STUDENT GROU	~~5~~	Baseline (Based on most recent data available)	~~Each year, [amount 1] percent of students will increase [amount 2] on the [ELA/Reading Assessment] or achieve proficiency.~~Year 1 of Term	~~1. 85%~~ ~~2. One year~~Year 2 of Term	~~44~~Year 3 of Term (Not applicable if categorized as Low Performing)	~~46~~ ~~Analysis: Not met. This goal was more closely met in lower grades as a result of early intervention work. We are increasing small group work~~	Year 5 of Term (Not applicable if categorized as Low Performing)

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P S						~~and intervention as a result.~~ Year 4 of Term (Not applicable if categorized as Low Performing)	

		~~ELA/Reading Assessment:~~ ~~Developmental Reading Assessment (DRA) in 15-16~~ ~~Fountas & Pinnell in 16-17~~		
~~6~~	~~Each year, for each [statistically significant student group],* [amount 1] percent of students will increase [amount 2] on the ELA/reading assessment or achieve proficiency.~~	~~Student Group: Hispanic or Latino~~ ~~1. 85%~~ ~~2. One year~~	~~45~~	~~46~~
		~~Student Group: Black or African American~~ ~~1. 85%~~ ~~2. One year~~	~~41~~	~~41~~
		~~Student Group: English Learner~~ ~~1. 85%~~ ~~2. one year~~	~~18~~	~~31~~
		~~Student Group: Low Income~~All Students (Schoolwide)	~~44~~Average Rating: 4	~~46~~Average Rating: 4
		~~1. 85%~~ ~~2. One year~~		

			Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4	

~~7~~	~~Each year, [amount 1] percent of ELs will improve one overall proficiency level on CELDT.~~ **Outcome #11**: Implementation of Academic Content and Performance	~~1. 50%~~	~~41~~	~~41~~ ~~Analysis: Not met.~~

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Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) – Average Rating on a Scale of 1-5					Team will focus on research-backed strategies for ELs starting in 17-18.	
8APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Each year, have less than {amount 1} percent of students absent more than 10% of the school days (chronic absence) .Year 1 of Term	1. 12. 1% Year 2 of Term	13.5Year 3 of Term (Not applicable if categorized as Low Performing)	15.8 Analysis: Not met. We have seen an increase in students leave the area and commute to the school from locations like Stockton due to the changing economics of the Bay Area. We are working closely with families to change this outco	Year 5 of Term (Not applicable if categorized as Low Performing)

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								me.Year 4 of Term (Not applicable if categorized as Low Performing)	
	9	Each year, for each (statistically significant student group),* have less than (amount 1) percent of students absent more than 10% of the school days (chronic absence).	Student Group: Hispanic or Latino 1. 5.9%	12.9	14.2				
			Student Group: Black or African American 1. 4.1%	16.9	22.2				
All Students (Schoolwide)				Average Rating: 4	Student Group: Hispanic or Latino 1.Average Rating: 4.4%	7.4Average Rating: 4	10.6Average Rating: 4	Average Rating: 4	Average Rating: 4

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		~~**Student Group:**~~ ~~**Low Income Students**~~ ~~1. 6.3%~~	~~12~~	~~16.1~~
~~10~~	~~Each year, at least [amount 1] percent of students and families positively rate school safety.~~	~~1. 90%~~	~~(Please report student and family response %'s separately in the respective fields below)~~	~~(Please report student and family response %'s separately in the respective fields below)~~
		~~**Student Survey Question:**~~ ~~I feel safe at this school~~	~~TBD%~~	~~85%~~ ~~Analysis: Survey question added this year, baseline data~~

		~~**Family Survey Question:**~~ ~~I feel like the school provides a safe for my child~~**Outcome #12**: Other Academic Outcomes (iReady Reading & Math) – % Meeting Typical Annual Growth **Metric/Method for Measuring**: iReady Growth Data	~~TBD%~~	~~98%~~ ~~Analysis: Survey question added this year, baseline data~~
~~11~~	~~Each year, at least [amount 1] percent of students and families positively rate academic instruction.~~	~~1. 93%~~	~~(Please report student and family response %'s separately in the respective fields below)~~	~~(Please report student and family response %'s separately in the respective fields below)~~

	APPLICABLE STUDENT ~~**Survey Question:**~~ ~~When students don't understand~~	~~95%~~Baseline (Based on most recent data available)	~~85%~~ ~~Analysis: Nearly met. This change was the result of two teacher~~	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

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			~~something, my teacher explains it another way so they will understand. (*Q's differ by grade level)~~GROUPS		~~changes. We are continuing our work focused on student-teacher relationship and differentiation.~~ Year 1 of Term			
			~~Family Survey Question:~~ ~~My child is getting a good education with their teacher.~~		~~99%~~	~~100%~~ ~~Analysis: Met. Families have trust and positive partnerships with teachers.~~		
	~~12~~	~~Each year, at least [amount 1] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.~~	~~1. 75%~~		~~(Please report student and family response %'s separately in the respective fields below)~~	~~(Please report student and family response %'s separately in the respective fields below)~~		
All Students (Schoolwide)			2023-2024 iReady Reading All Students: 59% Grade 3: 64%	**~~Student Survey Question:~~**	~~100%~~2025-	~~87%~~ ~~Analysis: Met. Students have~~	2027-2028 iReady Reading All Students:	2028-2029 iReady Reading All Students:

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	Grade 4: 64% Grade 5: 47% 2023-2024 iReady Math All Students: 54% Grade K: 36% Grade 1: 54% Grade 2: 54% Grade 3: 96% Grade 4: 48% Grade 5: 36%	My voice is heard and valued at my school | Student: " Does your teacher listen to you when it is your turn to talk in class?"2024-2025 iReady Reading All Students: 64% Grade 3: 69% Grade 4: 69% Grade 5: 52% 2024-2025 iReady Math All Students: 59% Grade K: 41% Grade 1: 59% Grade 2: 59% Grade 3: 101% Grade 4: 53% Grade 5: 41%	2026 iReady Reading All Students: 69% Grade 3: 74% Grade 4: 74% Grade 5: 57% 2025-2026 iReady Math All Students: 64% Grade K: 46% Grade 1: 64% Grade 2: 64% Grade 3: 106% Grade 4: 58% Grade 5: 46%	lots of opportunities to speak in class. This change was the result of two teacher changes. We are continuing our work focused on student-teacher relationship.2026-2027 iReady Reading All Students: 74% Grade 3: 79% Grade 4: 79% Grade 5: 62% 2026-2027 iReady Math All Students: 69% Grade K: 51% Grade 1: 69% Grade 2: 69% Grade 3: 111% Grade 4: 63% Grade 5: 51%	79% Grade 3: 84% Grade 4: 84% Grade 5: 67% 2027-2028 iReady Math All Students: 74% Grade K: 56% Grade 1: 74% Grade 2: 74% Grade 3: 116% Grade 4: 68% Grade 5: 56%	84% Grade 3: 89% Grade 4: 89% Grade 5: 72% 2028-2029 iReady Math All Students: 79% Grade K: 61% Grade 1: 79% Grade 2: 79% Grade 3: 121% Grade 4: 73% Grade 5: 61%

Outcome #14: Broad Course of Study

Metric/Method for Measuring: Local Indicator Survey (Priority 7) – Percentage of Students Offered a Broad Course of Study

	Family Survey Question: I am encouraged to share my opinion and feedback in the school decision process | Family: "I feel comfortable discussing my child's needs with their teacher and/or other school staff" APPLICABLE STUDENT GROUPS	98%Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	98% Analysis: Met as a result of listening meetings and principal chats. Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)		100%	100%	100%	100%	100%	100%

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By July 1, 2015, and annually thereafter: Aspire College Academy shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

LCFF STATE PRIORITIES

GOAL #2

Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)	Related State Priorities: 1,2,3,4,6,7 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

2.1 Coaching

- Implement a differentiated coaching model at the school site to ensure that teachers receive coaching and feedback according to their needs and goals.
- Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF).
- Implement Teachboost to monitor the frequency of coaching and track coaching points.
- Teachers create goals using the ASLF and participate in mid-year and end-of-year debriefs to track growth.
- Admin team members set goals using the Transformational Leadership Framework (TLF) and have mid-year and end-of-year debriefs with principals
- Implement a consistent walkthrough schedule using the ASLF to align coaches, identify coaching trends, and inform staff professional development.
- Develop admin and lead teacher coaches in Instructional Leadership Teams (ILT) through regular use of consultancies, anchor texts, and coaching data analysis.
- Share coaching and walkthrough trends in the weekly Staff Newsletter.

2.2 Professional Development

- Lead professional development for staff on the Teachboost platform for all teacher/specialist coaching and Professional Learning Plans (PLPs).
- Conduct professional development on the Aspire Student Learning Framework (ASLF) to ensure alignment on rigorous instruction.
- Provide training on Ownership of Learning, emphasizing the Gradual Release of Educational Responsibility Model.
- Arrange training sessions on center-based instruction and best practices for supporting Multi-Language Learners (MLLs) (e.g., Specially Designed Academic Instruction in English (SDAIE)).
- Provide professional development on best practices to increase the achievement of African

American students.

2.3 Teammate Retention

- Hold staff input sessions on school culture and climate.
- Administer a weekly staff survey to monitor culture and climate.
- Establish open office hours with the admin team.
- Conduct Listening Meetings to gather staff feedback.
- Share survey results and leadership next steps after each administration.
- Adjust the master schedule to ensure adequate teacher collaboration and planning time.
- All teammates write one wellness goal during their PLP process.
- Provide professional development aligned with school and Aspire initiatives, including conducting walkthroughs, timely meetings, and team teaching.
- Offer release time for classroom observations and encourage participation in external professional development (e.g., seminars, conferences).
- Develop clear onboarding practices for new teachers, including those new to the profession or district.
- Foster cohesiveness by grounding teammates in core values and establishing clear goals to help the school realize its vision and mission.
- Celebrate staff efforts and commitment to the school.
- Provide weekly Coaching & Collaboration time.
- Identify staff's individual and collective "Why" for the work.
- Establish a Staff Charter.
- Ensure meaningful staff input in developing the school's Mission, Vision, Values, and Goals.
- Supply teachers with the necessary materials for hands-on activities, blended learning opportunities, and direct instruction.

2.4 Affinity Groups

- Ensure all teammates have the opportunity to attend regional affinity groups.
- Create opportunities for staff to discuss and celebrate differences in race and culture.
- Provide spaces for staff to discuss the effects of race and how it impacts teammates within Aspire.
- Offer professional development on microaggressions and implicit bias, focusing on their effect on the workplace environment and instruction.

2.5 Pipeline Development

- During PLP meetings, teammates will set stretch goals to develop their future career aspirations, receiving support and development in those areas (including release time for observations or testing).
- Work towards securing 2 Alder Residents and 2 student teachers to enhance the pipeline for future educators.

2.6 Teacher Credentialing

- In accordance with Williams Act Requirements regarding teacher credentialing, ensure that schools are working to improve and clear teacher misalignments.

Outcome #1: Percent of Fully Credentialed Teachers
Metric/Method for Measuring: CA Data

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	83.12%	91.04%	95.52%	100%	100%	100%

Outcome #2: Teacher Sense of Safety and School Connectedness
Metric/Method for Measuring: Aspire Teammate Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2023-2024 Aspire Teammate Survey School Climate: 53% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 60% responded favorably	2025-2026 Aspire Teammate Survey School Climate: 66% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 73% responded favorably	2027-2028 Aspire Teammate Survey School Climate: 76% responded favorably	2028-2029 Aspire Teammate Survey School Climate: 79% responded favorably

	Belonging: 77% responded favorably Well-being: 76% responded favorably Staff-Leadership Relationships: 51% responded favorably Cultural Awareness and Action: 39% responded favorably	Belonging: 84% responded favorably Well-being: 83% responded favorably Staff-Leadership Relationships: 58% responded favorably Cultural Awareness and Action: 45% responded favorably	Belonging: 91% responded favorably Well-being: 89% responded favorably Staff-Leadership Relationships: 64% responded favorably Cultural Awareness and Action: 52% responded favorably	Belonging: 97% responded favorably Well-being: 96% responded favorably Staff-Leadership Relationships: 71% responded favorably Cultural Awareness and Action: 59% responded favorably	Belonging: 98% responded favorably Well-being: 97% responded favorably Staff-Leadership Relationships: 74% responded favorably Cultural Awareness and Action: 62% responded favorably	Belonging: 99% responded favorably Well-being: 98% responded favorably Staff-Leadership Relationships: 77% responded favorably Cultural Awareness and Action: 65% responded favorably

Outcome #3: Teammate Retention Rate

Metric/Method for Measuring: Internal

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	97.5%	95.8%	92.9%	90%	88%	86%

LCFF STATE PRIORITIES

GOAL #3

To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.

Related State Priorities:

1,2,4,5,6,7,8

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

3.1 Family and Community Engagement and Outreach

- Continue to hold monthly Principal Chats with families.
- Conduct family surveys to gather feedback for strategic planning.
- Host quarterly "Lunch with a Loved One" events, inviting families to eat lunch with their children.
- Hold monthly SSC/ELAC meetings featuring student performances, food, childcare, translation, and door prizes.
- Create a Black Family Advisory Group to gather input from families of Black students regarding school culture and climate.
- Increase Parent Voice in school decision-making through Fall & Spring Town Hall meetings.
- Continue Power Empowerment Practices Meetings (Parenting Classes).
- Allocate funds for fingerprinting parent volunteers (Classroom Support, Field Trip Chaperones).
- Schedule Community Engagement Events (e.g., Beginning of Year (BOY) Family Fun Days, Heritage Month Celebrations, Family Math & Science Nights).

3.2 Attendance

- Host Quarterly Extended Learning Program Student Showcases.
- Conduct Quarterly Parent-Teacher Conferences.
- Establish an Attendance Team to develop an attendance plan, monitor progress, and lead intervention strategies.
- Review attendance data weekly, focusing on rates specifically for English Learners (ELs), Foster Youth, and Low-Income Students.
- Enhance family communication when students are absent, including personal communication for every absence and home visits for chronic absenteeism.
- Implement school-wide attendance incentive programs (e.g., perfect attendance certificates, grade-level competitions).
- Provide early family education for TK-2 grade families with monthly reminders on the importance of attendance.
- Include attendance information in Back-to-School events, BOY newsletters, First Day Packets, and Student-Led Conferences (SLCs).
- Conduct home visits during the summer for students with chronic absenteeism or truancy.
- Develop attendance contracts with families.
- Address the ACA subgroups (African Americans, English Learners & Students with Disabilities) categorized as Orange on the California Dashboard to prevent any subgroup from falling into the

very low (red) category.

3.3 Social Emotional Learning (SEL)

- Provide curriculum materials and resources for teachers.
- Allocate time for teachers/teams to review SEL data from Panorama and modify SEL units with a data-informed perspective.
- Offer regular planning time for advisory teams to internalize and adjust SEL units.
- Establish student leadership clubs (e.g., Service Crew, Environment Crew, Safety Crew).
- Host monthly family education experiences where students teach family members about SEL skills and practices.
- Continue to develop Adult SEL initiatives.
- Partner with local mentorship programs to support students.
- Define Values and Key Character Traits and demonstrate their application on campus through structured implementation:

    1. Identify a Trait of the Month.
    2. Highlight in all communications.
    3. Include in weekly announcements.
    4. Discuss in Morning Meetings/Circle Time.
    5. Connect the trait to lessons.
    6. Reward/Acknowledge students who exhibit the trait.

- Create a School Economy/Student Store to encourage positive behavior and engagement (e.g., Fun Fridays, Assemblies, Intramurals, Clubs, Lunch Bunches).
- Build School Pride through Spirit Wear, Chants, Claps & Steps, and Competitive Academy Improvement.

3.4 Multi-Tiered System of Supports (MTSS)

- Hold MTSS team meetings to establish systems for using multiple data sources to monitor universal, additional, and intensified supports.
- Collaborate with regional academic teammates (Sr. Directors/Program Managers) to co-facilitate professional development on MTSS.
- Develop Tiered Instruction Matrix (TIM) to outline academic and behavioral supports.

MTSS for Academic Needs:

- **Tier 1:**
  - Scaffolds/Differentiated Instruction
  - Small Group Instruction
  - Hands-On Activities/Movement
  - Visuals/Graphic Organizers
  - Technology/Blended Learning
  - Culturally Relevant Examples
  - Integrated ELD Instruction
- **Tier 2:**
  - Guided Reading Groups
  - Pull-Out Leveled Reading Groups
  - Designated ELD Instruction
  - Before & After School Intervention
  - Outside Agency Support (e.g., **Sylvan**, **Zion Learning**)
- **Tier 3:**
  - Paraprofessional Push-in Support
  - Resource/Speech Pull-Out Support

MTSS for Social Emotional Needs:

- **Tier 1:**
  - Climate Work (Traits & Values)
  - SEL Curriculum (e.g., **RULER**, **Toolbox**)
  - Self-Awareness & Mindfulness Activities
  - School-Wide Incentives (e.g., **Student Store**)
- **Tier 2:**
  - Planned Check-In/Out Strategies

- Small Group Skill Building (e.g., **Transition**, **Grief**, **Conflict Mediation**)
- Mentorship Programs

- **Tier 3:**

  - Individual Counseling
  - Behavior Support Plans

- **Tier 4:**

  - Behavioral Support Programs (**BHP**)

3.5 Enrollment

- Form an Enrollment Team to develop a student recruitment plan.
- Increase social media outreach to maintain enrollment visibility.
- Attend community events monthly to promote the school.
- Host at least two Open House events during the enrollment period and another in April/May for late applicants.
- Organize a community carnival/ice-cream social event.
  Partner with existing families to support recruitment, offering incentives like school swag or gift cards.
- Identify school recruitment fairs to participate in.
- Visit local preschools and Head Starts to conduct information sessions and distribute flyers.
- Engage with libraries, recreation centers, and youth programs to share marketing materials.
- Conduct information sessions for current Aspire families.
- Partner with elementary and middle schools to encourage Open House participation.
- Connect with local youth organizations (e.g., after-school programs, sports) to share school information.

3.6 Classroom Facilities and Student Physical Spaces

- In compliance with the Williams Act, conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure ratings of at least “Good”.

- Train all teammates annually on the comprehensive safety plan.
- Create a classroom checklist to ensure key items are included, such as emergency safety kits, student work displays, and key anchor charts.

Outcome #1: Chronic Absenteeism Rate (%)
Metric/Method for Measuring: CA School Dashboard – Chronic Absenteeism Rate

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	48.20%	45.20%	42.20%	39.20%	36.20%	33.20%
English Learner Students	43.20%	40.20%	37.20%	34.20%	31.20%	28.20%
Socioeconomically Disadvantaged Students	49.50%	46.50%	43.50%	40.50%	37.50%	34.50%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	59.50%	56.50%	53.50%	50.50%	47.50%	44.50%
African American Students	56%	53%	50%	47%	44%	41%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latina/o/x Students	44.70%	41.70%	38.70%	35.70%	32.70%	29.70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Pupil Suspension Rates
Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2.5%	1.7%	0.8%	0%	0%	0%
English Learner Students	1%	0.7%	0.3%	0%	0%	0%
Socioeconomically Disadvantaged Students	2.4%	1.6%	0.8%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	2.8%	2%	1.5	1.0%	.5%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latina/o/x Students	2.2%	1.5%	0.7%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: School Facilities in Good Repair
Metric/Method for Measuring: FIT tool

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Good	Maintain Good	Maintain Good	Maintain Good	Maintain Good	Maintain Good

Outcome #4: School Attendance Rate
Metric/Method for Measuring: P2 Reporting

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	89.69%	90.69%	91.69%	92.69%	93.69%	94.69%

Outcome #5: Pupil Expulsion Rate
Metric/Method for Measuring: Internal

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low	Year 4 of Term (Not applicable if categorized as Low	Year 5 of Term (Not applicable if categorized as Low

				Performing)	Performing)	Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #3: Efforts we make to seek parent input
Metric/Method for Measuring: Aspire Family Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2023-2024 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 20% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 28% responded favorably	2025-2026 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 36% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 45% responded favorably	2027-2028 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 50% responded favorably	2028-2029 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 55% responded favorably

Outcome #6: Student Sense of Safety and Connectedness
Metric/Method for Measuring: Aspire Student Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2023-2024 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 5th Quintile School Climate: 3rd Quintile School Safety: 2nd	2024-2025 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd	2025-2026 Aspire Student Survey Teacher Student Relationships: 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd	2026-2027 Aspire Student Survey Teacher Student Relationships: 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd	2027-2028 Aspire Student Survey Teacher Student Relationships: 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd	2028-2029 Aspire Student Survey Teacher Student Relationships: 5th Quintile Sense of Belonging: 5th Quintile School Climate: 4th Quintile School Safety: 3rd

	Quintile	Quintile	Quintile	Quintile	Quintile	Quintile
Outcome #7: Survey of Parents to Measure Safety and School Connectedness **Metric/Method for Measuring**: Aspire Family Survey						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2023-2024 Aspire Family Survey 69% responded favorably: "The school provides a safe environment for my child." 69% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 74% responded favorably: "The school provides a safe environment for my child." 74% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-2026 Aspire Family Survey 79% responded favorably: "The school provides a safe environment for my child." 79% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2026-2027 Aspire Family Survey 85% responded favorably: "The school provides a safe environment for my child." 85% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2027-2028 Aspire Family Survey 88% responded favorably: "The school provides a safe environment for my child." 88% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2028-2029 Aspire Family Survey 91% responded favorably: "The school provides a safe environment for my child." 91% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."
Outcome #8: Parent Input in Decision Making **Metric/Method for Measuring**: Local Indicator Survey (Rating 1-5)						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5

Measurement of Pupil Academic Achievement

Assessments are essential tools for evaluating student progress and knowledge, and they take on various forms within our educational framework in support of our mission. Our assessment ecosystem includes not only our Aspire-wide assessments, i-Ready (K-12) and mCLASS (K-2), but also statewide summative assessments (such as SBAC, Summative ELPAC, and PFT), in addition our students participate in the Smarter Balanced Interim Assessment Blocks along with curriculum based assessments, exit slips. All of the many ways we examine what our students know are important in living out our mission and implementing equitable practices.

mClass and iReady were thoughtfully selected from a list of vetted assessments provided by the California Department of Education (CDE). These assessments not only meet compliance requirements by serving as verified data for charter renewals per Assembly Bill 1505, but also play a key role in our instructional strategy. They provide us with a unified monitoring tool to measure the effectiveness of our instructional programs, as well as data on students' incoming levels and growth across one school year. Additionally, having a uniform assessment system enables us to maintain a streamlined technology platform portfolio, data collection process, reclassification process, and negotiate large-scale contracts with vendors to take advantage of bulk discounts.

While assessments are necessary to track academic growth, we believe it's equally important to recognize that success extends beyond assessment results. Aspire also prioritizes creating an environment that supports students in developing life skills, resilience, and emotional intelligence. We believe in a culturally responsive classroom experience that acknowledges the unique strengths and identities of our students. This balanced approach ensures that our assessments coexist with Aspire's broader mission of nurturing our scholars' pride in their abilities, identities, and connection to their community.

Application of Education Code section 47607.3

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

Under Education Code section 47607.3, if ~~the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years,~~Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

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

after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter ~~schools~~school.

- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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

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

- ~~*Basic Skills:* Master at least grade level competency in the four core subjects: mathematics, science, social studies, and English Language Arts (including reading, writing, listening and speaking);~~

- ~~*Thinking Skills:* Be able to apply classroom learning to their real-world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem-solving, reasoning, knowing how to learn); and~~

- ~~*Life Skills:* Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.~~[4]

~~Aspire sets high standards for all students, based on CCSS, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, Aspire shall demonstrate student mastery of state standards.~~

[4] ~~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.~~

~~**Element 3**~~

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

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP which is attached as Appendix VI. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at aspirepublicschools.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

Assessment

At Aspire College Academy, assessments are integral tools for evaluating student learning and informing instruction. Our comprehensive assessment system includes Aspire-wide, state-mandated assessments, as well as formative assessments, curriculum-based measures, end-of-unit assessments, and student work. Together, these diverse assessments support our mission of equity and academic excellence.

Aspire-wide assessments (e.g., mClass, i-Ready) are selected from a list of verified tools approved by the California Department of Education and meet the compliance requirements outlined in Assembly Bill 1505. Beyond compliance, these assessments serve as critical instructional resources, helping us evaluate student growth, identify instructional needs, and monitor the effectiveness of our programs. An organizationally unified assessment system streamlines our technology platforms to maintain consistency across campuses.

While academic data is vital, we recognize that student success extends far beyond test scores. At Aspire, we strive to cultivate classrooms that value the whole child, balancing academic rigor with the development of life skills, resilience, and emotional intelligence. Our culturally responsive practices affirm students' identities and empower them to see assessments not as endpoints, but as one component of their broader learning journey. By aligning our assessment practices with our values, we ensure that data informs—not defines—the student experience.

Internal Assessments				
Assessment	**Required Grades**	**Purpose**	**Required Frequency**	**Description**
Class	K-2	Universal Screener & Diagnostic	3x per year	mCLASS is an online data system that provides DIBELS 8th Edition measures to assess the acquisition of early literacy skills and knowledge. Its 3 principle uses are: to identify students who may be at risk of reading difficulties by screening up to three times per year; to document students' progress of reading skills as a consequence of special intervention programs through progress monitoring; and to provide minimum levels of performance for all students to reach to be considered on track for becoming a reader through benchmark goals and timelines
Ready ELA	3-5	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Lexile information and domain placements for insights into reading performance.
eady Math	3-5	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Quantile info equivalence and domain placements for insights into math performance.
anorama SEL	6-12	Universal	2x per year	The Panorama SEL is a universal screener used

creener		screener		twice a year to determine school-wide needs, subgroup trends, and identify opportunities for targeted and intensive support.
marter alanced terim ssessments IAB”)	3-5	Universal Screener	2x per year	Interim Assessment Blocks are assessments teachers can use throughout the school year to assess smaller bundles of content than Interim Comprehensive Assessments (“ICAs”). They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction. IABs assess between three and eight assessment targets. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently and frequently within the sequence of their curricula. There are typically 10 to 18 items on IABs.

State Required Assessments				
ssessment	**Required Grades**	**Purpose**	**Required Frequency**	**Description**
BAC AA	3-5	Summative (state required)	1x per year	SBAC is the state assessment system that is administered to all students in grades 3-8 and 11 in both ELA and Math. The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy and mathematics, as well as how much students have improved since the previous year (student growth). On the CA School Dashboard, schools receive Academic Indicators for ELA and for math.

				The purpose of the CAAs is to provide an annual measure of what students know and can do using the alternate achievement standards. On the CA School Dashboard, schools receive an Academic Indicator for ELA and one for math, and CAAs are used to determine the results for these indicators
lifornia ience Test AA Science	5	Summative (state required)	1x per year	CAST is the state science assessment intended to assess the Next Generation Science Standards. Students will take the CAST in the 8th grade and once in high school (see regional calendars for required HS grade level). The purpose of the CAST is to assess student knowledge and skills in science and to foster science education at every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years The purpose of the Science CAAs is to provide three opportunities during K-12 to measure what students know and can do using the alternate achievement standards for NGSS. The CAA Science consists of 4 performance tasks designed to be administered throughout the year after related content is taught.
itial ELPAC t ELPAC	K-5 (new students)	Universal Screener (state required)	1x only	Initial ELPAC is the state assessment for identifying ELL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program
ummative	K-5	Summative	1x per year	Summative ELPAC is the state assessment for

PAC t ELPAC		(state required)		all MLL students and is aligned to the 2021 CA English Language Development Standards. The Summative ELPAC assesses yearly student growth in learning English and is used as one criteria for reclassification. Summative ELPAC data is used to calculate the ELPI for the CA School Dashboard and for federal accountability.
T	5	Summative (state required)	1x per year	The PFT is a comprehensive battery of health-related physical fitness tests for students in California. The test has five parts that show a level of fitness that offers a degree of defense against diseases that are caused by inactivity. PFT participation data for all 5 components is reported each year on the School Accountability Report Card ("SARC").

~~Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Aspire College Academy will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.~~

~~If Aspire College Academy does not test with the District, Aspire College Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.~~

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

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

Collecting, Analyzing, and Reporting Data

~~Aspire will collect and analyze data on student achievement on a regular basis and will provide~~

student achievement data to staff, parents and guardians, and the District:

StaffAs aforementioned, Aspire College Academy is committed to data-based decision making, and commits to utilizing a variety of data beyond the assessment portfolio. Data is intentionally shared with students, families, staff, and the Region:

- Students and families will receive data on student achievement and well-being when they meet with their child's teacher to develop, modify, or review during the quarterly and/or semesterly family conferences
- Staff will interrogate student achievement and well-being data during team collaboration time and during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;
- The Principal and other administrators will receive School site administration interrogates school-wide data on The Charter School's(i.e., student achievement, attendance, and discipline using Aspire's Admin Data Portal) during region-wide Communities of Practice; and Principal Operational Dashboard;
- Parents and guardiansThe Region will receiveinterrogate data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP;and well-being to inform region-wide initiatives and strategic planning.
- The District will receive data on student achievement through School reports and/or presentations.

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

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

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

Annually, the status of ~~The~~the Charter School will be reported using ~~a School Health Dashboard.~~multiple data metrics to assess the health of each school. This ~~tool~~ allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the ~~dashboard will help the~~ Senior Leadership Team ~~identify~~identifies schools that require more focused attention and support. On an ~~on-going~~ongoing basis, ~~this dashboard~~these data metrics will ~~also~~ be used to monitor the progress of schools ~~on a~~ monthly ~~basis~~. Specifically, the dashboard reports on:

- Student achievement: ~~ACT scores, SBAC scores, distance from 3~~CAASPP, course grades, behavior, and internal ~~interim assessment~~benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

~~***Reading Assessment***~~

~~In grades 2-12, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and CCCSS mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention (RtI) and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.~~

~~***Aspire Writing Assessment***~~

~~Once a year each student in grades 3-8 and 11 in The Charter School takes a writing assessment in the form of the English Language Arts Performance Task. The prompts change and are aligned with the genres specific to the CCSS grade level standards. The papers are scored with~~

~~other Aspire staff including teachers and instructional coaches to ensure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state, as well as the sample papers provided in the CCSS standards. Benchmarks are set for every grade level.~~

~~***Aspire Math Assessment***~~

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

External Reporting

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

Element 4: Governance

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

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amendsamend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

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

Indemnification of District

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

Governing Board Operation

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

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

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of ~~governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement~~receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq*.,

ASPIREregarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

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

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Nonprofit Public SCHOOLS BOARD OF DIRECTORSBenefit Corporation

The Charter School is anan directly funded independent charter school governedoperated by Aspire Public Schools, a California nonprofit public benefit corporation, incorporated pursuant to California Nonprofit Public Benefit Corporations law.

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

Attached, as Appendix VII, please find Aspire Board of Directors. Biographies of the Public Schools' current Aspire Articles of Incorporation, Bylaws in Appendix VIII, and Conflict of Interest Code foundBoard of Directors are attached in Appendix IX. Aspire is a California, nonprofit, public benefit corporation. Proof of Aspire's tax exempt status is attached in Appendix X. Aspire Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq*. as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board of Directors Aspire

The Charter School is governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Current Board members are listed with their bios on Aspire's website. Directors are elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years.

The District may appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the District chooses to do so, Aspire may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The Board shall participate in AB 2158 ethics training, as required by law.

Aspire takes a conscientious approach to recruiting and selecting new Board members. California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendmentAspire's Board and leadership conduct extensive due diligence to ensure that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to Aspire's growth and success.

The recruitment, evaluation and selection of new Board members typically are conducted through the following process specified in the bylaws. Copies of the current.

1. Nominations are open, and may be submitted by completing the Nomination Form.
2. Candidate names and bios shared with the Governance Committee.
3. Governance Committee considers alignment with Aspire Board's articles of incorporation, by-laws, and conflicts code are attached in Appendix XI but not incorporated herein by referenceidentified board composition goals established by the Board, and selects prospects for initial conversations.
4. Executive Director(s), Board Chair, and/or Governance Committee Chair have an initial vetting conversation with potential candidates to assess candidate alignment with Aspire values using board candidate questions. Feedback is provided to the Governance Committee.
5. Candidates with mutual interest are sent a packet by Aspire staff that includes:
    a. Board member job description

b. Annual board meeting schedule
c. Overview of disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
d. Aspire overview
e. Organization chart

6. Aspire Leadership has a conversation with the candidate to discuss strategic Aspire issues. Feedback shared with the Governance Committee.
7. Additional conversations with the Governance Committee and other members of the Board as needed using board candidate questions.
8. Aspire provides an opportunity for the candidate to visit an Aspire school in their region (*i.e.*, Central Valley, Los Angeles, or Bay Area, depending on the candidate's residence).
9. The Governance Committee makes recommendations to the full Board.
10. Board votes on nominations.
11. Preferably, a newly appointed Board member's term begins at the full board meeting after the candidate accepts membership.

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

Skill Set – All Board members must have expertise in an area that is valuable to Aspire's operations, especially where there are gaps in the board skill set.
Fundraising Capacity – All Board members are required to support the fundraising goals and program of the organization.

~~The Aspire Board of Directors currently consists of a of 3 to 11 regular members, the CEO is not a member of the Board.~~
Diversity – Diversity of all kinds is an important factor.

Board Meetings and Duties

The Board of Directors will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Charter School shall post all governing board agendas on the Charter School's public website or utilize a publicly accessible "integrated agenda management platform," consistent with the requirements of Government Code Section 54954.2(a)(2)(d).

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

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

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

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

~~The recruitment, evaluation and selection of new Board members typically are conducted through the following seven-step process.~~
~~***Step 1:*** Solicit nominations and compile names~~
~~***Step 2:*** Initial meeting with nominating Board member~~
~~***Step 3:*** Nominator reports back to the Board~~
~~***Step 4:*** Prospective member meets with CEO, other Board members and staff~~
~~***Step 5:*** Visit schools and attend Board meeting(s)~~
~~***Step 6:*** Final meeting with CEO or nominator~~
~~***Step 7:*** Board votes on prospective member~~

~~Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed four years and a Board member may not serve more than two consecutive terms. All Board meetings are noticed and held in compliance with the provisions of the Brown Act, as applicable. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act, as applicable.~~
~~At a high level, there are three broad categories that define what characteristics Aspire looks for in prospective Board members:~~

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

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

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

~~LEGAL AND POLICY COMPLIANCE~~

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

~~Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.~~

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

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

For Aspire board meetings, there is a two-way teleconference location or video broadcast at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. **Given current student enrollment across the Aspire network, Board meetings are physically held at the Central Valley Regional Office of Aspire Public Schools, currently 4202 Coronado Avenue, Stockton, CA 95204 and are subject to change pursuant to the terms above.** The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room or a similar location at the location posted on the agenda to assist any members of the public who would like to participate via two-way teleconference or video broadcast. The Brown Act is followed with regard to Board members' teleconference or videoconference attendance at Board meetings. Prior to each school year, the Board of Directors sets and approves its annual calendar of meetings for the upcoming year. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

~~NOTIFICATION OF THE DISTRICT~~

~~Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.~~

~~STUDENT RECORDS~~

~~Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records and transfer of records for youth in foster care.~~
~~Aspire College Academy 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 Aspire College Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Aspire College Academy and of the District. Aspire College Academy 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 Aspire College Academy does not have that Aspire College Academy needs in order to meet its obligations, the District shall provide the same to Aspire College Academy in a reasonably timely manner upon request under Education Code section 47604.3.~~

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

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

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

~~Aspire College Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.~~

~~To the extent that Aspire College Academy is a recipient of federal funds, including federal Title I, Part A funds, Aspire College Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Aspire College Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.~~

~~Aspire College Academy also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.~~

~~FAMILY AND COMMUNITY~~

All meetings of the Board are meetings in which the public may attend and participate.

Regular Board meetings are typically held 5 times per year. Executive Committee meetings are held approximately every month. Frequency and location of Regular Board and Executive Committee meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings, as needed, shall be called according to the Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Article 6, Section 6.6 of Aspire's Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the

Political Reform Act, and Government Code 1090, *et seq*., as set forth in Education Code Section 47604.1. Board members may abstain from a vote.

The Board has delegated limited approval authority to an Executive Committee, which handles all Charter School-related matters, such as student discipline, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee typically meets each month in which no regular Board meeting is held and is subject to Brown Act requirements. The Executive Committee meetings are broadcasted in the same way as the full Board meetings.

The Executive Committee's responsibilities are as follows:

1. Routine compliance reports to chartering authorizers, including, but not limited to, regional or school-based finance and audit reports;
2. Routine submissions to chartering authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school admission preferences or policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;
11. Review and approval of Local Control and Accountability Plans for each individual Aspire charter school;
12. Construction project budgets for any project less than $2M; and
13. Urgent matters that arise unexpectedly between Board meetings

Aspire Public Schools Leadership

Executive Director, Home Office and Aspire Foundation – This role oversees Aspire's Home Office, which provides supports and services to all Aspire schools and regional offices. This role also oversees the Aspire Foundation, which leads Development, Communication, and Advocacy for the Organization..

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

General Counsel ("GC") - The General Counsel leads the organization's legal and risk management efforts in support of Aspire's scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, compliance, and risk mitigation.

VP of Data and Technology - This role oversees data management and reporting, Information Technology, and Systems for Aspire. The VP focuses on leveraging data analytics to drive instructional improvements, and systems and technology solutions to enhance operational efficiency.

Regional Executive Director – This role is responsible for the strategic direction and success of the schools in their region.

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

Aspire Public Schools Additional Board Committees

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

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization's bond covenants

- *Compensation Committee* – reviews the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. Recommends just and fair compensation.

Audit Committee - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Forms 990

Governance Committee - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.

- Support orientation of new directors
- Engage new directors as active participants
- Plan for board leadership succession
- Assess the effectiveness of board, directors and committees
- Identify opportunities for the Board to keep abreast of

Parental Involvement in Governance

Parent Advisory Committee

Aspire encourages all ~~stakeholders~~educational partners (families, students and staff) to participate in, and share responsibility for, the educational process and educational results of the Charter School. In order to achieve this important end, ~~pursuant to Education Code (EC) Section 52852,~~ the Charter School shares local control with a ~~School Site Council (SSC). The SSC is comprised of the principal and representatives of: teachers, other school personnel, parents of pupils attending the school, and in secondary schools,~~ Parent Advisory Committee ("PAC").

The PAC can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement. The most effective committees are able to focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress. The PAC is an important part of our Charter School's accountability to the students ~~themselves will be part of the group. The group is generally~~, families and community. The PAC is responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, ~~collaborate~~collaborating on the development of ~~the LEA's~~The Charter School's Local Control and Accountability Plan, ~~review~~reviewing and ~~allocate~~allocating available supplemental categorical funds, ~~and collaborate with other school advisory committees. The SSC~~including Title I.

The PAC is ~~an integral part~~composed of the ~~success of the~~ principal, staff representatives, students ~~and the school as a whole, however, there are certain areas~~(for sites that ~~are outside the scope of the SSC:~~

- ~~A school management committee~~
- ~~A policy-making body~~
- ~~A political organization~~
- ~~A fund-raising organization~~
- ~~A social group~~
- ~~A personnel committee~~

serve grades 7 through 12) and parents of students attending the Charter School. As the leader of the ~~school~~Charter School, the ~~principal also~~Principal plays a vital role in the success of the ~~SSC. They are responsible for voting on members, providing~~PAC and all educational partner involvement. The Principal is responsible for ensuring clear communication, fair processes, timely budgeting, careful agenda creation, essential resources and training, ~~and~~collaboration on educational partner priorities and concerns, and guidance for the overall ~~guidance on the~~ implementation and success of the group.

Educational partner involvement is critical to the success of the PAC. Any parent or guardian of an enrolled student is welcomed to participate on the Parent Advisory Committee. Public participation is valued. Meetings are advertised and promoted, and parents are encouraged to attend. The PAC members provide regular updates during parent meetings, while also promoting the purpose of the PAC. Annually, the PAC members also complete a survey assessing their perceptions of the committee, their ability to participate, and feelings of effectiveness. Additionally, in order to encourage and support educational partner involvement, the Charter School's website contains the following information in both Spanish and English:

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

The PAC is an integral part of the success of the students and the Charter School as a whole; however, there are certain areas that are *NOT* the scope of the PAC :

- Management of the Charter School
- Policy-making
- Political organizing
- Fundraising
- Personnel recommendations and decisions

English Learner Advisory Committee

The role of the English Learner Advisory Committee ("ELAC") is to advise the Principal and Parent Advisory Committee on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

1. Advises on the development of services for English Learners
2. Assists in the development of the Charter School's needs assessment and efforts to make parents aware of the importance of regular school attendance.

If the Charter School has an enrollment of 21 or more English learners, then the principal will ensure that the ELAC meets all applicable requirements. Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the Principal and other community meetings.

The ELAC membership is designed to include parents of English Learners, but may also include other duly elected family & community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the Principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

ELAC elections take place every year, in the Fall. The term of office is one year. If there are vacancies, the Charter School may conduct elections at any time.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via ParentSquare in any language that 15% or more families indicate is the home language. Additionally, the printout of the ParentSquare message will be printed in those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, however the Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, PAC, and ELAC meetings.

Additional Opportunities for Family Involvement

1. ~~Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals.~~

~~2.~~● Exhibition panels – Families may sit on panels to judge student work~~.~~ twice a year.

~~3.~~● School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at ~~The~~the Charter School.

~~4.~~● Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.

~~5.~~● Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School.

~~6.~~● Fundraising – Families and community members may work with ~~The~~the Charter School to raise additional resources to support students and ~~The~~the Charter School program.

~~7.~~● Advocacy – Families and community members communicate ~~The~~the Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

~~8.~~● Aspire Board of Directors meetings (including Executive Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to ~~the meeting.~~all regular meetings.

- In addition to beginning and mid-year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

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

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

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school. (," – Ed. Code § 47605(bc)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

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

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

~~EMPLOYMENT OF FELONS~~

Employment of Felons

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities~~.~~ at the Charter School. Aspire is and shall continue to be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and ~~the Aspire~~its Board of Directors shall not require any ~~employee~~individual to be employed at an Aspire school. The Charter School will conduct fingerprint background clearance and TB risk assessment or clearance checks on employee candidates to provide for the health and safety of ~~The~~the Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's ~~Human Capital department, along with the Director of Employee Services and the Controller,~~HR professionals shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at ~~each school~~ the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Section 47605(l~~) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, The Charter School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.).~~](1). The educational and skill level qualifications and job descriptions of teachers to be employed in ~~The~~the Charter School shall meet the educational goals as outlined in this charter.

Executive Director, Aspire Home Office and Foundation

JOB SUMMARY

The Executive Director (ED) of the Aspire Public Schools Home Office and Foundation provides leadership and development for Aspire's Home Office, and develops and leads the administration, programs, and strategy for the Aspire Public Schools Foundation (Foundation), including overseeing the Foundation's strategic planning, implementation, and evaluation in three key areas: fundraising, communications, and advocacy, all in support of the mission, vision, and strategic priorities of Aspire Public Schools.

The ED serves as a key member of the Aspire Public Schools Leadership Team, and oversees a team that reflects the Foundation's three key areas of work. The ED recruits and manages a Foundation Board in support of the organization's fundraising efforts, and identifies and supervises additional external partnerships in furtherance of the organization's fundraising, communications, and advocacy work.

ESSENTIAL FUNCTIONS

- **Leadership & Management:**
  - Build and manage a high-performing Home Office leadership team that delivers effective and critical support services for each of the Aspire regions.
  - Cultivate and support a cohesive and robust Home Office culture that reflects Aspire's core values and promotes a unified identity.
  - Oversee key functions, including Data and Technology, HR, communications, legal, financial, advocacy, and philanthropy.
  - Ensure that the Home Office has a viable long-term financial plan and a diversified and sustainable funding base.
  - Keep the Aspire Board of Directors informed and engaged in partnership with fellow Executive Directors.
  - Build coalitions, relationships, and partnerships with stakeholders, including school districts, donors, community members, and leaders of community and political organizations.
  - Implement consistent accountability systems to ensure progress toward shared goals.
  - Ensure the fiscal health and sustainability of the Foundation through managing the overall Foundation budget, ensuring proper use of philanthropic funds in accordance with relevant laws and regulations, and mitigating legal risk and liability.
  - Ensure consistent quality of fundraising, communications, and advocacy efforts and systems in support of both the Foundation and Aspire Public Schools.
  - Identify and manage timelines, resources, partnerships, and outreach needed to achieve strategic goals for Aspire Public Schools.
  - Develop, maintain, and support a robust Foundation Board to serve as ambassadors and advocates for the Foundation and for Aspire Public Schools.
  - Lead, coach, develop, and retain a high-performing Foundation Team that includes key roles in fundraising, communications, and advocacy.
  - Serve as a key member of the Aspire Public Schools Leadership Team.

- **Fundraising:**
  - Responsible for identifying, developing, and securing philanthropic resources sufficient to ensure the financial health of the Foundation and in support of the mission, vision, and key strategic priorities of Aspire Public Schools.
  - Oversee the Foundation's individual, corporate, and institutional fundraising strategies and execution to increase philanthropic support for key initiatives and priorities at every level of the organization
  - Develop and implement policies and practices that ensure equitable allocation of philanthropic resources across Aspire Public Schools.
  - Serve as primary liaison with regional Executive Directors and other key organizational and regional leaders to determine regional priorities and associated philanthropic needs, and develop and implement strategies to support those priorities.
  - Manage and steward portfolio of highest level donors to ensure ongoing support for Aspire Public Schools.

- Develop and successfully implement a strategic approach to identifying, initiating, and developing relationships with new philanthropic donors.
- Lead the development of compelling stories and messages to be shared externally and with funders.

- **Communications:**
  - Support alignment in key organization-wide communications and branding across Aspire Public Schools.
  - Identify and oversee all external partnerships related to communications, including PR and pro-active media support, managing crisis communications to mitigate legal risk and potential liability, photography and videography, website development and updates, graphic design, and additional partnerships as necessary.
  - Lead strategic planning to develop and train brand ambassador/brand training materials to ensure key stakeholders know how to uphold and effectively promote the Aspire brand.
  - Develop, support, and maintain consistent channels of communications across the organization, including ongoing assessment of effectiveness of communications to all stakeholders.
  - Oversee the development and distribution of key donor-facing communications, including annual Gratitude Report and regular cadence of donor-facing messaging across multiple platforms.
  - Ensure the maintenance and effectiveness of annual marketing and communications activities across multiple channels.
  - Lead the strategic planning and execution of major events led and/or hosted by the Foundation team throughout the year.

- **Advocacy:**
  - In partnership with the General Counsel and/or Director of Family Advocacy and Community Engagement as relevant from Aspire Public Schools, develop and implement a strategic plan to address advocacy priorities for Aspire Public Schools on a state-wide, and national level.
  - Support external media outreach to highlight key advocacy priorities, initiatives, opportunities, and celebrations through proactive and earned media on a local, state-wide, and national level.
  - Serve as the primary liaison with key state-wide advocacy partners, including contract lobbyists, state-wide advocacy organizations, and communications partners who amplify the organization's advocacy efforts.

Additional:

- Demonstrate knowledge of, and support for the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

QUALIFICATIONS

Minimum educational level:

- Bachelor's degree
- Advanced degree preferred

Experience required:

- 5+ year experience in fundraising, marketing/communications, or advocacy work
- Exceptional communication skills, both written and verbal.
- Experience developing strategic plans, metrics, and progress monitoring.
- Knowledge of fundraising techniques and strategies.
- Excellent computer skills with all Microsoft Office programs; Salesforce experience preferred.
- Understanding of budgeting process, with the ability to create compelling narratives based on the organization's financial data.
- Strong interpersonal and process management skills, with a strong interest in and talent for working on teams.

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound financial policies, procedures, controls, and reporting systems. S/he ensures Aspire Public Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.

Required knowledge, skills, and abilities:

- Skill in developing a long-term organizational and financial strategy with an ability to think critically
- Expertise in financial planning & analysis and modeling, leveraging fluency with Excel, Access, PowerPoint, and financial accounting systems
- Negotiating a wide range of relationships and contracts, including financing terms, benefits, insurance, vendors
- Capital markets knowledge and expertise
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Equity-centered leadership skills grounded in empathy, inquiry, and fair process; interest in and ability to identify and interrupt racist practices in their own work and in areas of influence
- Proven ability to successfully manage, evaluate and coach others
- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Deep understanding of effective change management practices
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes
- Ability to utilize numerous data sets, quantitative and qualitative, to inform decision making
- Strong communication skills, both written and verbal; comfortable speaking in front of large groups
- Comfortable having difficult conversations with empathy, an inquiry mindset, and the ability to move toward learning and resolution
- Can attract, develop and inspire great teams

Required educational level:

- Bachelor's Degree/ CPA and/or MBA preferred

Required experience:

- 7+ years' experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment
- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

General Counsel

Grounding in Aspire's mission and vision, the General Counsel leads the legal efforts and risk management in support of Aspire's scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, and risk mitigation. The General Counsel will coordinate Aspire's use of outside counsel. This position also oversees the organization's governance, supports itsBoard of Directors, and joins forces with internal and external partners to advance advocacy efforts and influence systemic change for the TK-12 public education sector. The General Counsel applies a student-centered approach to legal and compliance matters.

ESSENTIAL FUNCTIONS

Legal Matters

- Represent Aspire in all open and pending legal and legal-adjacent matters, mediations, depositions, etc. Develop legal strategies and lead implementation in partnership with associated departments and schools. Manage associated insurance claims as relevant.
- Determine when and how to leverage outside counsel for specific expertise as needed. Identify and partner with outside legal counsel on legal strategies.
- Provide legal advice and guidance to Aspire leaders on special education, employment law matters, charter authorization, compensation, vendor management, and emergency response, including direct partnership with HR leaders across all regions and Home Office who manage Employee Relations cases and associated investigations.
- Supervise responses to requests for information (e.g. public records requests pursuant to the Public Records Act) and subpoenas.
- Manage legal budget to optimize use of internal staff, external counsel, and pro-bono legal services.

Board Governance

- Ensure and support with compliance with all public transparency and conflict of interest laws
- Ensure compliance with all related laws including Brown Act, Form 700, Political Reform Act
- Stay current on all applicable laws and policies, with an emphasis on charter law
- Maintain internal and external policies and procedures as needed
- Research and advise on optimal governance structures for Aspire to ensure values alignment and legal compliance and proper standing as it relates to tax exemptions, charitable purpose, conflict of interest, etc. Support any governance changes in terms of documentation, policies, coordination with outside counsel.

- Work with Aspire leadership to plan, support and attend all Board meetings, serve as a legal resource for Board and C-Suite, and ensure Board's execution of its fiduciary duties.

Minimum educational level:

- J. D. (Juris Doctor) required with 8+ years of relevant experience obtained at a law firm, government agency or an educational institution.
- Licensed to practice in CA.

Experience required:

- Significant experience working on legal matters with public sector practice or in legal positions at charter schools.
- Experience in TK-12 education. Understanding of education law, CA laws related to governance and public agencies.
- Experience with all or some combination of employment law, contracts, special education law.
- Experience crafting and reviewing legal strategy in response to litigation.
- Evidence of ability to work well with colleagues, outside counsel, opposing counsel , and department and school leaders.
- Demonstrated passion for public education and equitable systems.

Vice President, Data and Technology

The Vice President of Data and Technology leads the development and execution of a comprehensive data, systems and technology strategy across our Central Office and Regions. This role focuses on leveraging data analytics to drive instructional improvements and systems and technology to enhance operational efficiency. This leadership role requires a visionary thinker with a deep understanding of data analytics, technology trends, and business processes for a network's lifecycle. The leader is passionate about driving organizational change through data-driven decision-making and leveraging technology as an enabler for individuals and teams to do great work.

JOB RESPONSIBILITIES:

- **Strategic Leadership:**
  - An innovative thinker who leverages data, systems and technology to enhance student outcomes, streamline operations, and foster a culture of continuous improvement.
  - Develop and implement data, systems and technology strategies that align with the educational goals and mission of each region.
  - Collaborate with senior leadership to identify opportunities and integrate data and technology initiatives to drive innovation and improvement plans.

- Play a key role in shaping the scope of shared services to be provided to Aspire regional entities as we work towards Transformation into separate entities.
- Make strategic recommendations and work closely with Executive Directors and Aspire Executive Team to consider efficiency, costs, etc. Provide strategic thought partnership around data integrity and approaches for the Transformation Stage.
- This leadership role is a member of the Home Office Leadership Team.

- **Data Management - analytics and insights:**
  - Oversee data governance, data quality, and data architecture.
  - Ensure the organization leverages data analytics for decision-making and operational improvements.
  - Oversee the collection, management, and analysis of data across the network.
  - Establish data governance frameworks to ensure data quality, security, and compliance with relevant regulations.
  - Lead the design and implementation of data analytics initiatives that provide actionable insights for educators, administrators, and stakeholders.

- **Systems and Technology Oversight:**
  - Oversee the strategic direction and management of all IT and systems initiatives across the organization.
  - Ensure the organization's IT and systems infrastructure is secure, scalable, and efficient for optimal performance.
  - Oversee the management of the procurement, implementation, and maintenance of technology systems and solutions.
  - Evaluate and implement educational technology tools that enhance teaching and learning experiences.

- **Team Development:**
  - Build, mentor, and lead high-performing data and technology teams.
  - Foster a culture of innovation, collaboration, and continuous improvement.

- **Budgeting and Resource Allocation:**
  - Develop and manage the overall budget for data, systems, and technology; ensure the effective allocation of resources to meet strategic priorities.
  - Monitor expenditures and ensure cost-effectiveness of data, systems and technology investments.

- **Stakeholder Engagement:**
  - Communicate data strategy and technology initiatives effectively to all levels - leaders, educators, staff, and the broader community.
  - Act as a liaison between technical teams and central/regional office leaders to ensure alignment and understanding.

- **Compliance and Risk Management:**
  - Establish and enforce policies and procedures to ensure data security, privacy, and compliance with relevant regulations and standards.
  - Conduct risk assessments and implement security measures to protect organizational data and IT assets.

- **Continuous Improvement:**
  - Monitor and evaluate the effectiveness of data initiatives and technology implementations, making adjustments as needed.
  - Stay current with emerging trends in education technology and data analytics to inform strategic decisions.
  - Collaborate with regional leaders and Home Office Leadership to further the AI strategy in the Aspire context.

Additional:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned.

QUALIFICATIONS

- Strong understanding of K-12 education data systems, assessment tools, and educational technology.
- Systems-level thinking with the ability to solve problems and build scalable solutions.
- Proven track record of developing and executing data and technology strategies in a fast-paced environment.
- Proven ability to translate data insights into actionable strategies for improvement.
- Exceptional leadership, communication, and interpersonal skills.
- Ability to work collaboratively across regions, departments and influence stakeholders.
- Commitment to fostering an inclusive and equitable educational environment.

Minimum educational level:

- Bachelor's degree in Computer Science, Information Technology, Data Science, or a related field.
- MBA or advanced degree preferred.

Experience required:

- 8+ years of experience in data and systems management, technology leadership, or a related field, with at least 5 years in a senior leadership role.

Executive Director

Reporting directly to the Board of Directors, the Executive Director has overall responsibility for the performance of their region's schools in the areas of strategic leadership; academic and programmatic excellence; diversity, equity, and inclusion; chartering authority and community partnerships; talent development, and operational and fiscal health. Job duties include:

- Directly supervising and coaching principal supervisors and other regional leaders to achieve key goals and metrics aligned to our strategic plan;
- Building strategic relationships with local advocacy partners, local and statewide representatives, and local funders, to enlist support for and partnership with our schools and families, and strengthen our position in the community;
- Ensuring collaborative and efficacious partnerships, with the Home Office/Aspire Public Schools, and across the organization at large;
- Cultivating a cohesive, values-aligned team (inclusive of principals) that demonstrates strong team culture, communication, and role clarity;
- Establishing systems and protocols to ensure the operational and financial health of the region and its schools;
- Maintaining strong chartering authority and county office of education relationships and charters in good standing, and lead renewal cycles in collaboration with Home Office counterparts.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Ability to attract, cultivate, develop, and inspire a diverse team, build trust through authentic interaction, and cultivate a positive work environment across multiple axes of difference.
- Demonstrated success as an instructional leader, including professional development of teachers and principals, in public charter or district schools serving primarily Black, Indigenous, and People of Color ("BIPOC") scholars.
- Demonstrated command of the intricacies of school operations and planning.
- Ability to use complex data to inform your leadership and practice, and to successfully train and coach others to do the same.
- Deep knowledge and understanding of the complexities of race and culture in education; sensitivity to issues and concerns of communities of color and other diverse groups including students with disabilities and multi-language learners; passion and extensive experience in leading for equity; ability to lead with an anti-racist lens.
- Commitment to your own ongoing learning, growth, and development.
- Demonstrated success managing strategic planning and vision setting, operations, budgets, and developing and implementing systems.
- Exceptional management skills including planning, directing, reporting, budgeting, and administrative responsibilities.
- Knowledge of characteristics of successful urban schools in high need communities and how to implement them.
- Knowledge of California charter school law, finance, and regulations.
- Strong problem analysis and problem resolution at both a strategic and functional level.

Education & Certifications

- BA required, Master's degree and above preferred
- CA Teaching or Admin Credential preferred

Experience

- Led large scale, complex organizations or departments
- Done work to address your own lens of racial and social oppression, and also done work to disrupt oppression on a systemic level
- 5+ years of successful teaching, as demonstrated in student results and other relevant data highly preferred
- 5+ years successful experience as a principal, as demonstrated in student results and other relevant data highly preferred
- 2+ years as a school administrator at the regional, network, or district level supervising schools/principals with a proven track record of student success highly preferred

Superintendent of Schools

The Superintendent of Schools is responsible for administering, directing and coordinating the overall school's support program in all areas as assigned. This support includes a culturally responsive leadership program and development, talent development, school budgets, assistance for program implementation, professional development and systematic program monitoring/evaluation.

The Superintendent of Schools supervises the Managing Director(s) of schools, providing coaching, development, resource allocation, and support for school supervision.

The Superintendent of Schools participates in the development, implementation, and evaluation of the Aspire initiatives and other system-wide policies and procedures as a member of the Regional Leadership Team. The work requires an understanding of the overall mission, goals, and objectives of Aspire,anti-racist stance, and the primary focus is to provide meaningful support for the principals to attain and exceed the Student Achievement Targets.

School Supervision and Leadership Development

- Responsible for ensuring all scholars in the region have access to effective, culturally responsive school leaders, who are charged to ensure rigorous, culturally responsive instruction that prepares scholars for success in college, career, and life.
- Work with Executive Directors and engage the regional community to define the leadership pathway vision for the region that aligns with Aspire's mission, vision, core values, and equity commitments, anti-racist stance, and strategic plan and metrics.
- Collaborates with the Executive Director and Superintendent of Academics, on policies and procedures affecting the instructional program and management of schools.
- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and instructional programs.
- Supervises Managing Director(s) of schools and provides coaching and support for school supervision.

- Hosts the School Supervisor Community of Practice providing norming, frameworks and feedback to ensure alignment among principal supervisor practices.
- Organizes and/or facilitates principal and supporting administrator regional community of practice.
- Supports hosting Instructional Rounds and Learning Walks across schools with school leaders and other members of the regional team
- Observes classroom instruction to determine overall degree of implementation of the instructional program, student/school needs, usefulness of materials, and level of instruction.
- Hosts the Regional Equity Leadership Team to develop equity focused learning for teammates and consider equity problems of practice.
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to subgroups and disproportionality.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Partner with counterparts in other regions to shape and refine Aspie's principal supervision and school support system to ensure consistent and high-quality school support and principal development.
- Ability to problem solve, project manage, talent manage and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality, equity informed, instructional support, especially re Common Core State Standards.
- Comprehensive knowledge of curriculum development, effective instructional practices and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain effective relationships with parents, principals, teachers, supervisors, other responsible school, local, and state officials from diverse cultural and linguistic backgrounds.
- Ability to engage in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity.
- Has engaged in work to address individual lens of racial and social oppression, and also led work to disrupt oppression on a systemic level
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Excellent human relations skills.

EDUCATIONAL & LICENSURES:

- Bachelor's required
- Master's degree from an accredited college or university, preferred
- Possession of an administrative credential in school administration preferred.

EXPERIENCE

- 7+ years of field experience in education, including experience as a teacher and in an administrative or supervisory position.
- At least two years as a leader at the regional, network, or district level supervising region-wide instructional program and teammates with a proven track record of student success

Managing Director of Schools

The Managing Director of Schools is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school). The Managing Directors work to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Managing Director may provide support to the Executive Director and Superintendents in the areas of , culturally responsive leadership, culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation.

In collaboration with the Superintendents, the Managing Director will support the development, implementation, and evaluation of regional initiatives and other system-wide policies and is an integral part of the Regional Instructional Leadership and/or Equity Leadership teams. The work requires an understanding of anti-racist practices, Culturally Responsive Leadership, overall mission, goals, and objectives of Aspire and the region; however, the primary focus is to provide meaningful support for the principals and supporting administrators to disrupt racialized outcomes for scholars.

Supervision, Curriculum and Staff Development

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Supports the Superintendents to organize and participate in principal and supporting administrator regional meetings.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- If needed, participates in region-wide equity based programming with a focus on leadership development on either the Regional Diversity, Equity, Inclusion Council, Regional Equity Team, or Pro-Black Programming Leadership Team.
- Support in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming,

etc)

- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development with leveraging the Transformational Leadership Framework and Aspire Student Learning Framework .
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially regarding CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity.
- Excellent human relations skills.

EDUCATION & LICENTURES:

- Bachelor's degree
- Master’s degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education with at least two years of site leadership experience.
- Extensive and progressively experience in teaching and school administration.
- Experience supervising principals is preferred.

Regional Director Special Education

Under the general direction of the Senior Director of Special Education, the Regional Director of Special Education coordinates the special ed program and delivery within the region, provides leadership to the special education regional team, principals and school sites. The Regional Director of Special Education coordinates special education participation in organizational initiatives, as assigned by the Senior Director of Special Education.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Aspire programs; communicate effectively in writing and orally.
- Knowledge of Aspire's SELPA procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.
- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance Aspire schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.

1) *Minimum educational level:*

- CA Education Specialist Credential and CLAD certification required OR CA Related Service Provider Credential/License (School Psychology, Speech and Language Therapy, Occupational Therapy, etc)
- California Administrative Services Credential recommended
- Master degree in Special Education or related field (preferred)

2) *Experience required:*

- 3-5 years' experience with special education program leadership and charter experience

Regional Director of Student Services ("RDSS")

Regional Directors of Student Services provide direct consultation to Aspire schools and manage a team in order to integrate support for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to, the School Attendance Review Board ("SARB"), expulsion hearing officer duties and Uniform Complaint Procedures. Regional Directors of Student Services provide professional development to AP and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions. What distinguishes this position from the Manager of Student Services within a region are the higher levels of experience needed for the position, the higher levels of responsibility related to supervising and managing a team, increased programmatic responsibilities and authorizer and government intersection.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively

Educational Level:

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

Required experience:

- 8+ years' experience working in student services related field in a public education setting
- 5+ years' experience at a school administrator or district level position

Senior Director of Operations

The Senior Director of Operations drives the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversees the Operations Team. Works cross-functionally and

collaboratively to share, create buy-in and implement their vision and strategy. Has excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

The Senior Director of Operations is responsible for administering, directing and coordinating school and regional operations as it relates to federal, state, county, and district compliance and oversight. This support includes leadership of specific program development such as report planning and development, operational budgets, and annual oversight presentations, professional development and systematic program monitoring/evaluation, and serving as a key liaison with relevant Home Office teammates as needed.

The Senior Director of Operations performs related duties as required or assigned under the general direction of Regional Leadership.

Leadership and Strategic Vision

- Lead in developing, executing, and achieving Aspire's vision, mission, strategies, and goals, ensuring alignment across school sites, regional teams, and Home Office functions.
- Serve as part of the Bay Area Senior Leadership Team to problem-solve regional issues and support continuous improvement of Aspire-wide policies and procedures.
- Oversee and contribute to operational goals that prioritize student achievement, long-term financial sustainability, and risk mitigation.

Operational Excellence

- Develop and implement strategic plans to transform school, regional, and organization-wide operations, collaborating with key stakeholders to identify and drive process improvements.
- Direct operational best practices and communicate them through professional development, documents, and presentations.
- Review and analyze student attendance and enrollment data to guide principals
- Support principals and non-instructional staff in operational deliverables to ensure daily operational excellence.
- Manage and provide leadership for charter application, renewal, and compliance processes, fostering positive relationships with authorizers.
- Direct teams responsible for maintenance, custodial services, energy management, and capital projects.
- Manage regional capital projects, coordinating with project managers to ensure compliance with building codes, and overseeing timely delivery of facilities projects like portable classrooms.

Supervision and Team Development

- Support the supervision and coaching of school Business Managers and regional teammates, enhancing their capacity in operations leadership, feedback, and system management.

- Visit schools to monitor progress, develop principal capacity, and support the growth of Business Managers in achieving operational goals.
- Oversee and participate in principal and regional meetings to align operational practices and support leadership development.

Partnerships and Vendor Management

- Act as liaison between the region and Home Office Operations, managing regional and national vendor relationships and contracts.
- Collaborate with IT and Data teams to implement strategies that enhance student learning and operational efficiency.

Professional Development and Support

- Work with the Home Office and Regional Office employees to design and deliver professional development for principals and Business Managers.
- Plan, budget, schedule, and evaluate professional development for non-instructional staff.
- Co-plan and lead retreats for Office Managers/Business Managers to align professional growth with organizational goals.

Data and Decision-Making

- Oversee Data Analysis and Data Visualization teams to provide user-friendly tools for data-driven decision-making.
- Lead cross-functional initiatives for better coordination and communication across schools, regions, and the Home Office, fostering an environment of continuous feedback and growth.

Talent Management

- Hire, develop, and retain key talent to ensure the success of operations.
- Set clear goals, provide constructive feedback, and offer growth opportunities for team members.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, with regard to Common Core State Standards and culturally responsive teaching and leadership.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.

- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and LICENSURES

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 3+ years of school or district operational system leadership experience

Principal Qualifications

~~The Charter School's Principal will be the instructional leader at The Charter School and will be responsible for helping The Charter School and students achieve the outcomes outlined in this charter petition. A biography of The Charter School's Principal is attached in Appendix XIV.~~The Charter School's Principal leads, manages, and oversees all functions of an individual school site. This includes the education program to ensure student academic performance, budget to ensure fiscal health of the site, school office operations, community relations, people management and facilities. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- In-depth experience developing teachers
- Strong experience in performance assessment
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively

- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion
- Demonstrated P&L responsibility
- Computer and Internet search skills

Educational Level:

- Bachelor's degree
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred
- NCLB Highly Qualified preferred

Required experience:

- 7+ years teaching and administrative experience
- 3+ years working in historically marginalized communities as a full-time teacher preferred

Assistant Principal

Assist Site Principal in managing all the functions of an individual school site, including education program, office operations, budget, community relations, personnel and facilities in accordance with Aspire standards.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and developing teachers
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Entrepreneurial passion

Required educational level:

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

Required experience:

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

- ~~Office~~7+ years teaching and administrative experience

Special Populations Administrator, Community Schools

In service of supporting schools to achieve their special education academic and social-emotional targets under the California Community Schools Partnership Program, the Special Populations Administrator plays a key role in the development, coaching, implementation, and delivery of comprehensive special populations behavioral health & MTSS programming at the school site level. This role is primarily focused on assisting schools in developing and refining a vision of site-based, special education behavioral health and MTSS programs that are rigorous, inquiry-based, standards-aligned, and student-collaborative centered. Guided by culturally responsive teaching strategies, the Special Populations Lead supports within the special education academic program to ensure legally compliant and instructionally-effective services for students with exceptional needs; and provides professional development support to school site special education staff.

Reporting to the Principal and in close collaboration with the Aspire Regional Special Education team, this impactful role also supports the development of high-quality pedagogy and instructional practices as aligned to the Aspire Student Learning Framework . The Lead will successfully implement a community school strategy for Aspire's Special Populations aligned to the California Community Schools Partnership Program. This role will be responsible for the design, implementation, and supervision of the programmatic preventions, interventions, and enrichment activities designed to support the holistic development of students and will co-design, develop, and facilitate/support all community school programming in the school.

Special Populations Program Leadership and Case Management

- Lead projects as assigned by the principal that may include; process improvement, cycle of inquiry-driven instructional improvements, or any other projects required
- Serve in the capacity of Lead Education Specialist:
    - Administer academic assessments, write academic assessment reports, and present at IEP meetings
    - Collaborate with faculty to ensure that student modifications and accommodations are being appropriately implemented in the general education classroom
    - Assist with the development of the master schedule to plan for all special population student needs.
    - Support site team with meeting minimum IDEA requirements related to case management
    - Input weekly IEP service tracking and meet all IEP timelines
    - Regularly collaborate with team members and related service providers to review student data, ensure IEP

and behavior plan implementation, co-planning and/or co-teaching.

- Oversee, teach, and implement a student's behavior intervention plan, including gathering and analyzing relevant data regularly, and collaborating with staff members around student plan and progress
- Coordinate the development and implementation of a student's Individualized Transition Program

Instruction, Data & Assessment

- Provide supervision, observation and feedback on the implementation of the curriculum and behavior support for the Education Specialists.
- Identify and participate in school progress monitoring systems, data analysis, and adjustment of strategy and supports to meet Special Populations performance targets.
- Builds capacity through the management and development of Education Specialists and Special Populations Paraprofessional/Instructional Aides.

Behavioral Health

- Leads school leadership teams regarding all students in need of intensive and/or targeted behavioral supports
- Develops, supports, supervises, and provides differentiated training and coaching opportunities to school staff and families regarding schoolwide positive behavior support, classroom management, functional behavior assessment, behavior support plans, alternatives to suspension, and cultural and linguistic considerations in behavior and discipline.
- Ensures the use of best practices in the implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined in the IEP, and implementation of behavior and academic support and intervention plans by collaborating with school psychologists, other specialists, or site staff including providing professional development as needed
- Collaborates with school staff in problem-solving individual, classroom, and school-wide behavioral challenges for students within the special populations program.
- Promotes and supports a team approach in behavior support planning and implementation among the school community, teachers, paraprofessionals, students, and parents.
- Regularly collects and analyzes behavioral data to guide decisions regarding individual student supports, classrooms, and school-wide systems.
- Collaborates with the special education team to design and implement behavior intervention strategies and programs
- Conducts Functional Behavior Assessments (FBA) assessments as required by IDEA, and provides behavior consultation to SST members, including support in drafting a strong behavior intervention plan and behavior data tracking systems
- As needed provides thought partnership to school site teammates and Program Specialists who conduct FBA assessments as required by IDEA
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Designs and supports the development of Behavior Intervention Plans
- Develop resources and provide professional learning in Applied Behavior Analysis , Crisis Prevention Institute (CPI), and/or other evidence-based methodologies related to addressing the needs of students with behavioral difficulties

MTSS Systems Alignment, Monitoring, and Staff Development:

- Is a collaborative member of the school leadership team and works on school-wide initiatives and priorities to ensure alignment of instructional practices and MTSS competencies
- Support the school site through an MTSS inventory, engagement, delivery of PDs, and on-the-ground coaching and support to staff in the area of MTSS:
    - Design, lead, and support professional development for school ED specialists, SPED support staff, and teachers that is aligned to the Special Education vision. Ensures explicit connections between coaching and professional development with the Transformational Leadership Framework and Aspire Students Learning Framework and use of approved instructional tools (Instructional guidelines, pacing guides, etc.).
    - In alignment with Aspire's equity commitments, works with the Principal to provide additional resources and/or support universal, targeted, and intensive support within an MTSS framework.
    - Analyzes site-level data in multiple content areas to identify school goals and trends. In collaboration with the Principal and regional leadership, co-creates school action plans to address gaps, creating opportunities to implement pedagogy and curriculum that reflect data-supported best practices from inside and outside of the organization, in support of coherent regional and school site priorities and initiatives.

Minimum educational level:

- Bachelor's degree required, with relevant degree and/or content expertise;

Licensure/Certifications:

- Special Education Teaching Credential (Mild-Moderate Support Needs/Extensive Support Needs) required.
- Pathway to a cleared credential within three years, required
- NCLB Highly Qualified preferred

Experience required:

- 3+ years as a Special Education Teacher required
- 5+ years of teaching and/or administrative experience preferred

Business Manager Qualifications

The ~~Office Managers are~~Business Manager is responsible for overall ~~front office activities, will report~~non-academic/instructional business operations of the school site including School Operations and Administration, Accounting, Finance and Budget Management, Data Management, School Leadership, and Serving as a Partner to the Principal~~, and will work~~. The Business Manager reports to the Principal, supervises supporting staff, and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside ~~parties. The Office Manager will have the following qualifications:~~consultants/vendors.

Required knowledge, skills, and abilities:

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

Required

Minimum educational level:

- B.A.A. degree Degree preferred or equivalent work experience

Required experience:

4Experience required:

- 6 plus years in fast-paced, ever changing administrative support position
- Experience; experience in a school front officeenvironment preferable
- Supervisory experience strongly preferred
- Proficiency with Microsoft Office, network printing, copiers and fax machines
- Some supervisory experience preferred

Teacher Qualifications

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

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

- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

In addition, ~~teachers of core, college preparatory courses at each Aspire school will be required to~~ per Education Code 47605(l)(1) - Teachers in the Charter School hold ~~a California~~the Commission on Teacher Credentialing ~~(CCTC)~~ certificate, permit, or other document ~~equivalent to that which~~required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of 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~~ school district. The Charter School shall have authority to request an emergency permit or a waiver from the ~~CCTC. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.~~commision on Teacher Credentialing in the same manner as a school district.

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

Teacher Hiring

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

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for ~~The~~the Charter School.

- *Business/Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.

- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.

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

Other Jobs at the Charter School

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

After School Director

The After School Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspire Public Schools. This includes training and managing a team of After School Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

After School Program Daily Operations:

- Work closely with the Principal and leadership team at the school site to create an After School Program that aligns with the vision and goals of the overall school site
- Oversee after school program throughout the school year, including select intersessional days.
- Communicate regularly with parents/families to engage them in the After School Program to help support student success
- Design and manage student and staff schedules for the After School Program.
- Collaborate with colleagues to ensure successful nutrition, supper, and snacks needs and requirement are met for scholars during After School Program hours
- Open and close program on a daily basis
- Track student information and maintains accurate student records, including attendance, in accordance with Aspire procedures
- Record teacher and staff hours and processes timesheets and other personnel documents in accordance with Aspire procedures
- Track After School Program students' academic performance to ensure continual progress
- Support classroom systems/procedures and helps manage student behavior to ensure all students are safe and fully engaged in learning

Team Leadership:

- Create an environment of high expectations for learning, student behavior and staff professionalism

- Foster a program culture of high expectations that includes college preparation for all students and enrichment beyond the core academic program
- Collaborate with Aspire team members to share best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
- Facilitate training and professional development for After School Program staff
- Hire, evaluate and coach After School Program staff

Additional:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned.
-

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit required
- Bachelors' and/or Masters' preferred

Experience required:

- A minimum of 1 year as a teacher, teacher intern, or teaching assistant preferred
- Management experience in a nonprofit, school, or service business preferred

After School Educator

The After School Educator provides academic intervention, homework support, and enrichment activities to students as part of a high-quality after school program. S/he independently supervises groups of students, facilitates learning, and works with other members of the After School Program team to meet the academic, social-emotional, behavioral, and physical needs of all students. This position may be responsible for delivering specialized enrichments or intervention programs requiring knowledge/experience in that specialty.

Required knowledge, skills, and abilities:

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

Educational level:

- Associate's degree or 48 units of college credit (or successfully passing the Paraprofessional test)

Required Experience

- Experience working with children or youth in a school or community-based setting

Mental Health Therapist (Special Ed)

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Educational level & Licensure:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

Mental Health Therapist 1 (Gen Ed)

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)

- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Minimum educational level & licensure:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

Highly desirable qualifications:

- Bilingual - Spanish

Education Specialist Mild to Moderate Support Needs or Extensive Support Needs

Required knowledge, skills, and abilities:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Belief in inclusion and Aspire's Equity Belief Statements and demonstrates high expectations for students with diverse learning needs
- Ability and willingness to reflect and improve
- Ability to follow and meet mandated deadlines and due dates
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Ability to excel as a member of a team and implement new learnings from professional development
- Ability to work with an ethnically and economically diverse student body
- Expertise in applicable grade-level Common Core State Standards and Academic IEP goal development
- Knowledge around the models of co-teaching and serving students with disabilities in an inclusive model
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Alignment to and urgency around Aspire's mission, vision and values

Educational level and licensures:

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist, Mild-Moderate Support Needs) required

- Bridge Authorizations for Mild-Moderate Credentials received prior to June of 2022
- Bachelor's Degree required; Master's Degree preferred

Experience

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

School Psychologist

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Educational level and licensures:

- Bachelor's degree
- Master's in education preferred
- Pupil Personnel Services Credential in School Psychology

Experience required:

- Pupil Personnel Services Credential
- School Psychologist Intern also acceptable

Instructional Aide, SPED Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Familiarity with students with students that demonstrate moderate-severe needs.
- Ability and willingness to implement students' individualized education programs
- Ability and willingness to reflect and improve on practice
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities

Educational level

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required

- 1+ year working with students in special education with moderate / severe needs or students from urban communities in an educational setting

Instructional Assistant Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve
- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required:

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

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional ~~trainings~~training to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

Aspire also offers an induction program to all qualified teachers. The Aspire Teacher Induction Program is a two-year mentoring program that supports the development of new teachers based on their individual needs. Teachers are matched with mentors that meet with them weekly to debrief observations, give and receive feedback, plan professional development opportunities, and decide upon next steps. This program consists of a reflective assessment and support process intended to help teachers in their initial years as a professional educator. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The Aspire program supports the demonstration and application of the California Standards for the Teaching Profession through its various components: collegial mentoring from an assigned support provider, ongoing staff development, curricular materials and training, and administrative assistance.

In addition, Aspire ~~conducts~~ uses differentiated coaching models to ensure that teachers are receiving coaching that supports their professional growth. This includes formal and informal observations of teacher instructional practice. Teachers receive frequent observations from ~~a trained observer~~admin throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework ~~(~~[ASLF~~).~~]. Originally based on ~~TNTP's~~The New Teacher Project's ("TNTP") Core Teaching Rubric, the ASLF was revised from 2022 to 2024 to align with what we expect to see in culturally responsive classrooms. The revision process included the input of senior leaders and staff, Principals, and educators, and included the incorporation of various sources which included TNTP, Equity Institute's Culturally Responsive Walkthrough Tool, The Massachusetts Department of Education CRT rubric, Unbounded's GLEAM framework, Universal Design for Learning and the Ready for Rigor Framework from Zaretta Hammond's Culturally Responsive Teaching & the Brain. The ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms~~.~~: Culture of Learning, Essential Content, Academic Ownership & Demonstration of Learning. Each domain includes ~~a separate~~ student look fors, and a list of ~~instructional strategies, known as~~ Core Teacher Skills~~,~~ that teachers may utilize to improve student ~~performance~~outcomes in the given area of focus. The Aspire ~~Rubric~~Student Learning Framework is attached in Appendix ~~XV~~XIII.

Element 6: Health and Safety

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

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

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

(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(~~b~~c)(5)(F~~).)~~)

Site Safety Plan

~~HEALTH, SAFETY AND EMERGENCY PLAN~~

Charter School shall ~~have~~develop a ~~comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to~~school safety plan, which shall include the ~~acquisition and maintenance of adequate onsite emergency supplies,~~topics set forth in ~~place prior to beginning operation of~~ Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School ~~each school year~~shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

~~In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. The Charter School's safety plan is attached in~~

Suicide Prevention Policy (Grades 7-12)

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

Employee Training

~~**Appendix** XVI.~~

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

~~**BLOOD BORNE PATHOGENS**~~

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of ~~AB 1432 (2014).~~Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

~~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.~~

~~Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).~~

~~Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.~~

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

~~FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)~~

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

~~CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING~~

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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

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

Tuberculosis Screening

~~**Procedures for Background Checks**~~

~~Employees, volunteers, and contractors of Aspire Public Schools will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education~~

~~Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Aspire's Human Resources department, along with the Director of Employee Services and the Controller, shall monitor compliance with this policy.~~

~~IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS~~

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

~~TUBERCULOSIS TESTING~~

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

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

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the Charter School site. These procedures will be incorporated into ACA's student and employee handbooks as needed and will be reviewed on an ongoing basis by the Principal and regional team. ACA shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of ACA.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

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

Medication in School

ACA will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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

Vision, Hearing, and Scoliosis

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

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain

unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

- procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communications with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

ACA shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. ACA shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV") and provide mandatory annual training to staff to protect employees and children from possible infection due to contact with blood borne viruses. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

~~SAFE PLACE TO LEARN ACT~~

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

~~ASBESTOS~~

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

Drug Free, Alcohol Free, Smoke Free Environment

Aspire, and the Charter School are committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Aspire stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on Charter School or Aspire premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Facility Safety

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

Comprehensive ~~SEXUAL~~Anti-Discrimination and Harassment Policies and ~~PROCEDURES~~Procedures

~~Aspire~~ACA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon ~~such factors as~~the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, ~~or~~sex and pregnancy, physical or mental disability~~. Aspire has developed~~ , childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ACA shall develop a comprehensive policy to prevent and immediately remediate any concerns about ~~sexual~~ discrimination or harassment at ~~The Charter School~~ACA (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 ACA's anti-discrimination and harassment policies.

~~COMPETITIVE ATHLETICS~~

~~Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and~~A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGTBQ Students

Through the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Safety Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of Education Code ~~section 33479.1 et seq. with respect to any athletic program that if offers.~~

~~GUN-FREE SCHOOLS ACT~~
~~Charter School shall comply with the federal Gun-Free Schools Act.~~

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

~~**DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT**~~

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

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

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

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services provided to or from school or a school activity.for students.

Extreme Weather Policy

On or before July 1, DATA PRIVACY

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

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

EMERGENCY PREPAREDNESS

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

~~**Element 7**~~

2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students

"The means by which the charter school will achieve a racial and ethnic balance among its pupilsof racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. (," – Ed. Code § 47605(bc)(5)(G).)]

AspireThe Charter School will strive to ensure that the student population of The Charter School will bethe Charter School will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 reflective of the general population residing within the territorial jurisdiction of the District. AspireThe Charter School will monitor the racial and ethnic, special education, and English earner balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, to try to achieve a racially and ethnically diverse student population. that is reflective of the general population of the District, including students who receive SPED services and/or English Language Learners. These strategies will include:

- Developing an enrollment timeline and process that allows for a broad based recruiting recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds
- Engaging in outreach efforts and making presentationspresentation via neighborhood groups, community organizations, neighborhood groups, youth organizations, churches, and other leadershiplocal organizations, and local preschools
- Advertising openingsopening through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/organizations and small businesses, billboards, and radio/TV public service announcements targeted towardstoward diverse populations, and when needed, in various languages., as needed
- All Conduct community canvassing for opportunities to inform our community about our school program, and supports for all students
- Hosting open house events to provide opportunities for prospective applicants to learn more about the school's academic and enrichment programs
- Develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming
- Engage affinity groups in the outreach and recruitingrecruitment efforts are done, including canvassing, open house event and student orientation events
- All outreach and recruitment materials are available in English and Spanish.
    - Hosting open houses to provide information on the school's curriculum and program.
    - Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

The Charter School

ACA is committed to ensuring that all students and families ~~involved with our outreach and process are made to~~ feel welcome and ~~respected. Aspire shall not discriminate on the basis~~a sense of ~~the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic~~belonging to our school community.

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance at ACA

Our goal is to diversify our applicant pool, to be one that is ~~contained in the definition~~reflective of ~~hate crimes set forth in Section 422.55 of the Penal Code or association with an individual~~ multiple backgrounds, including students who ~~has any of the aforementioned characteristics). Aspire~~receive SPED services and/or English learners.

ACA is committed to ~~upholding the District's ethnic balance goal.~~fostering a diverse and inclusive learning environment that reflects the rich backgrounds and ~~the school's outreach~~varied needs of our students. We are dedicated to ensuring equitable access to our academic programs for students from all backgrounds, including those with different cultural identities, learning needs, and ~~recruitment~~language experiences.

To guide our efforts~~ described above will~~, the school conducts an annual diversity needs assessment that includes the collection and analysis of data on student demographics, including race/ethnicity, socioeconomic status, disability status, and English language proficiency. This process is informed by input from key stakeholders—school staff, regional leaders, students, and community members—through focus groups, surveys, affinity spaces, and community-wide dialogue. The resulting insights help inform strategic outreach, programming, and continuous improvement efforts.

As part of our strategic plan, we have outlined specific actions to maintain and strengthen the diversity of our student population, with focused support ~~this~~for underrepresented groups. For example, we have increased enrollment among historically underserved populations by prioritizing authentic relationship-building and culturally relevant engagement. Our efforts include community events, targeted outreach, and mentorship initiatives designed to foster stronger connections between families and the school.

One area of focus is creating a school environment where Black students and families feel seen, supported, and valued. Programming includes culturally responsive instruction, cultural celebrations, and events that affirm Black identity and excellence. A dedicated coordinator leads these efforts and collaborates across the school network to share strategies and best practices that promote a more inclusive school culture.

For our multilingual learners, including English Learners, recently arrived students, and reclassified fluent English proficient students, we have implemented targeted support systems. These initiatives are designed to accelerate language development and foster a sense of belonging. Staff receive ongoing professional development and coaching in evidence-based practices to better support MLLs, and families are engaged through dedicated advisory committees and community partnerships that enhance advocacy and collaboration.

Additionally, ACA is committed to serving students with learning exceptionalities through inclusive practices. We have adopted a co-teaching model that supports learning in general education settings, and we prioritize the development of Individualized Education Plans (IEPs) and personalized support strategies to meet students' academic and social-emotional needs. Our inclusive approach emphasizes advocacy, collaboration, and high expectations for all students.

Benchmarks to Achieve Racial, Ethnic, SPED and English Learner Student Balance

The Charter School will develop benchmarks to achieve racial, ethnic, SPED and English Learner Student Balance.

Objective	**Metric**	**Completion Date**
Data Analysis: Determine the racial, ethnic, SPED and English Learner diversity of the Charter School each school year	Collect data and organize for review	By the first month of the school year
Research: Research the latest available data on ethnic, SPED and EL diversity for the District	Collection of this data and create a comparison table	By November 1st of each school year
Enrollment Plan: Develop a strategic student enrollment and outreach plan that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds	Student enrollment plan includes targets, enrollment timeline, community mapping, plan to target diverse student populations, dates for open house, community canvassing and other key community events/enrollment fairs and	By November 1st of each school year

	stakeholder participation Stakeholder engagement: 2-3 affinity focus groups held, affinity group surveys distributed Marketing plan and budget secured	
Marketing Materials: Ensure all marketing and outreach materials (i.e. flyers, postcards, signage, digital ads), written communications and meetings are translated in both English and Spanish	All marketing materials and written communications are translated and a translator is secured for all open house information sessions Enrollment information on organization's website is updated and translated	By November 15th of each school year
Advertisement and Marketing: Expand the outreach of information and important enrollment deadlines to media, including digital ads, tv/ radio, bulletin boards, and mailers.	Advertise in at least 2-3 media sources	By January 15th of each school year
Progress Monitoring: Provide opportunity to expand or modify outreach efforts based upon application trends during open enrollment.	Collect and analyze application data including available ethnic information halfway through the open enrollment period	By January 15th of each school year
Community Outreach: Conduct community canvassing, participate in enrollment fairs and community events to recruit diverse student populations.	At least 3 community canvassing events held during the open enrollment period and participate in 2-3 community events	By February 15th of each school year
Engage with Prospective Families:	At least 3 open house	By February 15th of

Host open house information sessions for prospective families to learn more about the school.	information sessions held during the open enrollment period	each school year
Student Registration and Orientation: Support incoming families with registration process and host orientation event to share key school information with new families to support their transition	Regularly scheduled registration office hours for new families and host an orientation event	By May 30th of each school year
Enrollment Data Analysis: Conduct a data analysis of new registered students to inform progress toward meeting a diverse student enrollment	Collect and analyze incoming student registration data including available ethnic, SPED and EL status	By May 30th of each school year

Element 8: Admissions Policies and Procedures

"Admission ~~requirements, if applicable. (~~policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(~~b~~c)(5)(H~~).)~~]

Documentation of Admissions and Enrollment Processes

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

~~DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES~~

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

~~HOMELESS AND FOSTER YOUTH~~

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

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Homeless and Foster Youth

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

~~NON-DISCRIMINATION~~

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section

422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter

School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

~~PARENT ENGAGEMENT~~

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

Parent Engagement

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

~~discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.~~

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

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

~~The Aspire application process is comprised of the following:~~

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

Public Random Drawing

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

- ~~All students currently enrolled in the School~~

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students who seek to continue their preparation and readiness for college from other Aspire schools
2. Children of Aspire Regular, Full-time employees
3. Siblings of students already admitted to the Charter School
4. Children of founding families of the Charter School
5. Children residing within the District
6. All other students who reside in the state of California

~~Upon confirmation that a student has secured a spot at~~

The Charter School~~, parents must submit a completed Registration Form. The lottery drawing open to~~ and the ~~public and all names will be selected randomly to determine~~ District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Charter School's application process is comprised of the following steps:

1. Currently enrolled Charter School students who are exempt from the lottery and are guaranteed enrollment in the next academic year.
2. Completion of an application for each child who is interested in attending the Charter School.
3. Student applications will be accepted and those who are during a publicly advertised open enrollment period of each year for enrollment in the following school year. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, the organization's website at https://aspirepublicschools.org/enroll/ and information on the waitlist. The order of names drawn enrollment system. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered in the lottery.
4. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine the enrollment for the impacted grade level(s). The lottery will be public and will take place at the Charter School, during the published lottery dates on the organization's website at https://aspirepublicschools.org/enroll/. Families do not need to attend the lottery in order to secure enrollment.

   The Principal, Superintendent, or administrative designee will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of names on the waitlist.grade level by the designated lottery official (appointed by the Principal). All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

5. An Aspire designee will be in attendance at the lottery, which is open to the public.

   At the conclusion of the public random drawinglottery, students who were acceptedadmitted will be notified by the Charter School Business Manager by phone, email, and/or mail within two days and asked to register within the designated timeline for the upcoming school year., online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity shall alsowill be contacted

~~and told~~able to see their ~~number on the waitlist and then asked if they would like to stay~~place on the waitlist ~~for the upcoming~~

6. ~~year.~~via their enrollment system account or by inquiring with the school office. This ~~waitlist will be posted in a public place in the school and~~wait list will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, ~~school personnel~~the Business Manager will offer enrollment to students in the order as listed on the waitlist~~.~~ through the online enrollment system. In no circumstance will a ~~waitlist~~wait list carry over to the following school year.

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

~~**FOUNDING PARENTS/FOUNDER FAMILY PREFERENCE**~~

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

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

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

Planned Application, Public Random Drawing, and Admission Schedule

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

~~**December – January**~~	~~Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.~~

~~**January – March**~~	~~Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).~~
~~**March – May**~~	~~Waitlist letters distributed to applicants not selected in the public random drawing. Acceptance letters and registration packets distributed to parent and children who have been drawn in the public random drawing.~~

November - February	**Open Enrollment: November- February** Student recruitment (via referrals, networking, community canvassing, community events and holding enrollment and option fairs and marketing). Interested families can submit applications for the following school year. Applications received during the open enrollment period will be included in the lottery.
January	**Re-enrollment Forms for Current Students: January** Send re-enrollment forms to existing students to identify the number of open seats available for the following school year.
Early March	**Admission Lottery: March** Public random drawing conducted (if necessary). The lottery date, time and location will be shared with all families who have applied. Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians. Waitlist letters distributed to applicants not selected in the public random drawing.
Late March - June	**Student Registration: March- June** Students admitted to the school complete their registration forms. New student orientation events are held to support families with their transition and additional support with the registration process.

Element 9: Independent Financial Audits

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

In order to ensure An annual independent financial audit of the necessary oversightbooks and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedulerecords of reporting deadline to the District will apply each year of the term of this charter:

- On or before July 1, an annual update required pursuant to Section 47606.5.
- 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

An annual fiscal audit, required under the Charter Schools Act,School will be conducted by an auditor with experience in education finance and will use as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles. Aspire's Audit Committee, in conjunction with Aspire's Chief Financial Officer, is responsible for contracting with the independent auditor, who shall be selected from the Certified Public Accountant's Directory published by the State Controller's Office., and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K-12 LEAs as published in the *California Code of Regulations*. Aspire's applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide**Chief Financial Officer** is responsible for overseeing the independent audit. Aspire shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law and by December 15 of each year. Aspire will resolve audit exceptions and deficiencies, if any, in a timely fashion. All exceptions and deficiencies and their remedies and will be communicated to the District in a timely matter.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344. The Charter School or the Audit Committee (if any) will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will 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 the applicable Office of Management and Budget Circulars.

The annual audit will be completed and 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 Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing 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. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of ~~Tho~~the Charter School is a public record to be provided to the public upon request.

~~FINANCIAL STATEMENTS~~

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

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

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

Element 10: Procedures by Which Pupils Can Be Suspended or Expelled

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

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

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

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

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

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

Student Due Process Protections

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

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

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

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

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

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

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

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

~~The Charter School will provide advanced notification (in alignment with parent notification) of~~

~~expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District Representative may attend.~~

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

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

The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached..

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Required Notifications

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

Compliance with OCS Student Discipline Guidelines

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

Discipline Foundation Policy

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

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. ~~This fits directly with Aspire's College for Certain model and~~ Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education.

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

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

Positive Behavior Support Systems

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

Multi-tiered ~~**Systems**~~System of ~~**Support (MTSS):**~~Supports : MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs. Below are our general guidelines for tiered supports that we offer our schools:

Tier I: Universal offerings that focus on Positive Behaviorial Intervention Supports.

Tier II: Strategic or targeted interventions that assist 10-20% of the student population. Depending on the student needs, some of these interventions may include, but are not limited to mentoring, skill building small groups, and support planning.

Tier III: Intensive interventions for 3-5% of the student population. This is an individually developed plan for students identified through MTSS meetings. These may include, but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, etc.

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

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

Social-Emotional Learning ~~(~~(“**SEL**~~): SEL~~ ”)

Our approach to Social and Emotional Learning is to create a positive school climate and culture and foster the ~~process~~social and emotional growth of our scholars and teammates through ~~which children and adults acquire and effectively apply~~adopting an intentional focus on the ~~knowledge, attitudes, and~~ integration of SEL throughout our entire instructional program and beyond.

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

- Managing emotions~~, set~~ and ~~achieve positive goals, feel~~behaviors to support building healthy identities
- Feeling and ~~show~~expressing empathy and compassion for others~~, establish~~
- Developing self-awareness and ~~maintain positive relationships,~~self-management strategies
- Building social-awareness and ~~make~~relationship skills
- Making responsible decisions~~. Aspire utilizes proven SEL programs and other techniques to include SEL in our regular day program.~~

- Setting and achieving positive goals

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

Some examples of specific alternatives to suspension include:

~~Alternatives to Suspension~~
~~• Parent Conference~~

- ~~Reflection Zone (Minutes, Reflection Prompt, etc.)~~
- ~~Friday Detention~~
- ~~Saturday Service Day~~
- ~~Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)~~
- ~~Behavior Daily's~~
- ~~Mentoring~~
- ~~Counseling~~
- ~~Peer Mediations~~
- ~~In-School Alternatives~~
- ~~Restorative conversations, circles and conferences~~

- ~~The~~Parent Conference
- Personal Reflection
- School and/or community service
- Explicit instruction in pro-social behavioral skills
- Detention
- Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)
- Behavior Daily Reports
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles, conferences and classroom presentations
- Community building circles

In addition to more broad school-based interventions and school culture work, the Charter School's counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

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

In direct response to our need to focus on our non-academic indicators of success, Aspire assigns a Regional ~~Manager or Regional~~ Director of Student Services ~~(RMSS)~~("RDSS") specifically assigned to our ~~OUSD~~schools. The ~~RM/~~RDSS's role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to ~~Deans~~Dean of ~~Students, APs of Culture~~Instruction, Assistant Principal, Mental Health Therapists and other staff around areas related to student behavior and discipline, including, but not limited to:
    - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
    - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
    - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.

- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
    - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
    - Professional development opportunities for mental health counselors
    - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.

- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
  - Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools, supports resources around discipline and behavior interventions
    - Links to OUSD support resources around discipline and behavior interventions
  - Family resource referrals for outside agencies and supports

- Collaborate with OUSD and outside agencies to craft and expand supports for our schools. Ex:
  - The RMSS works to keep abreast of OUSD recommendations and requirements around student support and communicate with our schools around that information.
  - The RMSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
- Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

In terms of the data necessary to determine the efficacy of our school'sthe Charter School's behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, and student intervention and support in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

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

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcherа student information system and SEL assessments in order to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RMSS'sRDSS's role is to routinely access thisanalyze non-academic data such as behavior incidents, suspension data, attendance data and other indicators and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendentExecutive Director.

Additionally, each RMSS works as part of a larger team within Aspire to increase the knowledge base and collaboration among different staff stakeholders such as principals, APs,

~~deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others.~~

Suspension and Expulsion Policy

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

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[17] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Principal's office.

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

[17] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code Section 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board 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 Section 48910. Removal from a particular class shall not occur more than once every five schooldays.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code Section 48925)

Notice of Regulations

At the beginning of each school year, the Principal of the Charter School shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension, expulsion, and involuntary removal. (Education Code Sections 35291, 48900.1, 48980)

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

~~***Authority to Suspend***~~

1. ~~A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.~~
2. ~~The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.~~
3. ~~The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.~~

~~***Jurisdiction***~~

A. of Students

A student may be suspended or expelled for prohibited misconduct if the act ~~1)~~ is related to ~~an Aspire~~ school activity~~, 2) occurs at an Aspire~~ or school ~~or~~ attendance occurring at any ~~other~~time including but not limited to: a) while on school~~, 3) occurs at an Aspire school's~~ grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored ~~event, or 4) occurs between any of the above and home (door-to- door).~~activity.

B. Enumerated Offenses

1. Discretionary Suspension ~~***Alternatives***~~

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

~~Grounds for Suspension and Expulsion~~

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

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

~~(1~~a) Caused, attempted to cause, or threatened to cause physical injury to another person. ~~or (2~~

~~a)~~ b) Willfully used force or violence upon the person of another, except ~~in~~ self-defense.

~~b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.~~

~~c)~~ c) Unlawfully possessed, used, ~~sold,~~ or otherwise furnished, or ~~been~~was under the influence of~~, a~~ any controlled substance ~~listed in Chapter 2 (commencing with Section 11053) of Division 10 of the~~ , as defined in Health and Safety Code~~, an~~ Sections 11053-11058, alcoholic beverage, or ~~an~~ intoxicant of any kind.

~~d)~~ d) Unlawfully offered, arranged, or negotiated to sell ~~a~~any controlled substance ~~listed in Chapter 2 (commencing with Section 11053) of Division 10 of the~~ as defined in Health and Safety Code~~, an~~ Sections 11053-11058, alcoholic beverage~~,~~ or ~~an~~ intoxicant of any kind, and ~~either~~then sold, delivered~~,~~ or otherwise furnished to ~~a~~any person another liquid~~,~~ substance~~,~~ or material and represented ~~the liquid, substance, or material as a~~same as controlled substance, alcoholic beverage~~,~~ or intoxicant.

~~e)~~ e) Committed or attempted to commit robbery or extortion.

~~f)~~ f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

~~g)~~ g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

~~h)~~ h) Possessed or used tobacco~~,~~ or products containing tobacco or nicotine products, including~~,~~ but not limited to cigars, cigarettes, ~~cigars,~~ miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets~~,~~ and betel. ~~However, this~~This section does not prohibit the use ~~or possession by a pupil~~ of ~~his or her~~a student's own prescription products by a student.

~~i)~~ i) Committed an obscene act or engaged in habitual profanity or vulgarity.

~~j)~~ j) 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 Section 11014.5.

~~k) (1) Disrupted school activities or otherwise willfully defied the valid authority of~~

~~supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.~~

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

~~l)~~ k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~m)~~ l) Possessed an imitation firearm~~. As used in this section, "imitation firearm" means~~, 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.

~~n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.~~

~~o)~~ m) Harassed, threatened, or intimidated a ~~pupil~~student who is a complaining witness or ~~a~~ witness in a school disciplinary proceeding for ~~purposes~~the purpose of ~~either~~ preventing that ~~pupil~~student from being a witness and/or retaliating against that ~~pupil~~student for being a witness~~, or both~~.

~~p)~~ n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in~~,~~ hazing. For the purposes of this ~~subdivision, "~~policy, "hazing~~"~~" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include 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), 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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s)

by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:

~~pupil~~(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using

the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director, Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or 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 section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~q)~~ o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective ~~pupil.~~student. For purposes of this ~~subdivision, "~~policy, "hazing~~"~~" does not include athletic events or school-sanctioned events.

~~r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:~~

~~"~~p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include 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), 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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. 1) "Bullying"" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupilstudent or group of pupils as defined in Section 48900.2, 48900.3,students which would be deemed hate violence or 48900.4,harassment, threats, or intimidation, which are directed toward one or more pupilsstudents that has or can be reasonably predicted to have the effect of one or more of the following:

A.i. Placing a reasonable pupilstudent (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or pupilsfor a person of their age with exceptional needs) or students in fear of harm to that pupil'sstudent's or those pupils'students' person or property.

B.ii. Causing a reasonable pupilstudent to experience a substantially detrimental effect on his or hertheir physical or mental health.

C.iii. Causing a reasonable pupilstudent to experience substantial interference with his or hertheir academic performance.

D.iv. Causing a reasonable pupilstudent to experience substantial interference with his or hertheir ability to participate in or benefit from the services, activities, or privileges provided by a schoolthe Charter School.

(A) "

2. 2) "Electronic act"Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A.i. A message, text, sound, video, or image.

B.i.A post on a social network Internet Web site including, but not limited to:

ii. A post on a social network Internet Web site including, but not limited to:

i. (a) Posting to or creating a burn page. "BurnA "burn page"" means an Internet Web site created for the purpose of having one or more of the effects as listed in paragraphsubparagraph (1).) above.

ii. (b) Creating a credible impersonation of another actual pupilstudent for the purpose of having one or more of the effects listed in paragraphsubparagraph (1).

(1) ") above. "Credible impersonation"" means to knowingly and without consent impersonate a pupilstudent for the purpose of bullying the pupilstudent and such that another pupilstudent would reasonably believe, or has reasonably believed, that the pupilstudent was or is the pupilstudent who was impersonated.

(2) (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraphsubparagraph (1). ") above. "False profile"" means a profile of a fictitious pupilstudent or a profile using the likeness or attributes of an actual pupilstudent other than the pupilstudent who created the false profile.

iii. BAn act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. 3) Notwithstanding paragraphsubparagraphs (1) and subparagraph (A),(2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) u) A pupilstudent who aids or abets, as defined in Penal Code Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupilstudent who has been adjudged by a juvenile court to have

committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily ~~harm.~~injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director, Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the discretionary and non-discretionary offenses listed above.

When suspending a student from class, the teacher shall immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code Section 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the Principal or designee. (Education Code Section 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code Section 48910)

Conference

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

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

~~or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.~~

~~***Procedures in Cases Requiring Suspension***~~

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

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

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

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director, Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian[1], at the conference.As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

Suspension by Executive Director, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the Executive Director or Principal may, in writing, designate as the Principal's designee another administrator or, if the Principal is the only administrator at the school site, a certificated employee. As necessary, the Principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the Principal and the Principal's primary designee are absent from the school site.

The Executive Director, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the non-discretionary suspension or expulsion offenses listed above and in the Board policy under "Authority to Expel" and for which they are required to recommend expulsion. (Education Code Section 48915(c))

For all other offenses, a student may be suspended only when the Executive Director, Principal or designee has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code Section 48900.5) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504.

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.

(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Education Code Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Executive Director, Principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code Section 48900.5)

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director, Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. If the student involved is a foster youth, the Executive Director or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code Sections 48853.5, 48911, 48918.1). If the student involved is a homeless child or youth, the Executive Director or designee shall notify Aspire's liaison for homeless students. (Education Code Section 48918.1)

The determination to extend the suspension period will be made by the Executive Director, Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 6 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Administrative Actions

All requests for student suspension are to be processed by the Executive Director, Principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director, Principal or designee. This is accomplished by entering this information into Aspire's electronic student information system. (Education Code Section 48911)

Suspension Appeals Process

A student or the student's parents or guardians may appeal a suspension imposed upon a student for their school-related offenses. The family may appeal first in writing at the Charter School level as directed to the Principal. The Principal or Principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the Executive Director designee, Regional Director of Student Services ("RDSS"), for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

A. Uphold the suspension
B. Determine that the suspension was not within Charter School guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

D. ~~Legal~~ *~~Notifications~~* ~~Prior to the suspension or expulsion of any student, the principal~~**Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board, including the requirement to issue a decision within forty (40) school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code Sections 48918(a)(2) and 48918(d))

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director, Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code Section 48918(a)(1))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a)(3))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 schooldays, as defined in Education Code Section 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code Section 48918(a)(3))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code Section 48918(a)(3))

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules underFERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Aspire's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Executive Director, Principal or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least ten (10) days prior to the hearing. (Education Code Section 48918.1)

If the student facing expulsion is a homeless student, the Executive Director, Principal or designee shall also send notice of the hearing to Aspire's liaison for homeless students at least ten (10) days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code Section 48918.1)

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Executive Director or Regional Director of Student Services may offer the student and their parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or their parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement. A student's parent or guardian may consult with an attorney about the stipulated expulsion process.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b)

have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be

represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code Section 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public (complying with all student confidentiality rules unless the student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code Section 48918(c)(1))

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 also shall be allowed to attend the closed session. (Education Code Section 48918(c)(2))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Executive Director, Principal 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. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code Section 48918(i)(1))

Any objection raised by the student or the Executive Director 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 Section 48918(i)(2))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, 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 Section 48918(i)(3))

H. 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. 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.

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. A recommendation by the

Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

J. Expulsion Decision

The hearing officer or administrative panel shall, within three (3) school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by their parent/guardian, the Executive Director, Principal or designee shall consult with the parent/guardian and Aspire staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code Section 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code Section 48918(f))

The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

The Board of Directors may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and their willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code Section 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code Section 48917)
3. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code Section 48917)
4. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

K. Notification to Law Enforcement Authorities

~~3.~~ Prior to the suspension or expulsion of any student, the Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. ~~Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.~~(Education Code Section 48902)

The ~~principal~~Principal or designee ~~also~~ shall notify appropriate city or county law enforcement authorities of any student acts ~~that~~which may involve the ~~possession or~~ sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or ~~possession~~furnishing of ~~weapons or~~ firearms~~-~~, explosives, or other dangerous weapons in violation of Education Code Section 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code Section 48902)

~~Within one school day after a student's suspension or~~

L. Final Action by the Board

Whether the expulsion~~, the principal or designee~~ hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall ~~notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate~~ be taken by the Board in public session. (Education Code ~~48900(c) or (d),~~48918(j))

The Board's decision is the final act within the jurisdiction of Aspire.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any discretionary and non-discretionary expellable act listed above and in the "Authority to Expel" Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code Section 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code Section 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to ~~the possession, use, offering or sale of~~ controlled substances~~,~~ or alcohol ~~or intoxicants of any kind.~~may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code Section 48916.5)
~~When the~~

M. Written Notice to Expel

The Executive Director, Principal or ~~other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note**: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release~~designee, following a decision of ~~a student who has been taken into custody as a victim of suspected child abuse.~~

4. ***Suspension*** the Board of Directors**Conference**. Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. ***Notice of Suspension*** - The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be givenexpel, shall send written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension.decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall state also include the following: (a) Notice of the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

Appeals Process

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

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

  - After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.
  - After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

Expulsion

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

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

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

a continuing danger to the physical safety of the pupil or others.

A. Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may expel any student found to have committed a suspendable or expellable offense (APS 5144.1) under the required timelines and provisions of California Education Code. An expulsion notice of the decision may be appealedto expel to the Aspire Board of Directors.chartering authority. This notice

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

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

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

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

Expellable Offense

- *Mandatory Expulsion*

~~The Principal or CEO (or the CEO's designee)~~ shall ~~immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of~~include the following ~~acts at school or at school sponsored activity while under the school's jurisdiction. If determined that the student has committed a mandatory expellable offense, the Aspire Administrative Panel will expel~~: (a) The student's name; and (b) The specific expellable offense committed by the student.

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

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

- ~~*Mandatory Recommendation for Expulsion*~~

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

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

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

- ~~*Permissive Recommendation for Expulsion- Requires a second finding of fact*~~

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

~~Special Procedures for the Discipline on students with disabilities~~

~~*1.*~~**N. Disciplinary** ~~*Removals of Less than 10 days:*~~**Records**

~~A LEA~~The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

O. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

P. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Q. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may ~~remove a~~ include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

R. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director, Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director, Principal or designee shall make a recommendation to the Board

of Directors following the meeting regarding the Executive Director's, Principal's, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Prior to the date set by the Board for the student's readmission:

1. The student or parent/guardian is responsible for contacting the Executive Director, Principal or designee to request a readmission hearing. Upon receiving such a request, the Executive Director, Principal or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Executive Director, Principal or designee shall verify that the provisions of this plan have been met. Charter 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.
2. The Executive Director, Principal or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Executive Director, Principal or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.
4. Readmission and placement shall be at the discretion of the Executive Director, Principal or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Aspire students or employees. (Education Code Section 48916)
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code Section 48916)
7. Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the Executive Director, Principal or designee. The Executive Director or designee shall have ten (10) school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The Executive Director, Principal or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code Section 48645.5)

S. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

A. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability ~~who violates a code of~~ or student ~~conduct from his/her current~~ that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement ~~to an~~and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting~~, another setting or suspension, as long as the removal does not constitute a change of placement (34 CFR 300.536).~~.

~~*2. Disciplinary Removals of 10 Days or More:*~~

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

~~*3.*~~ 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the ~~Aspire School's principal or designee~~Charter School, the parent~~.~~/guardian and relevant members of the IEP/504 ~~Plan~~ Team shall review all relevant information in the

~~student's~~student's file, including the ~~child's~~child's IEP/504 Plan, any teacher observations, and any relevant information provided by the ~~parents~~parent/guardian to determine:

~~a)~~ a. If the conduct in question was caused by, or had a direct and substantial relationship to, the ~~child's~~child's disability; or

~~b)~~ b. If the conduct in question was the direct result of the local educational ~~agency's~~agency's failure to implement the IEP/504 Plan.

~~If the~~If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation ~~determination team makes~~of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the ~~child's~~child's disability, the ~~child will return to the placement from which they were removed and the~~ IEP/504 Team shall ~~convene to address the following~~:

~~a)~~ a. Conduct a functional behavioral assessment ~~or a functional analysis assessment,~~ and implement a behavioral intervention plan for such child, provided that the ~~Aspire school~~Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

~~b)~~ b. If a behavioral intervention plan has ~~previously~~ been

developed,

i. review the behavioral intervention plan,

ii. if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

4. Expulsion of Students with Disabilities:

If the manifestation determination meeting participantsc. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 planPlan, then Aspire Public Schoolsthe Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Notification of District of Residence4.

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

Services Pending a Recommendation for Expulsion

Students pending an expulsion hearing or following expulsion until enrollment in a different LEA shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;.

Due Process Appeals

In situations where theThe parent/guardian of an Aspire studenta child with a disability who disagrees with any decision regarding placement, or the results of a manifestation determination hearing, or Aspire Public Schoolsthe Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreementor by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or ~~Aspire Public Schools~~the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer ~~or~~in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, ~~whichever occurs first,~~ unless the parent/guardian and ~~Aspire Public Schools~~the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

~~a.~~ a. Carries or possesses a weapon, as defined in 18 ~~USC~~U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

~~b.~~ b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

~~c.~~ c. Has inflicted serious bodily injury, as defined by 20 ~~USC~~U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The ~~student's~~student's interim alternative educational setting shall be determined by the ~~student's~~student's IEP ~~team~~/504 Team.

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

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

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

~~a)~~a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ~~the Aspire school's~~Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

~~b)~~b. The parent/guardian has requested an evaluation of the child.

~~c)~~c. The child's teacher, or other ~~Aspire school~~Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the ~~Director~~director of ~~Special Education~~special education or to other ~~Aspire administrative~~Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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

Element 11: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers'Teachers' Retirement System, the Public Employees'Employees' Retirement System, or federal social security. (." – Ed. Code

§ 47605(bc)(5)(K).)]

AllEligible certificated employees of Aspire who qualify for membershipat ACA shall participate in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. the State Teachers' Retirement System without Social Security; eligible classified employees will participate in the Public Employees' Retirement System (PERS) with Social Security, depending upon each individual's eligibility. In the event that PERS is unavailable to the Charter School's classifiedone or more employees, or the Charter School or its Charter Management Organization elects not to have them participate in PERS as permitted by Education Code Section 47605(c)(5)(K), Aspire will offer an alternative retirement plan (*e.g.*.. an employer-sponsored 403(b) account).

The Payroll/Retirement and Human Resources Departments at Aspire will ensureAspireshall be responsible for ensuring that appropriate arrangements for theretirement coverage have beenare made. Aspire will make for all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.employees.

Element 12: Pupil Attendance Alternatives

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

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

No student may be required to attend the Charter School.

Element 13: Employee Rights of Return

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District.

Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

~~Aspire schools are "schools of choice," and The Charter School recognizes that pupil attendance is voluntary and no pupil shall~~ No individual may be required to ~~attend an Aspire school.~~

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

~~**Element 13**~~

~~*The*~~ Charter School provides no rights of ~~*any employee of the school district upon leaving the*~~ employment ~~*of the school district to work in a charter school, and of*~~at any other entity, including any rights in the case of ~~*return to*~~closure of the ~~*school district after employment at a charter school*~~Charter School.~~ (Ed. Code § 47605(b)(5)(M).)~~

Element 14: Dispute Resolution

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

Procedures for Complaints against Charter School

Charter School will establish complaint procedures ~~that~~ as required by 5 CCR §4600 et seq. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

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

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

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

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

The staff and Governing Board members of ~~Aspire College Academy~~Charter School agree to attempt to resolve all disputes between the District and ~~Aspire College Academy~~Charter School regarding this ~~charter~~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~~Charter between the District and ~~Aspire College Academy~~Charter School, except any controversy or claim that in any way related to revocation of this ~~charter~~Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

~~(1)~~ (1) Any controversy or claim arising out of or relating to the ~~charter agreement~~Charter, except any controversy or claim that in any way related to revocation of ~~this charter~~the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(~~c~~f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, ~~by facsimile~~mail, or ~~by certified~~electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if ~~delivered~~received by the District by 5:00 PM~~ or otherwise on the business day following personal delivery~~; (b~~) if by facsimile, upon electronic confirmation of receipt; or (c~~) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To ~~Charter School, c/o School Director:~~ Aspire College Academy, c/o Principal:

Aspire College Academy

8030 Atherton ~~St.~~ Street

Oakland, CA 94605

To ~~Coordinator~~Director, Office of Charter Schools: ~~1000 Broadway, 6th Floor, Suite 639~~

1011 Union Street #947

Oakland, CA 94607

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

~~(2)~~ 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)~~ (3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed~~...~~.

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

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

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(ih)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing

board of Charter School votes to close Charter School; ~~or~~ the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

~~CLOSURE PROCEDURES~~

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations

(Revised 08/2009)"" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS.). Charter School shall provide the OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of EducationACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to ~~the~~ OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to ~~the~~ OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to ~~the~~ OCS.

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

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

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

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

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

~~5.~~4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

~~6.~~ Charter School must provide to ~~the~~ OCS ~~a copy~~the name, title, and contact information of ~~student attendance records, teacher gradebooks,~~ the person designated to maintain all Charter School ~~payroll and~~ personnel records~~, and Title I records (if applicable).~~ after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including~~,~~ but not limited to, records related to performance and grievance.

~~7.~~5. Charter School ~~shall ensure~~must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that ~~all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures~~includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.

~~8.~~6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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

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

~~1.~~ 1. Preliminary ~~budgets~~budget

2. Local control and accountability plan and annual updates

~~2.~~ 3. Interim financial reports

~~3.~~ 4. Second interim financial reports

~~4.~~ 5. Final unaudited reports

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

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

Disposition of Liabilities and Assets

The closeout audit ~~must~~shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

    a. Name and contact of person(s) handling the liquidation;

    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);

    c. An identification number that corresponds to a tag on that item;

    d. The cost of the item and whom/where/date of the item that was donated/sold.

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

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

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

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

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

~~a.~~1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

~~b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).~~

~~c.~~2. Make final federal tax payments (employee taxes, etc.)

~~d. File its final withholding tax return (Treasury Form 165).~~

~~e. File its final return with the IRS (Form 990 and Schedule).~~

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.".

Additional Provisions

Insurance

REQUIRED NOTIFICATION TO DISTRICT

Aspire College Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Aspire College Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Aspire College Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

Aspire College Academy shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Aspire College Academy under its disciplinary procedure, as an "expulsion" under Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the Education Code."

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

~~**FACILITIES**~~

~~If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any~~

District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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

Prop. 39 Single Year Co-Location Use AgreementLabor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall not be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no laterless than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school yearone million dollars ($1,000,000) per accident or disease.

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

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

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

- ~~Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.~~

- ~~Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.~~

- ~~Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.~~

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

~~(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.~~
~~(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.~~

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

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

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

- ~~Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right~~

to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

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

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District Owned **Facilities**

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility.
Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to theProior to occupancy or use of any school site or

facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located~~, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and~~

~~Section 504), and all other applicable fire, health, and structural safety and access requirements.~~. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to ~~the~~ OCS upon request.

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

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

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

~~**ADMINISTRATIVE SERVICES**~~

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising

out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of ~~Aspire College Academy~~Charter School not to exceed 1% of the ~~charter school's~~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 ~~Aspire College Academy~~Charter 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. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

~~**DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS**~~

~~Aspire College Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:~~

- Aspire College Academy 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 Aspire College Academy.

- The District is authorized to revoke this charter for, among other reasons, the failure of Aspire College Academy 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 Aspire College Academy 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.

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

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

FISCAL MATTERS

Cash Reserves

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

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

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

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

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

- ~~Charter School is subject to District oversight.~~

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

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter SchoolSchool's books, records, data, processes and procedures through the District Office of the Inspector GeneralCharter Schools, or in coordination with FCMAT, or other means.in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
  - Internal controls, both financial and operational in nature,
  - The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 daysbusiness days' notice to Charter School. WhenIn extreme circumstances when 30 daysbusiness days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours hours' notice.

Internal Fiscal Controls

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

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

In the event that The Charter School closes and does not continue operating under this charter or

~~a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education ("CDE"), shall be utilized to ensure a final audit of The Charter School to determine the disposition of all assets and liabilities of The Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.~~

~~**CHARTER RELATED ISSUES**~~

~~***Term of Charter Petition***~~

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

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

~~The Charter School's renewed charter shall begin on July 1, 2018 and will expire on June 30, 2023.~~

~~***Interpreting the Charter***~~

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

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

~~**DISTRICT IMPACT STATEMENT**~~

~~*The governing board of a school district shall require that the*~~

Data and Information Reporting

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

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
  - Preliminary budget
  - Local control and accountability plan and update
  - First interim financial report
  - Second interim financial report
  - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
  - Annual independent audit report (Ed. Code § 47605(m))
  - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - 20 day attendance report (Ed. Code § 47652(a))
  - Monthly attendance reports
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners ~~provide information regarding the proposed operation and potential effects of The Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also~~also shall be required to provide financial statements that include a proposed first-year operational budget, including ~~start up~~startup costs, and cash~~-~~ flow and financial projections for the first three years of operation. Education Code Section 47605(h).

~~California~~Included in the Renewal Financial Packet submitted with this renewal petition, please find the following documents: Multi- Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow and Budget Narrative.

These documents are based upon the best data available to the petitioners at this time.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. A copy of Aspire's Evidence of Insurance is attached in Appendix XV.

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either, in-house, through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

ACA currently operates within the geographic boundaries of the District. The Charter School intends to continue operating at its current locationis located at 8030 Atherton St.,. Oakland, California.

Administrative Services

Aspire CA 94605. This facility has an experienced administrative staff that handles a varietysufficient number of "backclassrooms, 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. space, and other shared spaces to effectively serve all students at the Charter School. The facility is owned by Aspire Public Schools.

Transportation

The Charter School will not provide transportation to and from school, except as required by law.

Potential Civil Liability Effects

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

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

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

The corporate bylaws of Aspire shall provide for indemnification of the ~~Aspire's~~Charter School's Board, officers, agents, and employees, and ~~Aspire~~the Charter School will purchase general liability insurance, Board

Members and Officer'sOfficers insurance, and fidelity bonding to secure against financial risks. Insurance coverage may be made

As stated above, insurance amounts shall be determined by joint powers authority authorized to conduct business in the Staterecommendation of Californiathe Charter School's insurance company for schools of similar size, location, and limits will set at commercially reasonable levels. A copy of Aspire's Evidence of Insurance is attached in Appendix XVII.student population. The District shall be named as an additional insured and Aspire willon the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2026 and expiring on June 30, 2031.

Material Revisions

This petition may be materially revised only by mutual agreement of the Charter School and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

Appendix

~~**APPENDIX**~~

~~I. OUSD Performance Report~~
~~II. Surrounding Schools Study~~
~~III. Sample School Bell Schedule~~

[redacted]

I. Board Resolution Approving Submission of Charter Renewal Petition
II. SELPA Agreement
~~IV.~~III. Sample School Calendar
~~V. Aspire's Secondary Assessment Calendar~~
IV. Sample Bell Schedule
~~VI.~~V. Aspire's EL Master Plan
VI. LCAP
~~VII. Aspire's 504 procedures~~
~~VIII. Proof of LEA SELPA membership~~
~~IX. Board of Directors Biographies~~
~~X. Proof of Tax-Exempt Status~~
VII. ~~Aspire~~APS Articles of Incorporation~~,~~
VIII. APS Bylaws~~, and~~
~~XI.~~IX. APS Conflict of Interest ~~Code~~
X. APS Proof of Tax Exempt Status
~~XII.~~XI. Uniform Complaint ~~Procedures~~Procedure
~~XIII.~~XII. Discrimination and Harassment Policy
~~XIV. Principal Biography~~
~~XV.~~XIII. Aspire ~~Instructional Rubric~~Student Learning Framework

~~XVI. Sample School **Site Safety Plan**~~

~~XVII.I. Evidence of Insurance~~
~~XVIII. School Financials~~
~~XIX. Leadership Team Biographies~~
~~XX. Fiscal Control Policies~~
~~XXI.~~XIV. APS Student Family Handbook
XV. Evidence of Insurance
~~XXII.I.~~ Fiscal Control Policy~~LCAP~~

XVI.

ASPIRE PUBLIC SCHOOLS

EMPOWERING MINDS.
TRANSFORMING FUTURES.

August 1, 2025

Kelly Krag-Arnold, Director
Office of Charter Schools
Oakland Unified School District
1011 Union Street, # 947
Oakland, CA 94607

Re: Aspire Golden State College Preparatory Academy Charter Renewal Petition

Dear Director Arnold:

Aspire Public Schools ("Aspire"), which operates Aspire Golden State College Preparatory Academy ("Golden State Prep" or "GSP" or the "Charter School"), authorized by the Oakland Unified School District ("OUSD" or the "District"), submits this request for a renewal of Golden State Prep's charter petition for a five (5) year term, from July 1, 2026 to June 30, 2031. The Aspire Board authorizes submission of the charter renewal request to the District Board, and deems the submission to be complete, as attested below.

Golden State Prep strives to provide a rigorous, joyful academic experience that cultivates students' skills, talents, and gifts and allows them to pursue and persist in college or any post-secondary pathway that is authentic to their identities. The Charter School currently and proudly serves 405 students in grades 6-12. Over 95% of the Charter School's students are socio-economically disadvantaged. Golden State Prep aims to provide high-quality education that prepares students to be change-makers, critical thinkers, and problem solvers who can contribute to building a more just and equitable world. The Charter School believes that education is liberation and works to ensure that its students are prepared to succeed in college, career, and life. In submitting this request for renewal, Golden State Prep is pleased to share its designation as a middle-performing school by the California Department of Education which thereby entitles the Charter School to a default renewal standard for a five-year term.

CONTENTS OF THE SUBMISSION

In compliance with the District's submission process for considering a charter petition received for renewal, the following items are enclosed along with this letter:

1. Final Renewal Petition – A final copy of the renewal petition, including all District Required Language (provided by District staff) and all content required by newly enacted laws and regulations pertaining to charter schools since the previous petition, enclosed;

The following items have been submitted to OUSD in Epicenter:

2. Performance Report – A performance report using the current Charter Renewal Performance Report template provided by District staff
3. Financial Packet – Financial statements including the annual operating budget and 3-year cashflow and financial projections, as well as backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected ADA)
4. Red-Line Petition – A red-line copy of renewal, showing all changes made to the charter school's most recent District Board-approved petition, submitted in OUSD's Epicenter;

Certifications

In compliance with Section 47605(b), I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify the matter herein;
2. That, as an authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for the purposes of Education Code Section 47605(b) only; and
4. That I deem the revised charter petition to be complete.

Timeline

According to Education Code Section 47605(b), no later than 90 days after receiving a complete petition package, the Oakland Unified School District shall grant or deny the charter petition. We anticipate that the District will adhere to this timeline during its consideration of the charter petition.

* * *

Golden State College Preparatory Academy is excited to continue nurturing empowered learners. We look forward to working with the District during consideration of the charter renewal petition. Please feel free to contact me at javier.cabra@aspirepublicschools.org or (510)908-1800 if you have any questions.

Sincerely,

Javier Cabra Walteros, Executive Director, Bay Area

ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY

CHARTER RENEWAL PETITION
For the term July 1, 2026 - June 30, 2031
Submitted August 1, 2025

Original Charter Approved by Oakland Unified School District
(under the name Millsmont Secondary Academy) in February 2008

Last Charter Renewal Approval
January 2018

TABLE OF CONTENTS

Affirmations, Declarations, and Assurances..... 3
Introduction and Overview.....8
Charter Renewal Criteria.....13
Element 1: Educational Program..... 37
Element 2: Measurable Pupil Outcomes and..... 108
Element 3: Method of Measuring Pupil Outcomes..... 108
Element 4: Governance.....137
Element 5: Employee Qualifications.....151
Element 6: Health and Safety..... 191
Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students..... 203
Element 8: Admissions Policies and Procedures..... 208
Element 9: Independent Financial Audits..... 214
Element 10: Procedures by Which Pupils Can Be Suspended or Expelled.....216
Element 11: Employee Retirement Systems.....256
Element 12: Pupil Attendance Alternatives..... 257
Element 13: Employee Rights of Return..... 258
Element 14: Dispute Resolution..... 259
Element 15: Closure Procedures.....263
Additional Provisions.....271
Appendix..... 278

Affirmations, Declarations, and Assurances

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

Aspire Golden State College Preparatory Academy (also referred to herein as "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

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

    a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

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

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

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

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

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

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

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

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations

b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)

c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)

d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment

f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific "District Required Language" (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Introduction and Overview

We present this renewal charter petition for another 5-year charter term for Aspire Golden State College Preparatory Academy (GSP, or Charter School), located in the Lockwood-Tevis neighborhood of East Oakland. Over 98% of our students graduate and more than two thirds do so meeting college and career readiness standards on the California Dashboard. We are proud to serve the school community that spans grades 6 through 12 and represents the city of Oakland across multiple markers of difference. As a snapshot of our demographics, the below percentages are representative of our student body:

- 95% Socio-Economically Disadvantaged (SED),
- 77% Latina/o/x, 16% Black or African American, <1% Asian American, <1% White
- 26% English learners (ELs),
- 18% students with disabilities (SWD)[1]

GSP's students have shown progress across multiple California Dashboard indicators since the COVID-19 pandemic. In the most recently publicly reported data, GSP students meet or exceed the performance of their peers on many indicators. Listed below are highlights of our success in the last charter term. For details and additional citations, see the next section, *Charter Renewal Criteria*.

- **Consistency Across Multiple Indicators on the California Dashboard.** For the third consecutive year, GSP has been designated "Middle Tier" within the California Charter Renewal Performance Tier framework.
- **Success on the California Dashboard**. For the 2024 California Dashboard data, we have 3 of 7 metrics coded "Blue", which is the highest possible category, two categories "Yellow", which demonstrate growth, one category "Orange"and one category "Red".
- **ELA Progress in Upper Grades.** Our 2024 ELA CAASPP results demonstrate that the longer students are enrolled at Aspire Golden State Prep, the better they perform in ELA as they advance in grades over time. ELA CAASPP test results reveal that the percentage of our 11th-graders that Met/Exceeded Standard (43.5%) is above OUSD (35.2%), while the percentage of students who did not meet the standard is 24% and 42%, respectively. In comparison to the largest subgroup category that we enroll at GSP (95% socio-economically disadvantaged) our ELA data shows that our 11th graders Met/Exceeded Standard at 43.6% compared to the same subgroup in OUSD (30.7%). Lastly, while there was a dip in ELA performance for the 2024 California Dashboard, both the 2023 ELA (Yellow on CA Dashboard) and the anticipated 2025 ELA data (anticipate Yellow on CA Dashboard) demonstrate strong growth across the school.

1 California Department of Education. DataQuest: 2024-25 Enrollment by Subgroup; DataQuest: 2024-25 Enrollment by Ethnicity. Accessed July 21, 2025.

- **English Learner Progress.** The 2024 Dashboard shows that Aspire Golden State Prep English learners are advancing towards English language proficiency at a remarkable rate. Aspire GSP achieved a blue color rating for its 58.7% English Learner Progress Indicator (ELPI) rate, which outpaced the average rate for the Oakland Unified School District (39%), and the State (45.7%).[2] The 2024 rate of 58.7% represents a significant increase from the previous year's rate of 36.9% and our pre-pandemic 2019 rate of 40.7.0%.[3] This increase can be attributed to both our designated ELD program and integrated ELD practices across content areas.
- **Graduation, College and Career Indicator, and College Matriculation Rates.** Since 2019, GSP's California Dashboard graduation rates have been higher compared to those of OUSD and the state.[4] The GSP College/Career indicator rate has also increased since 2021. GSP's 2024 College/Career Indicator rate among graduating students (71.2%) is higher than that of OUSD (43.4%) and the State (45.3%), respectively.[5] This is attributed to college course credits, A-G course offerings, and academic exams. Moreover, in the 2024-2025 school year, based on internal data, the percentage of our high school graduates expected to enroll in a two or four-year college is approximately 70%; 5% enroll in an apprenticeship, while approximately 25% are heading into the workforce straight out of high school. During GSP's last charter term, the Charter School's CCI performance has been better than the averages for OUSD and the State.[6] Of particular note, Black scholars at GSP significantly outperformed their peers across the state.

The GSP school model centers the following elements of school design, which allows us to better meet the needs of our diverse community of learners:

- **Inclusion Model:** GSP is an inclusion school that welcomes ALL learners. 18% of GSP's student population has an Individual Education Plan. We provide instructional aides, speech-language services, occupational therapy, nursing, behavior health services and mental health therapy for students in need of the additional support. The SPED model is an inclusion model in which students receive push-in services in a classroom setting with all of their peers.
- **Personalized Student Attention:** Oakland families value GSP's small, safe, and tight-knit community. A smaller school size allows us to maintain a school community where students and families are connected and teachers know their students well enough to identify and meet individual needs. The number one reason families cite for enrolling

2 California Department of Education. California School Dashboards: 2024. Accessed July 21, 2025.

3 California Department of Education. California School Dashboard: 2024 and 2019. Accessed July 21, 2025.

4 California Department of Education. California School Dashboards: 2024, 2023, and 2019. Accessed July 21, 2025.

5 California Department of Education: DataQuest. 2023-24 Four-Year Adjusted Cohort Graduation Rate: Aspire Golden State College Preparatory Academy School Report. Accessed July 21, 2025 from https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=school&year=2023-24&cds=01612590118224.

6 California Department of Education. California School Dashboards: 2024, 2023, 2019, and 2018. Accessed November 26, 2024.

their children at GSP is the small school size and safety of the campus.

- **Student School Safety:** GSP scholars report a strong sense of school safety. Our students are surveyed twice a year on a variety of topics such as school safety, sense of belonging, etc., and the results are benchmarked nationally via Panorama Education. Nationally, GSP ranks in the 90th percentile for middle schools and 80th percentile amongst high schools with no disproportionality between racial subgroups when it comes to school safety.
- **School Fit**: Oakland families that choose GSP believe the school is an ideal fit for their children. Our families are surveyed twice a year on a variety of topics such as school safety, school fit, sense of belonging, etc., and the results are benchmarked nationally via Panorama Education. The "school fit" domain includes the following questions:
    - *How much of a sense of belonging does your child feel at their school?*
    - *How well do activities offered at your child's school match their interests?*
    - *At your child's school, how well does the overall approach to discipline work for your child?*
    - *How comfortable is your child in asking for help from school adults?*
    - *Given your child's cultural background, how good a fit is their school?*
    - *How well do the teaching styles of your child's teachers match your child's learning style?*
    - *How well do you feel your child's school is preparing them for their next academic year?*

  Nationally, among schools that participate in the Panorama Education survey, GSP ranks in the **90th** percentile amongst all high schools and **80th** percentile amongst all middle schools. When compared to schools of 70%+ students that qualify for Free and Reduced Lunch (FRPL), GSP ranks in the **99th** percentile amongst all high schools nationally and **90th** percentile amongst all middle schools nationally. GSP has seen an 18% increase in positive responses to family perception in this area from January of 2023 to January of 2025, with 73% of Black families and 67% of Hispanic families responding favorably.
- **Student Ownership:** Grounded in a foundation of teaching and practicing cooperative learning structures, self-management skills, and classroom routines, we empower our students to own their academic journey. Students engage in annual cross-curricular exhibition projects, collaborate with their college advisors on dual enrollment and/or to design their postsecondary plans, and enroll in an entrepreneurship career pathway.
- **Data-Driven Decision Making:** GSP implements a systematic approach to collecting, analyzing, and acting upon various forms of student data to tailor instruction that meets the diverse needs of our middle and high school scholars. By making informed decisions rooted in concrete data, the school ensures that instructional design is both responsive and effective, leading to improved academic outcomes for all students.

- **Enrichment & Extracurricular Activities:** GSP offers a wide range of enrichment opportunities through its Expanded Learning Program (ELP), designed to support and expand students' interests beyond the classroom. 6th-12th grade school students can explore real-world skills and creative passions through programs such as Driver's Education, Culinary Arts, Fashion Design Club, and Cosmetology. In addition, GSP provides robust STEAM (Science, Technology, Engineering, Arts, and Mathematics) experiences through UC Berkeley student-led engineering classes (B.E.A.M.), STEM-based science courses, and hands-on learning in coding and robotics. For students interested in athletics, GSP offers a variety of competitive sports teams such as basketball, cheer, soccer and volleyball that promote teamwork, discipline, and school spirit. Academic support is also a priority—students have access to tutoring services and SAT preparation through a partnership with Sylvan Learning to help them stay on track and prepare for college success. Students can also take part in our Student Leadership Program, which develops their voice, confidence, and ability to lead within the school community and beyond.
- **Social Emotional Learning (SEL) & Behavioral and Mental Health Programming:** GSP is committed to supporting our students' social and emotional development to be caring and productive citizens by teaching SEL competencies and themes from the RULER curriculum throughout the school day alongside our mental health programming.
- **Advisory Program**: GSP offers a structured time during the school day dedicated to building strong relationships between students and adults, fostering a sense of belonging, and supporting students' academic and social-emotional growth. These sessions typically include activities focused on identity, community building, goal setting, and college/career readiness. Advisory is often designed to ensure that every student has at least one trusted adult on campus who knows them well and advocates for their success.

Aspire Public Schools as a Network of Schools

GSP is part of Aspire Public Schools, a network of non-profit public charter schools spanning grades TK-12 and serving students in low-income neighborhoods in the Bay Area, Central Valley, and Los Angeles. Grounded in our Core Values, we believe in the power of creating and maintaining learning environments in which students learn *with* community and through a culture of belonging no matter one's background or cultural history. We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our mission is to provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities. At our schools, the vision of empowering our scholars to build a fulfilling and

liberated future for themselves and their community inspires us into urgent, intentional action each day.

Guided by the core belief that decisions and resources should live as close to students as possible, over the past few years Aspire Public Schools ("APS") has been gradually shifting its operations from its state-wide Central Office to its schools and local regional offices. Having experienced the tangible benefits of these operational shifts, APS has initiated structural and governance changes to evolve into three autonomous regional non-profit public benefit corporations by 2027-2028, that will collectively operate the 36 charter schools currently operated by APS. These three regional nonprofits will enter into agreements licensing their continued use of the Aspire brand, which is widely known and respected, and to receive scalable shared services (e.g., Fundraising, Grants Development, Data/Systems, Payroll, Accounts Payable, Accounts Receivable) from Aspire Public Schools, which will provide these shared services at or below market rates. In the Bay Area, the new nonprofit will be named Aspire Public Schools Bay Area ("APS BA"). APS BA will be governed by its own local Board of Directors, led by its own regional staff, and will operate the nine APS charter schools currently in Aspire's Bay Area region. The day-to-day experience of students, teammates, and families will remain largely unchanged, only with more localized decision-making that better meets their unique needs.

APS is planning for this structural change to take effect on July 1, 2027. Until then, APS has and will continue to make operational and management shifts to ease into the structural change. The last day for APS to operate the Charter School will be June 30, 2027; and on the next day, July 1, 2027, APS BA will assume operations of the Charter School. Even with its long runway, careful plans and backup plans, APS acknowledges that external factors may interrupt this change. In the unlikely event this happens, APS will communicate early and regularly with the District. Further, until any delay or impediment is resolved, the operation of the Charter School will remain at the status quo, with Aspire Public Schools holding and operating the charter to ensure the student, parent, and staff experience remains intact until APS BA can assume operational control.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless closure is in the best interest of students, evaluated using the California School Dashboard (the "Dashboard") and Education Code Section 47607.2(b).

The CDE has published an annual list of high-, middle-, and low-performing charter schools. GSP is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator was be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

GSP qualifies for the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence meets the criterion, for charter renewal for a term of 5 years, as shown below.

Dashboard Performance Renewal Criteria – Middle Performing

For middle-performing charter schools, Education Code Section 47607.2(b) states:

> (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
>
> (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the English Learner Progress indicator ("ELPI"), and the College/Career indicator "CCI"). (Education Code Section 47607(c)(3)).

<u>Most Recent Two Years of Data (2023 and 2024)</u>
Dashboard State and Local Indicators (2023)

CAASPP ELA and mathematics
For the context of GSP, the CAASPP is available to span middle-high schools in grades 6-8 and 11 only. According to the CDE, "Distance from Standard represents the distance between a student's score on the Smarter Balanced Assessments and the Standard Met Achievement Level."[7] In other words, a positive average DFS indicates that students are, on average, scoring above the minimum score for Standard Met. A DFS that improves year over year, indicates that students are, on average, moving towards higher mastery of grade-level standards.

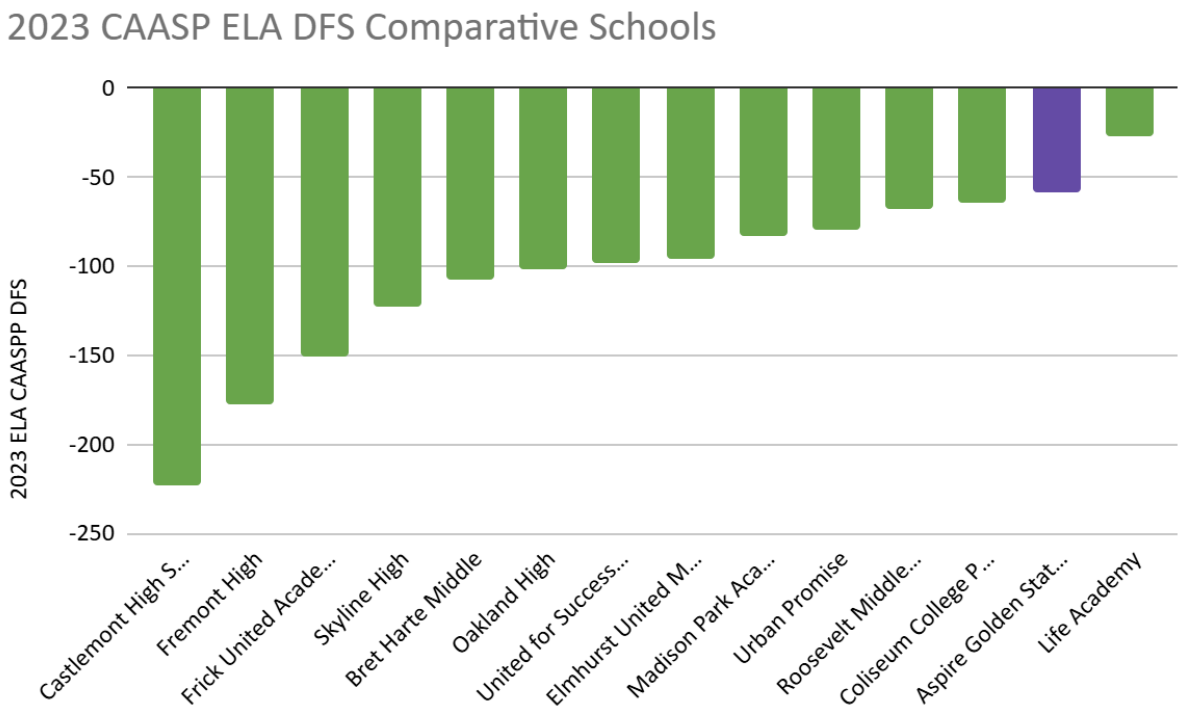
7 California Department of Education. California School Dashboard: Academic Indicator. Accessed June 25, 2024 from https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf.

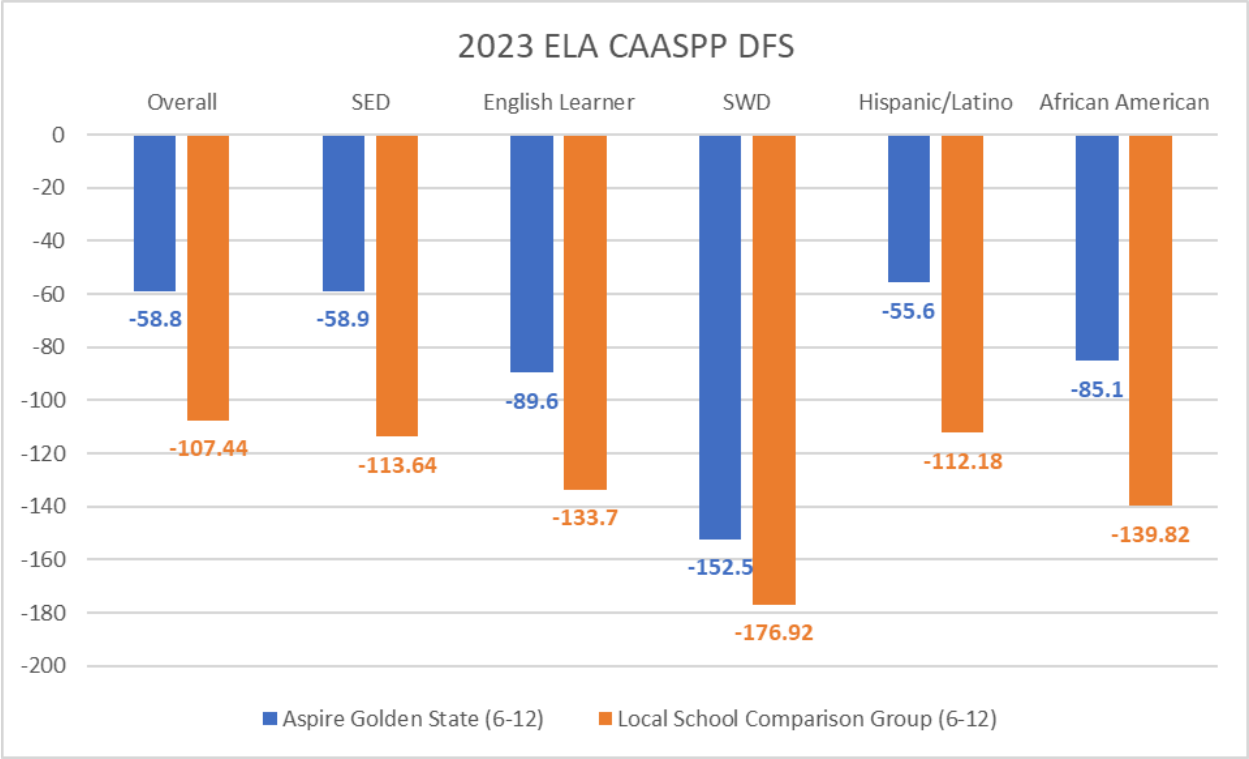
Smarter Balanced Assessment Consortium ("SBAC") performance results in **2023** show that GSP students achieved at higher rates compared to traditional OUSD public schools with similar SED school populations (70%+ socio-economically disadvantaged student populations). More specifically GSP students performed at significantly higher achievement rates with regard to Distance from Standard ("DFS") in ELA (GSP -58.5; OUSD comparison school average -107.44) and higher achievement rates in DFS for math (GSP -137.7; OUSD comparison school average -166.80). As a result, in 2023, the CA Dashboard color for ELA was Yellow and Red for math.

Below is a list of comparison district schools within a 7-mile radius of GSP that include grade spans of 6-8 and/or 9-12 and are schools with at least a 70% school population of socio-economically disadvantaged students. This group will be referred to as the local school comparison group.

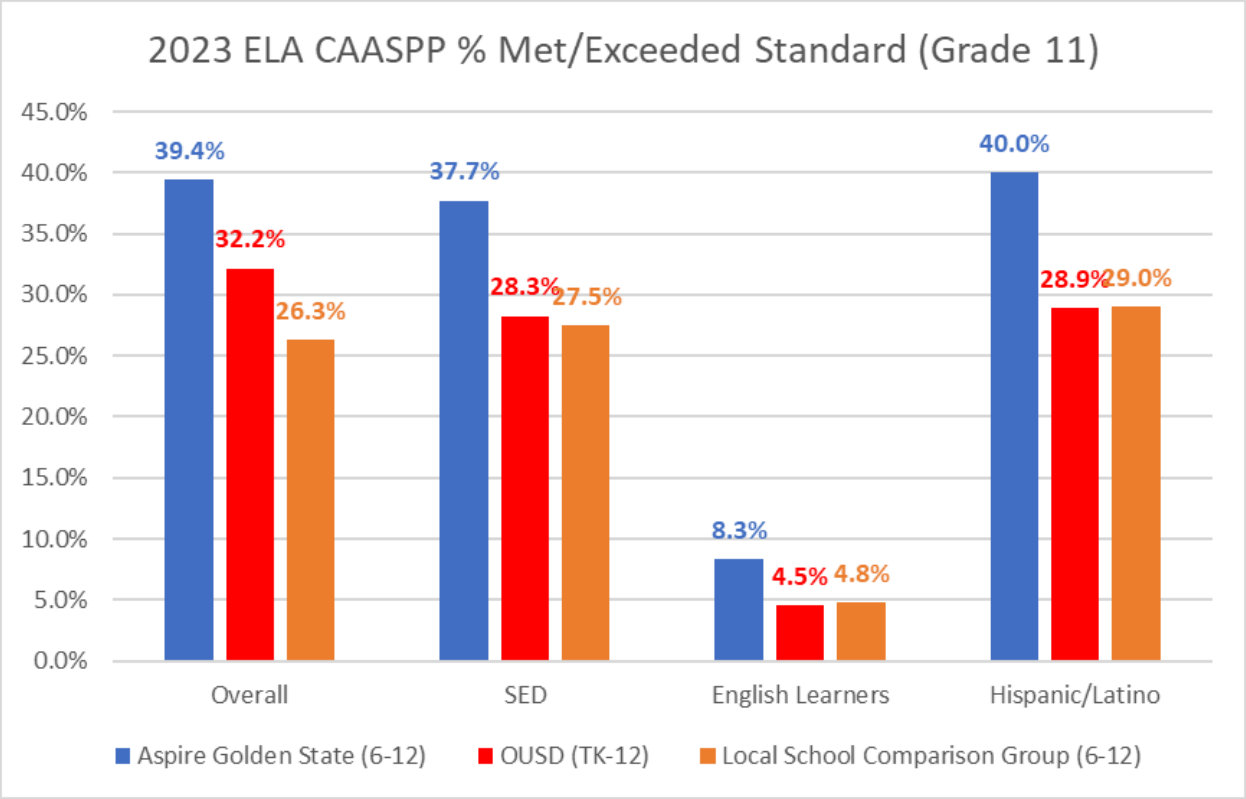
- Bret Harte Middle (6-8)
- Elmhurst United Middle (6-8)
- Frick United Academy of Language Middle (6-8)
- Roosevelt Middle School (6-8)
- United for Success Academy Middle (6-8)
- Urban Promise Academy Middle (6-8)
- Coliseum College Prep Academy (6-12)
- LIFE Academy (6-12)
- Madison Park Academy (6-12)
- Castlemont High (9-12)
- Fremont High (9-12)
- Oakland High (9-12)
- Skyline High (9-12)

As an example, below is evidence of how 2023 GSP ELA DFS and Met/Exceeded rates compared to the 13 local comparison schools.


2023 CAASP ELA DFS Comparative Schools
2023 ELA CAASPP DFS
0
-50
-100
-150
-200
-250
Castlemont High S...
Fremont High
Frick United Acade...
Skyline High
Bret Harte Middle
Oakland High
United for Success...
Elmhurst United M...
Madison Park Aca...
Urban Promise
Roosevelt Middle...
Coliseum College P...
Aspire Golden Stat...
Life Academy


2023 ELA CAASPP DFS
Overall
SED
English Learner
SWD
Hispanic/Latino
African American
0
-20
-40
-60
-80
-100
-120
-140
-160
-180
-200
-58.8
-107.44
-58.9
-113.64
-89.6
-133.7
-152.5
-176.92
-55.6
-112.18
-85.1
-139.82
Aspire Golden State (6-12)
Local School Comparison Group (6-12)

With regards to 2023 ELA CAASPP Met/Exceeded rates, Aspire Golden State's percentages for 11th graders overall, SED students, and Latina/o/x, are greater than OUSD averages by approximately 10 percentage points or slightly more.[8] GSP's 2023 rate for 11th-grade English Learners (8.3%) is nearly double that of OUSD's (4.5%) and the local comparison schools' (4.8%).



English Learner Progress Indicator (ELPI)

Since 2018, GSP has shown consistent English Learner Progress growth, with the exception of 2023, when data dipped slightly below 40%. In 2024, which will be addressed below, GSP demonstrated strong growth and performance which ultimately resulted in a Blue designation on the CA Dashboard.

Graduation Rates

GSP's graduation rate as reported on the CA Dashboard, has been higher than those of the local comparison group, OUSD, and the State since 2018 – with the exception of 2022 when GSP's graduation rate dipped below the State rate.

[8] California Department of Education. Test Results for California's Assessments. Accessed October 10, 2024.

In 2023, GSP's graduation rate rebounded back to 91.3%. The color designation on the California Dashboard for GSP was Green.

College/Career Indicator Rates

Since 2018, GSP's CCI performance has been better than that of the averages for OUSD, the State, and the comparison school set – except in 2023 when performance dipped below the local schools' average. In 2024, which will be addressed below, there is a rebound that is consistent to past performance dating back to 2018 compared to the State rate and local comparison group. In 2023 there was no assigned color on the California Dashboard. Instead schools were given Very Low, Low, Medium, High, Very High designations. GSP was given Medium.

Chronic Absenteeism

While, year over year, GSP's rates have been lower in the last charter term in comparison to the local traditional public school group and OUSD as a whole, the school received an Orange 2023 Dashboard rating for Chronic Absenteeism.

As a result of our efforts to combat pervasive absenteeism, GSP's 2023-24 Chronic Absentee decreased by 10 percentage points from 2022-23.

<u>Dashboard State and Local Indicators (2024)</u>

Dashboard: English Language Arts and Math

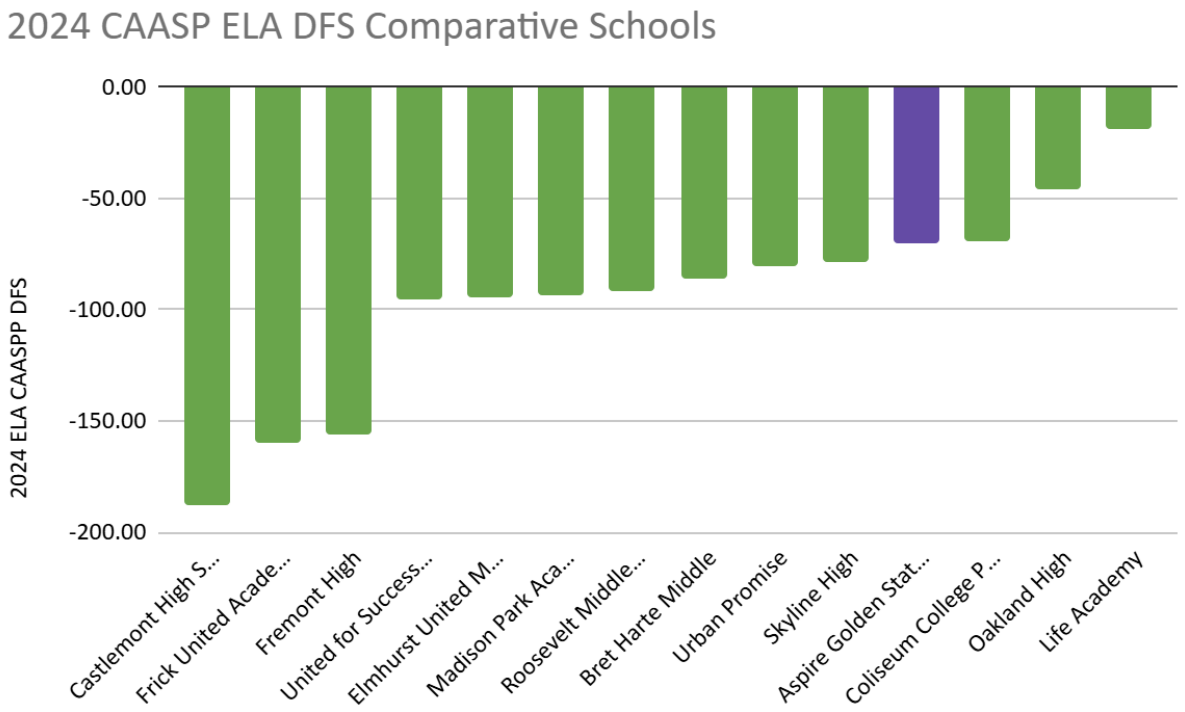
Smarter Balanced Assessment Consortium ("SBAC") performance results in 2024 show that GSP students achieved at higher rates compared to traditional OUSD public schools with similar SED school populations (70%+ socio-economically disadvantaged student populations). More specifically GSP students performed at significantly higher rates with regard to Distance from Standard ("DFS") in ELA (GSP -69.8; OUSD comparison school average -96.81) and slightly higher rates in DFS for math (GSP -144.6; OUSD comparison school average -145.78).

Again, below is a list of comparison district schools within a 7-mile radius of GSP that include grade spans of 6-8 and/or 9-12 and are schools with at least a 70% school population of socio-economically disadvantaged students.

- Bret Harte Middle (6-8)
- Elmhurst United Middle (6-8)
- Frick United Academy of Language Middle (6-8)
- Roosevelt Middle School (6-8)

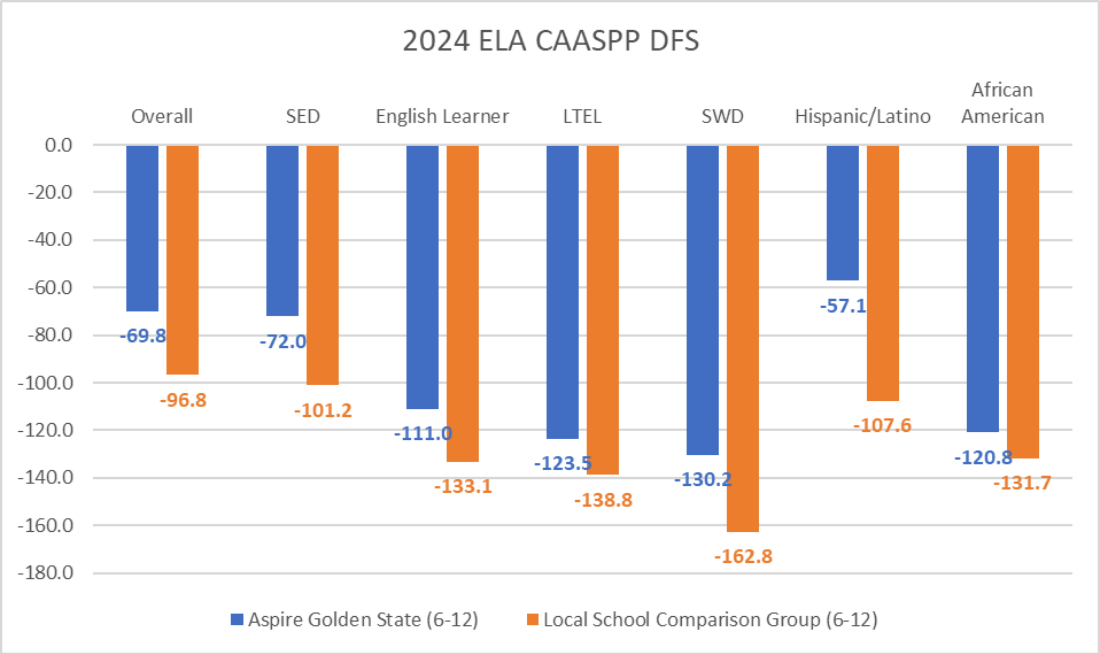
- United for Success Academy Middle (6-8)
- Urban Promise Academy Middle (6-8)
- Coliseum College Prep Academy (6-12)
- LIFE Academy (6-12)
- Madison Park Academy (6-12)
- Castlemont High (9-12)
- Fremont High (9-12)
- Oakland High (9-12)
- Skyline High (9-12)

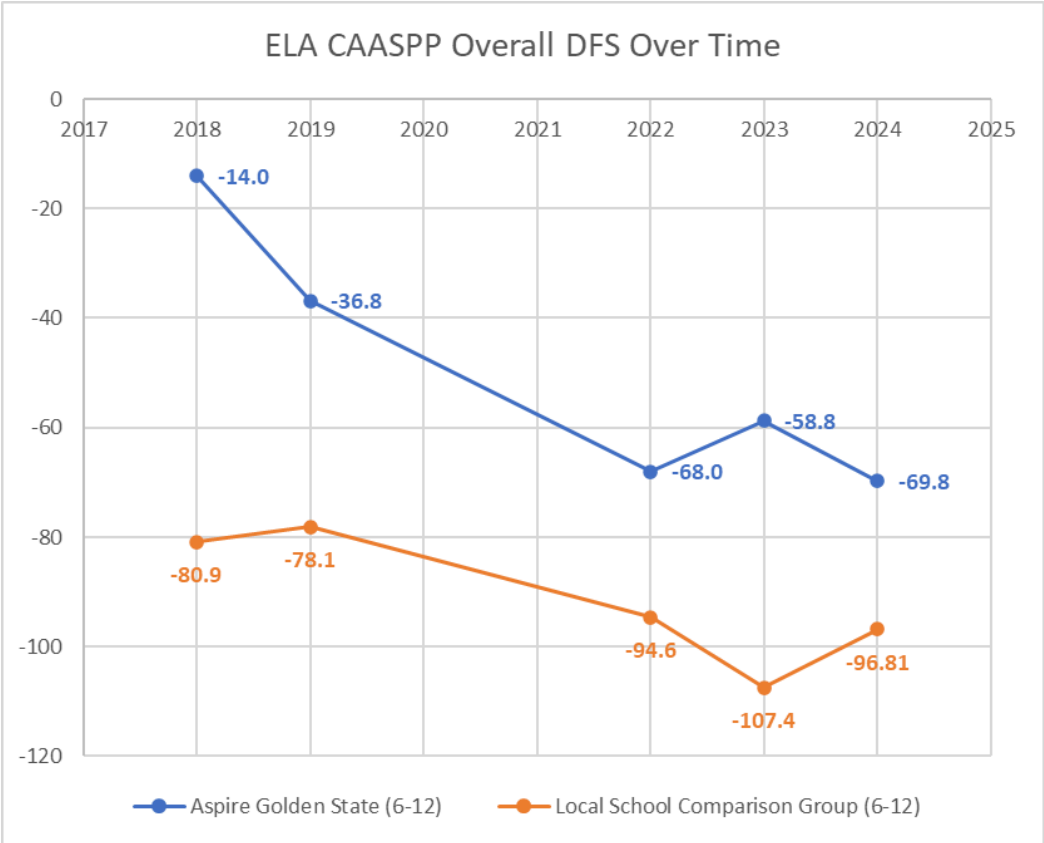
As an example, below is evidence of how the 2024 GSP ELA DFS rate compared to the 13 local comparison schools.



The Dashboard charts and graphs below show a comparison of Aspire Golden State's DFS performance and the average ELA/math performance of the comparison schools above. Included are results for all students and for subgroups with numerically significant numbers of students tested at GSP: Latina/o/x and African-American students, Socioeconomically Disadvantaged Students, English learners, and Students with Disabilities ("SPED"). Subgroups not shown below indicate that the numbers of students tested in that subgroup were not "numerically significant" for Aspire Golden State as defined by California Dashboard metrics.

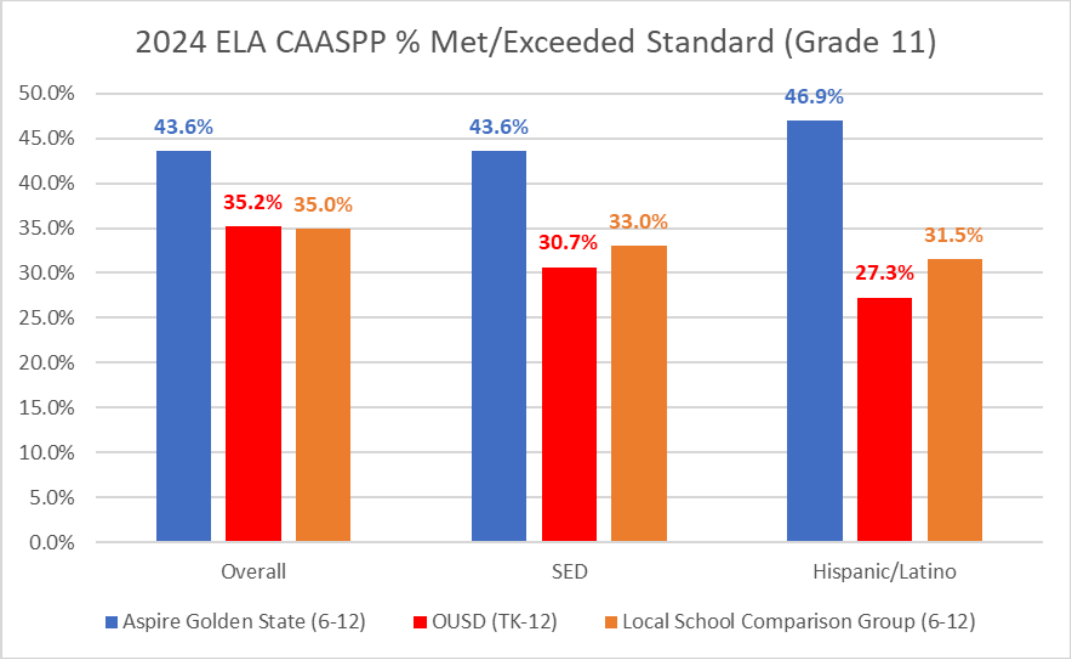
English Language Arts





In 2024, the ELA CAASPP Distance from Standard score for Aspire Golden State is better overall and for all statistically significant subgroups than the average of the local comparison school group. GSP's DFS score for Latino students (-57.1) is nearly double that of the local school average (-107.6).[9] As shown in the longitudinal chart above, GSP has had better ELA DFS scores consistently year over year in the last charter term as compared to the local comparison schools group averages.

With regards to 2024 ELA CAASPP Met/Exceeded rates, Aspire Golden State's percentage overall for 11th graders is 43.6%, 8.4 percentage points higher than the performance of OUSD's 11th graders (35.2%), and 8.6 percentage points higher than the local comparison school's 11th graders (35.0%).[10] Stronger yet is the performance of GSP's Latina/o/x 11th graders, with 46.9% achieving Met/Exceeded proficiency, 19.6% points and 15.4% points higher than the same subgroup's average performance of OUSD as a whole and the local comparison group, respectively.

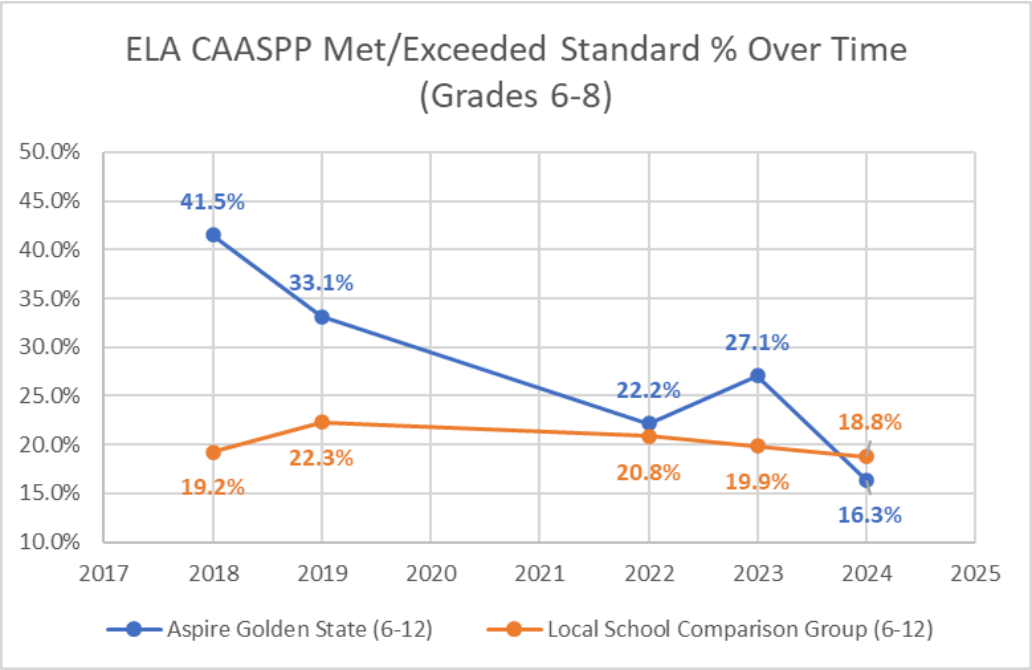


When comparing aggregate Grade 6-8 rates with the rates for Grade 11, the Aspire Golden State Prep data suggests that in English our students perform better the longer they are at our school. This is demonstrated in the sections that follow. There is a greater percentage of students meeting or exceeding Standard in Grade 11 compared to performance in Grades 6-8.

9 California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.

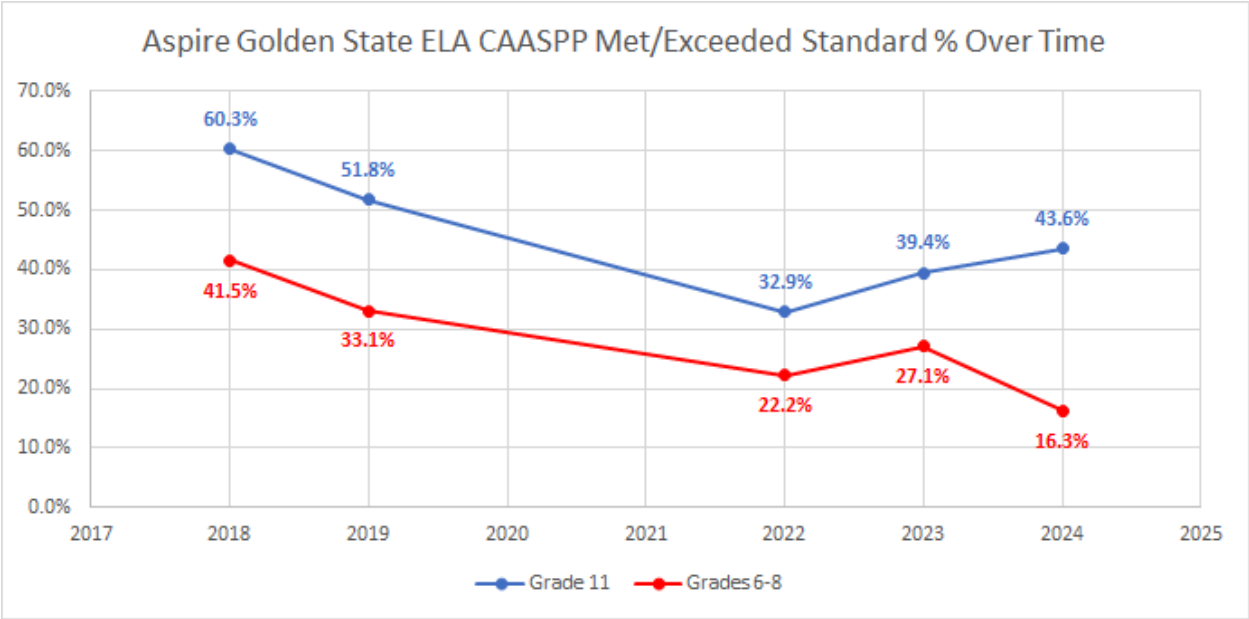
10 California Department of Education. Test Results for California's Assessments. Accessed October 10, 2024.

GSP's ELA CAASPP Met/Exceeded rates for students in Grades 6-8 are better compared to those of the defined local traditional public schools, with the exception of 2024.



That said, the graph below shows the long view of how our Grade 11 scholars consistently perform better in ELA than our students in Grades 6-8. This trend implies that the longer students are enrolled at Aspire Golden State, the better they perform in ELA as they advance in grades over time.[11]

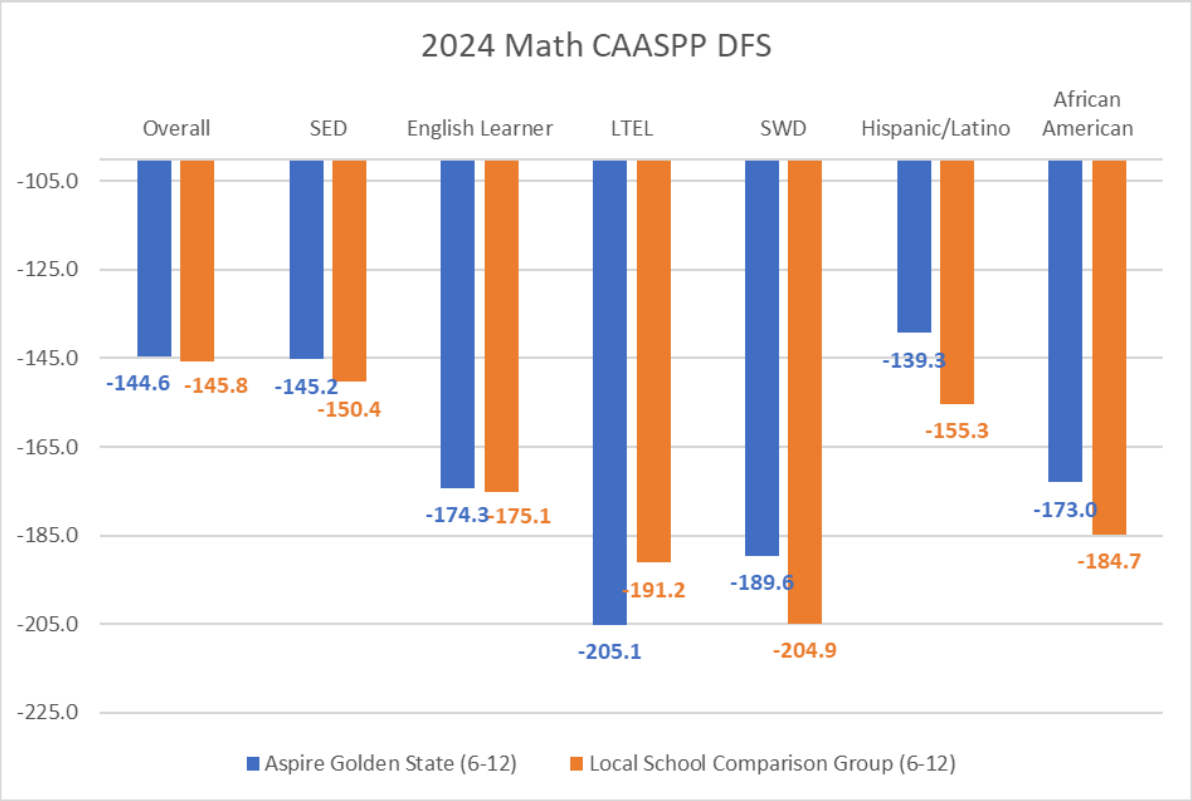
[11] *Ibid.*

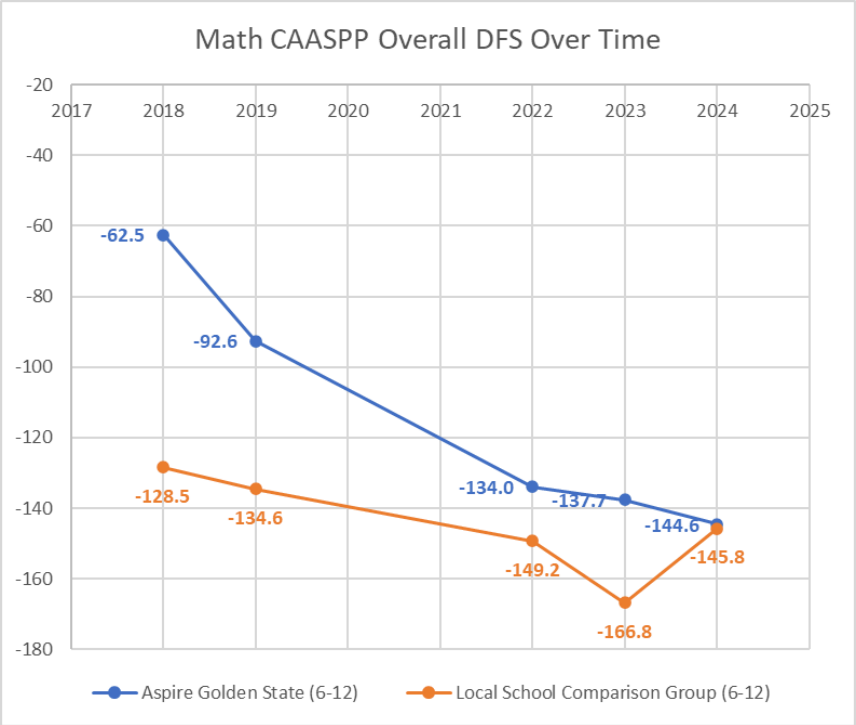


Mathematics

An area of focus for GSP is in math achievement. In 2024, with the exception of LTELs, the Math CAASPP Distance from Standard scores for Aspire Golden State are on par with or better overall and for all statistically significant subgroups in comparison to the local schools' comparison group average.[12] With that said, GSP Met/Exceeded rates highlight a greater need to emphasize mathematics as a needed focus for the 2025-2026 school year and over the course of the 2026-3031 charter term. We acknowledge that Aspire GSP must improve mathematics outcomes for our students. As a school community, we were not immune to the STEM teacher shortage in the state of California and previous administrators were credentialed in the area of humanities. Moving into this next charter term, 2025-2026 and beyond, we have intentionally sought out and hired school leadership with a strong mathematical background. Our current principal is a former math teacher within Aspire Public Schools who consistently demonstrated strong outcomes for students in mathematics with strong pedagogy and commitment to mathematical discourse and problem solving practices.

12 California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.


2024 Math CAASPP DFS
Overall
SED
English Learner
LTEL
SWD
Hispanic/Latino
African American
-105.0
-125.0
-145.0
-165.0
-185.0
-205.0
-225.0
-144.6
-145.8
-145.2
-150.4
-174.3
-175.1
-205.1
-191.2
-189.6
-204.9
-139.3
-155.3
-173.0
-184.7
Aspire Golden State (6-12)
Local School Comparison Group (6-12)

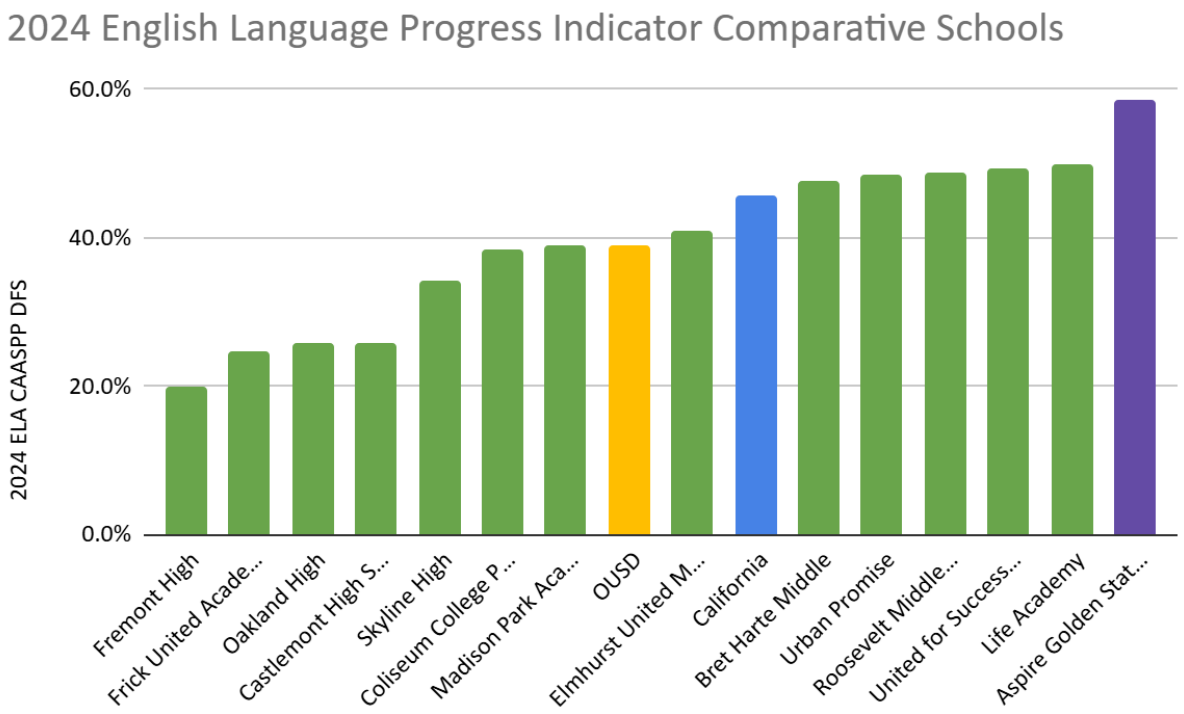

Math CAASPP Overall DFS Over Time
-20
-40
-60
-80
-100
-120
-140
-160
-180
2017
2018
2019
2020
2021
2022
2023
2024
2025
-62.5
-92.6
-134.0
-137.7
-144.6
-128.5
-134.6
-149.2
-166.8
-145.8
Aspire Golden State (6-12)
Local School Comparison Group (6-12)

As shown in the longitudinal chart above ("Math CAASPP Overall DFS Over Time"), GSP has had better Math DFS scores consistently year over year in the last charter term.

Over the next charter term, we are committed to improving mathematics outcomes for students. Our school principal and regional team are supporting the programming of the math initiative, which we will share at the upcoming charter renewal hearing in the Fall of 2025.

English Learner Progress Indicator (ELPI)

In 2024, GSP showed strong achievement on the academic English Learner Progress Indicator. GSP's overall ElPI rate (58.7%) was higher than the State (45.7%), OUSD (39.1%), and each of the local comparison group schools.



As a result of GSP's achievement on ELPI, the CA Dashboard demonstrates a coded color of Blue for the school. Additionally, based upon the publication GO Public Schools titled "California School Dashboard Guide"[13] which was published during the 2024-2025 school year, GSP's EL scholars demonstrated the 2nd highest amount of ELPI growth in the city of Oakland from 2023 to 2024.

13 https://gopublicschools.org/wp-content/uploads/dlm_uploads/2025/03/24-25-Oakland-Dashboard-Guide-1.pdf

LEARN MORE

English Learner Progress

All Students | State

Blue

58.7% making progress

Increased 21.8%

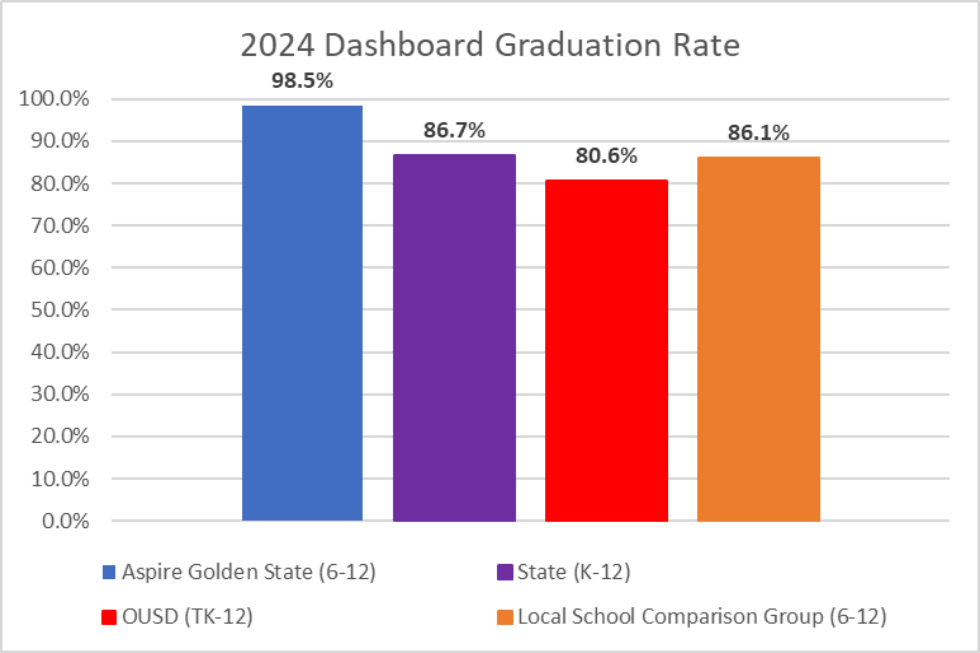
LONG-TERM ENGLISH LEARNER PROGRESS

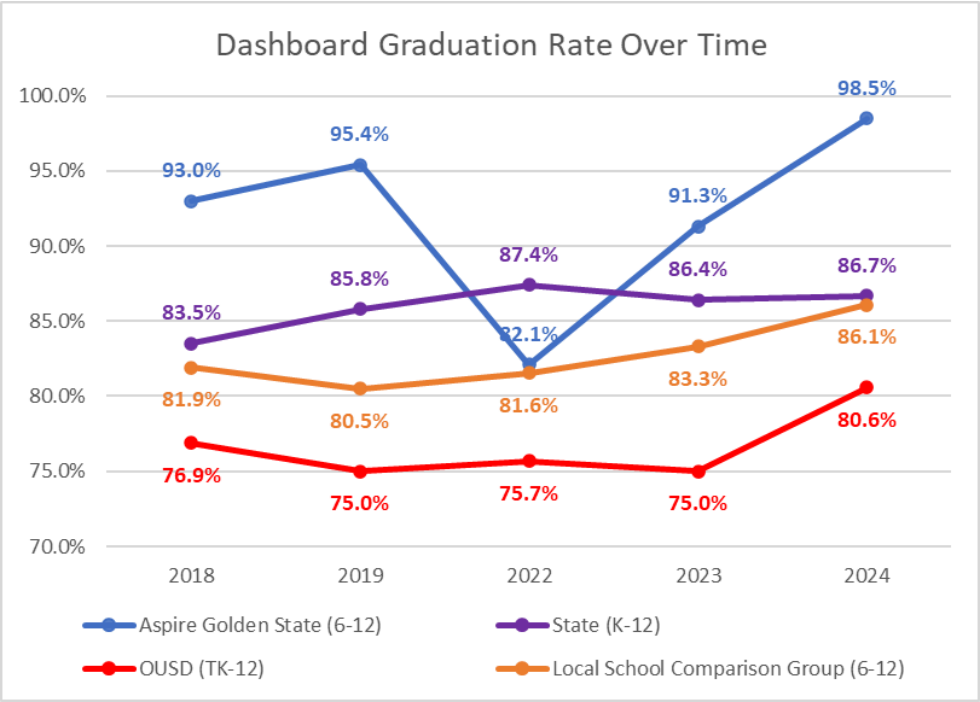
0	0	0	0	1
Red	Orange	Yellow	Green	Blue

View More Details

Dashboard: Graduation Rate & College and Career Indicator

Graduation Rate

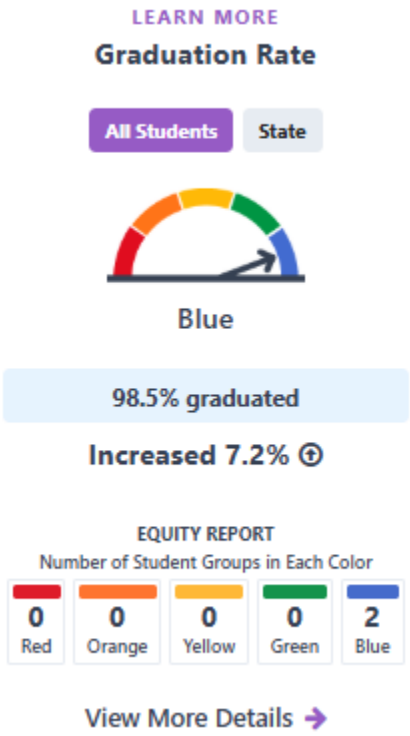




Based on the 2023-24 California School Dashboard, Aspire Golden State's graduation rate of 98.5% is 12.4 percentage points higher than the 86.1% graduation rate average of the local public school group defined above; 17.9 percentage points higher than Oakland Unified School District's rate of 80.6%, and 11.8 percentage points higher than the State's (86.7%).[14] Further, since 2018, GSP's graduation rate has been higher compared to the rates for its comparison schools, OUSD, and California (except in 2022).[15]

We are proud that GSP has achieved an increase to its graduation rate by 7.9 percentage points (90.6% to 98.5%) since the previous school year – all the while continuing to manage the persisting challenges of the COVID-19 pandemic.

As a result of GSP's graduation rate, the CA Dashboard demonstrates a coded color of Blue for the school.



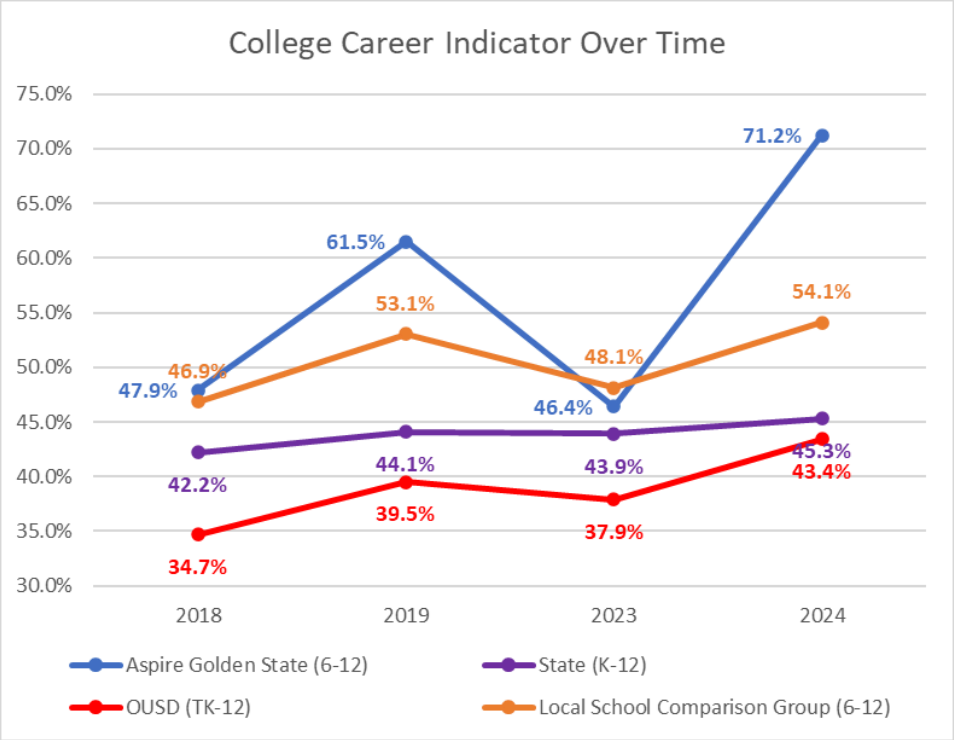
College and Career Indicator

The Dashboard College/Career Indicator is a state indicator that represents the percentage of high school graduates who are prepared for college or a career. Criteria for calculating the CCI

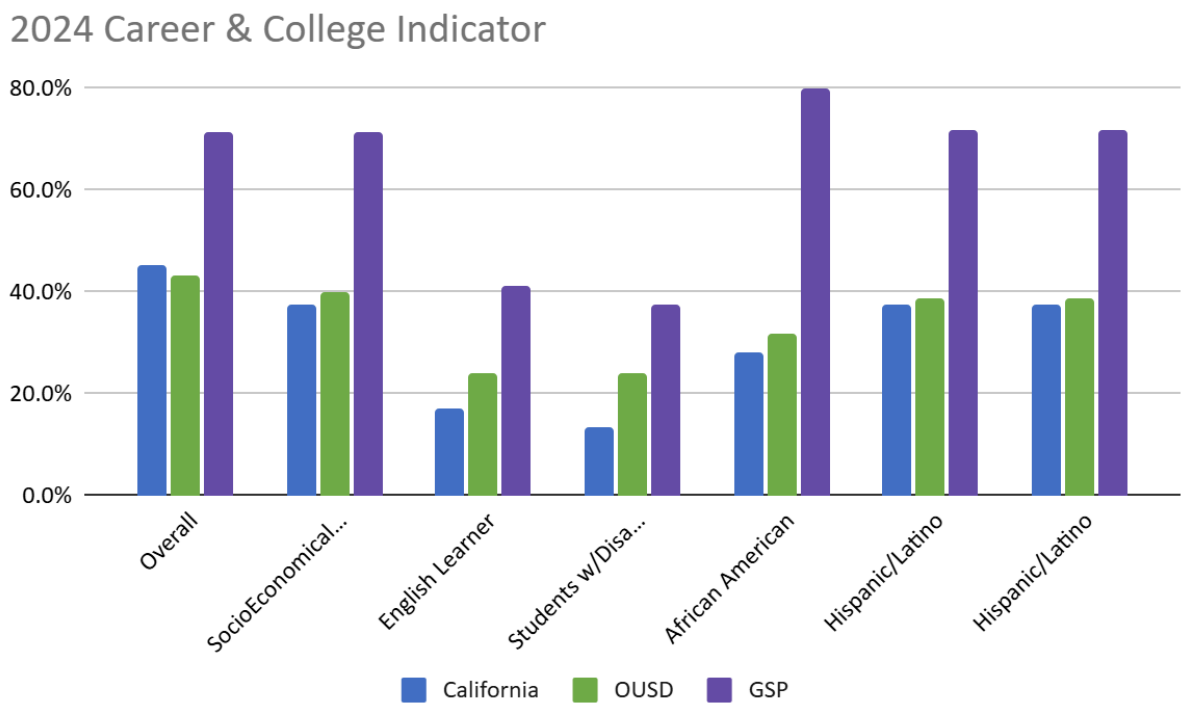
14 California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.

15 California Department of Education. California School Dashboards: 2024, 2023, 2022, 2019, and 2018. Accessed November 26, 2024.

measure include passing/completion/attainment of Advanced Placement ("AP") Exams, A-G, Career Technical Education ("CTE") Pathway, College Credit Course (formerly called Dual Enrollment), International Baccalaureate Exams, Leadership/Military Science, Pre-Apprenticeships, scores in ELA and Math on the California Assessment of Student Performance and Progress, State and Federal Job Programs, State Seal of Biliteracy, and Transition Classroom and Work-Based Learning Experiences.[16]

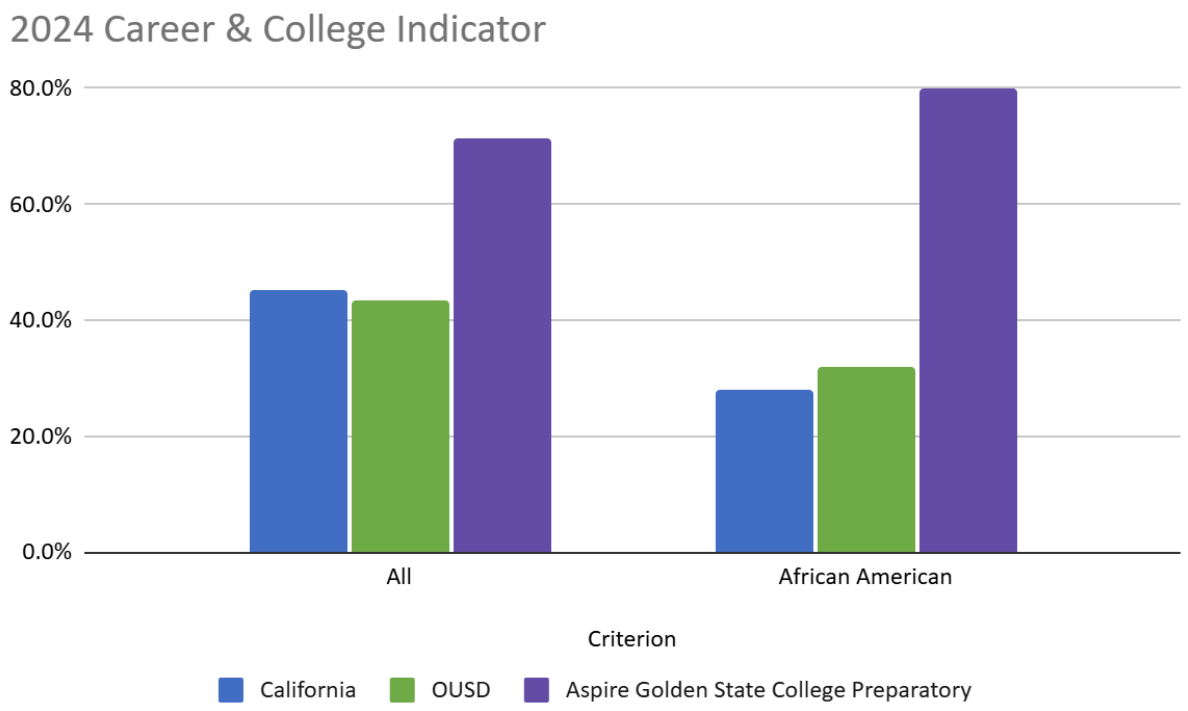


16 California Department of Education. College/Career Indicator. Accessed XX rom https://www.cde.ca.gov/ta/ac/cm/dashboardccr.asp

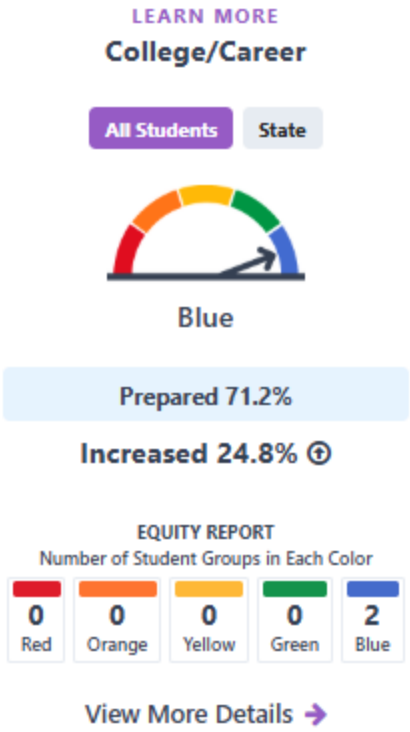


Based on the 2024 CCI data, 71.2% of GSP"s high school graduates were college/career-ready, which is 27.8 percentage points higher than OUSD, and 24.8 percentage points higher than GSP's 2023 rate.[17] Of particular note, Black scholars at GSP significantly outperformed their peers across the state, which is demonstrated in the graph below. During GSP's last charter term, the Charter School's CCI performance has been better than the averages for OUSD and the State.

17 California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.



As a result of GSP's achievement on the academic College/Career Indicator, the CA Dashboard demonstrates a coded color of Blue for the school.

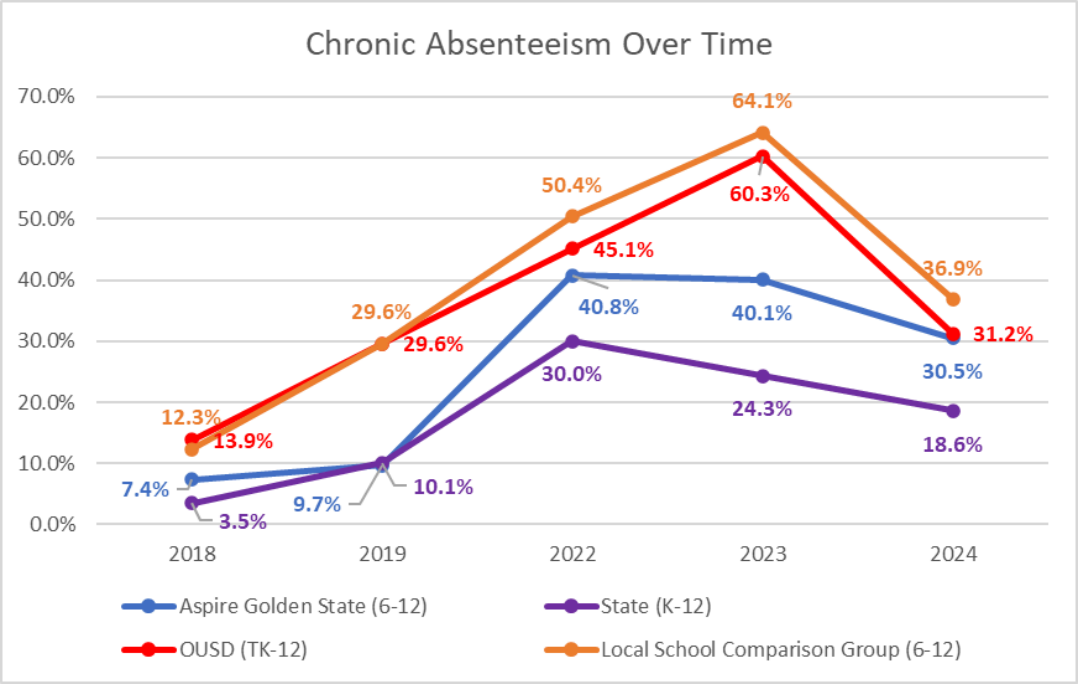


Dashboard: Chronic Absenteeism

Chronic Absenteeism has been a consistent national public education challenge in recent years since the 2020 COVID-19 pandemic. Year over year, GSP's suspension rates have been lower in the last charter term in comparison to the local traditional public school group and OUSD. As a result of our efforts to combat pervasive absenteeism, GSP's 2023-24 Chronic Absentee decreased by 10 percentage points from 2022-23.[18] The table below shows that GSP consistently has relatively low rates year over year. However, as has been true for many schools nationally, our rate increased in comparison to pre-pandemic years'.[19]

18 California Department of Education. California School Dashboards: 2024. Accessed November 26, 2024.

19 California Department of Education. California School Dashboards: 2024, 2023, 2022, 2019, and 2018. Accessed November 26, 2024.



At GSP, we attribute the increase in chronic absenteeism to continued struggles related to the fallout of the COVID-19 pandemic. During 2023, our team collected survey information from families to better understand the root causes of Chronic Absenteeism for scholars. Families communicated that the most common reason for absences were related to illness and medical appointments. After medical necessity, the most commonly cited reason was family emergencies. In asking families to share what would motivate their child to have improved attendance, they expressed that more student life activities, better relationships among staff and peers, and more extracurricular activities were needed.

In response to feedback to chronic absenteeism, GSP has been engaged in the following actions: weekly attendance incentive raffles to celebrate students with excellent and improved attendance, and an increase in student life activities such as school dances, town halls, clubs, and athletics programs.

During the next charter term, we will continue to emphasize the importance of attendance with families and further build out our advisory program to support strengthening staff/student relationships and school culture. At GSP, our advisors within an advisory program are the first line of support for students. While the emphasis in advisory has primarily focused on social emotional learning and academic progress, we will augment our focus to have stronger communication and coherence with our school Attendance Team which progress monitors student attendance.

Dashboard: Suspension

The 2024 suspension rate demonstrates progress for GSP. Since 2018, the 2023-2024 school year marked the lowest suspension rate at 9.7%, which ultimately was coded "Yellow" on the California Dashboard. When the CA Dashboard is released for 2025, data will show further progress for the 2024-2025 school year. Based upon the publication GO Public Schools titled "California School Dashboard Guide"[20] which was published during the 2024-2025 school year, GSP had the greatest decrease in the city of Oakland from 2023 to 2024 for suspensions.

English Learner Reclassification

While recent reclassification rate data is not publicly available yet on the CDE website from 2021-22 to 2023-24, below we report our annual rates for the last charter term.[21] (The data from 2021-22 to 2023-24 is internal data.) Since the pandemic school year 2020-21, our EL reclassification rate has steadily increased to 24.5% in the last school year of 2023-24.

School Year	**Aspire Golden State EL Reclassification Rate**
2023-24	24.5%
2022-23	11.2%
2021-22	8.2%
2020-21	6.7%
2019-20	16.9%
2018-19	28.5%
2017-18	17.1%

20 https://gopublicschools.org/wp-content/uploads/dlm_uploads/2025/03/24-25-Oakland-Dashboard-Guide-1.pdf

21 California Department of Education. EL Reclassification Data. Accessed October 8, 2024 from https://www.cde.ca.gov/ds/ad/filesreclass.asp.

Balance of Racial and Ethnic, Special Education, and English Learner Pupils

Academic Year	African American	Asian	**Latina/o/x**	**White**	**Special Education**	**ELL**
2023-24	15.6%	0.2%	78.7%	0.7%	16.3%	27.8%
2022-23	15.0%	0.2%	81.3%	0.5%	14.1%	24.6%
2021-22	17.8%	0.2%	79.5%	0.5%	12.3%	25.5%
2020-21	16.9%	0.3%	81.4%	0.5%	12.2%	24.2%
2019-20	17.2%	0.2%	81.7%	0.2%	11.0%	21.9%
2018-19	16.3%	0.3%	82.5%	0.2%	9.9%	22.0%
2017-18	14.9%	0.3%	83.6%	0.2%	9.0%	24.8%

In accordance with law, GSP strives to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the district. The racial and ethnic enrollment breakdown of the school for the last charter term is presented above.[22] Below is a table of enrollment by race and ethnicity for the 2023-2024 school year. GSP's 2023-24 ethnic subgroup enrollment breakdown falls within the data ranges of the local comparison school group.

Subgroup	**Overall Population[23]**	**Oakland Unified School District[24]**	**Local Comparison Group Range[25]**	**Aspire Golden State[26]**
Total	436,504	45,086	355 - 1,525	436
Latina/o/x	26.6%	50.2%	37.4% - 91.4%	78.7%
White	29.0%	10.1%	0.5% - 13.3%	0.7%
Asian	15.9%	9.4%	0.4% - 29.4%	0.2%

22 California Department of Education. DataQuest: Enrollment Multi-Year Summary by Ethnicity. Accessed October 10, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=01612590118224&agglevel=School&year=2023-24&ro=y.

23 United States Census Bureau. QuickFacts: Oakland city, California. Accessed October 10, 2024 from QuickFacts Oakland city, California.

24 California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=0161259&agglevel=district&year=2023-24.

25 *Ibid.*

26 California Department of Education. DataQuest: 2023-24 Enrollment by Ethnicity. Accessed October 10, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=01612590118224&agglevel=School&year=2023-24&ro=y.

Black or African American	21.8%	20.0%	3.0% - 33.6%	15.6%

Element 1: Educational Program

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

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

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

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	**Year 1 2026-2027**	**Year 2 2027-2028**	**Year 3 2028-2029**	**Year 4 2029-2030**	**Year 5 2030-2031**
6	62	64	66	66	66
7	62	64	66	66	66
8	62	64	66	66	66
9	62	64	66	66	66
10	62	64	66	66	66
11	62	62	64	64	64
12	60	60	62	62	62
Total	**432**	**442**	**456**	**456**	**456**

Special Education

Plan for Students with Disabilities

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

The Charter School is its own local educational agency ("LEA") for purposes of special education, and holds membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA. Proof of LEA SELPA membership status is attached in Appendix II.

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

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

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through Aspire Public Schools, certified non-public agencies or qualified independent contractors.

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

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

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

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

Services for Students under the IDEA

In accordance with state and federal law, and applicable policies and practices of the SELPA, each student eligible under IDEA will be provided a free and appropriate public education in the least restrictive environment ("LRE"). No student shall be denied admission to the Charter School because the student is in need of special education services. The Charter School is dedicated to ensuring that identified special education students shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extracurricular activities the same as their non-disabled peers.

The Charter School's special education program is characterized by integrated services which will support students with special education needs. The decisions regarding specialized

academic instruction and related services that individual students will receive are the responsibility of the Individualized Education Program ("IEP") Team, which includes the involvement of parents in decision-making and developing the written Individualized Education Program. The IEP Teams must also include an Administrator, General Education Teacher and Education Specialist. When appropriate/relevant, the IEP team also includes related service providers.

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

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

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

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

Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

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

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. A student shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections begins when students have been accepted through the enrollment lottery and enrolled in The Charter School. Through the process of "Child Find," The Charter School fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education or 504 services. The Student Study Teams address student needs and initiate the referral process, if appropriate, for special education or other services.

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

For the purposes of special education, The Charter School shall assume responsibility for the provision of services and meeting all local, state and Federal requirements of IDEA.

<u>IEP Development</u>

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA

The Charter School will be its own LEA and has secured membership in the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a).

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

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

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

As the LEA, the Charter School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the SELPA. Specifically, the Charter School shall assume all responsibility for any and all costs associated with the provision of special education and related services and accommodations under IDEA, for all students who are enrolled in the Charter School, over and above any state or federal funding received for such purposes. As such, State and Federal funding shall be allocated directly to the Charter School per the allocation plan of the SELPA. The Charter School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement. The Charter School understands that it shall represent itself at all SELPA meetings. The Charter School understands that it shall be subject to the allocation plan of the SELPA.

LEA Assurances

The Charter School makes the following assurances:

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

- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities, as required by the Education Code and the IDEA. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.
- Assessments - The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities Education Act, all applicable state laws and the SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools/ the SELPA and/or CDE. The Aspire Director of Special Education will involve the Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Senior Manager of Special Education shall be assigned to support the Charter School and to provide coaching support to the site's special education team to ensure that all requirements of IDEA are met, and each child is well served.

A comprehensive Aspire Special Education Professional Development plan shall be developed with site team input to provide ongoing learning opportunities and support to special education staff, and build the capacity of the site team in meeting compliance with state and federal statutes and reporting requirements. Professional development will be provided on best

practices that support the specialized learning needs of students with disabilities in the least restrictive environment. Differentiated opportunities to address individual professional development needs will be available, including the opportunity to participate in the Aspire Induction Program for the Education Specialist Credential. Professional development opportunities will include those offered in collaboration with other Aspire schools, the SELPA, and other organizations with researched based practices that support students with disabilities.

Community Need for Aspire Golden State College Preparatory Academy

Aspire Golden State College Preparatory Academy is rooted in the East Oakland, California community known as Lockwood-Tevis. Oakland's vibrant cultural landscape, shaped by its rich history dating back over 5,000 years to the Ohlone Native People, is one of the most diverse in the nation, with over 125 languages spoken and a population reflecting a mosaic of racial and ethnic backgrounds. GSP reflects and embraces this diversity, with a student body that is 77% Latina/o/x and 16% African American. Over ninety percent of GSP's 400+ students reside within a five-mile radius, and the majority qualify for free or reduced-price meals and/or are English Learners.

GSP plays a pivotal role in the community by providing an inclusive and equitable educational environment. We prioritize hiring and developing educators who reflect our community's cultural and linguistic diversity, ensuring culturally relevant instruction and fostering a sense of belonging. Our Special Education inclusion model and commitment to leveraging family and alumni networks for recruitment further demonstrate our dedication to serving all students.

While Oakland is rich in cultural diversity and community activism, it also faces significant economic disparities. In the GSP neighborhood, many families face financial barriers, with approximately 95% of GSP students qualifying for free or reduced-price meals. These challenges underscore the importance of GSP's mission: to provide exceptional education that empowers students to excel academically and become catalysts for positive change in their community.

GSP's community school approach includes rigorous, standards-based curricula, high-quality professional development, personalized learning, and comprehensive college and career programming, including a Business and Entrepreneurship CTE pathway. Our small school environment allows staff to deeply understand and support each student, fostering both academic and personal growth.

GSP is committed to closing equity gaps in academic achievement, high school graduation, and college readiness by providing rigorous, high-quality instruction tailored to the needs of our diverse community. We are dedicated to dismantling the "school-to-prison pipeline" and

promoting collective liberation through education. This mission aligns with the broader vision of Aspire Public Schools, ensuring that every student is prepared to earn a college degree and thrive in their chosen career path.

Aspire Public Schools Vision, Mission, Values, Equity Focus

Aspire Public Schools Vision

Scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

Aspire Public Schools Mission

Provide a rigorous, joyful academic experience that cultivates scholar skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities; promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latina/o/x, Indigenous, and People of Color; and nurture scholars' pride in their abilities, identities, and communities.

Aspire Public Schools Values

- **Bienestar (Well-being):** Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.
- **Culture of Belonging:** We seek to be known and seen at Aspire, where we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one another with empathy and understanding—no matter one's background or cultural history. Each person is valued and has a place in this community.
- **Community Partnership:** We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement.

- **Agency + Self-determination:** Each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post-secondary lives.
- **Joy:** We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our work to shift outcomes is hard, yet we persist and have gratitude and pride in the journey. Joy makes it all possible!

Portrait of a Graduate

A Portrait of a Graduate (also known as a Graduate Profile) is a clear, community-driven vision that defines the skills/competencies that students should have when they graduate from a school, district, or educational network. It goes beyond academic achievement and typically includes a holistic set of competencies to prepare students for success in college, career, and life.

Key Features of a Portrait of a Graduate:

- **Student-Centered**: Focuses on the whole child, including cognitive, social-emotional, and civic development.

- **Community-Informed**: Developed through collaboration with educators, families, students, and community stakeholders.

- **Future-Focused**: Aligns with the demands of a rapidly changing world, including workforce shifts and global challenges.

- **Anchored in Equity**: Often emphasizes equitable outcomes and culturally responsive values.

At the beginning of the 2025-2026 school year, Aspire GSP published the below Portrait of a Graduate:

9th-12th

- **(Justice Seeking Scholar) Critical Thinking and Critical Literacy –** The ability to read the word and the world, analyze information, identify unjust systems, and develop thoughtful, justice-oriented solutions to real-world and community-rooted challenges.

- **(Knowledge of Self and Self-Determination Seeker) Knowledge of Self and Self-Determination** – A grounded understanding of one's identity, history, values, culture, and strengths, paired with the confidence and purpose to set goals and shape

one's future.

- **(Inclusive Community Caretaker) Community Engagement and Cultural Stewardship** – A deep respect for self and others, paired with an active commitment to building inclusive, accountable, and mutually supportive communities.

- **(Courageous Communicator) Advocacy, Voice, and Confident Communication –** The skill and courage to express oneself effectively, elevate marginalized voices, and lead change through dialogue and public expression.

- **(Compassionate Collaborator) Collaboration, Wellness, and Shared Leadership** – The ability to work with empathy, manage emotions, support self and others' well-being, and lead with integrity in collective efforts.

- **(Resilient Life-Long Learner) Adaptability, Resilience, and Lifelong Learning** – The capacity to persevere through change, reflect on growth, and pursue learning with curiosity and purpose throughout life.

6th-8th

- **(Justice Seeking Scholar) Thinking Deeply and Seeking Justice** – Being able to understand and question what you read and observe in the world, spot unfair systems, and come up with smart, fair ways to solve problems in real life.

- **(Knowledge of Self and Self-Determination Seeker) Understanding Yourself and Making Choices** – Knowing who you are, including your background, values, culture, and strengths. It also means having the confidence and motivation to set goals and take charge of your future.

- **(Inclusive Community Caretaker) Helping and Respecting Your Community and Culture** – Showing respect for yourself and others, while actively working to create fair, welcoming, and supportive communities where everyone feels included.

- **(Courageous Communicator) Speaking Up with Confidence and Purpose** – Having the skills and bravery to clearly express your thoughts, stand up for others, especially those whose voices aren't often heard, and use communication to inspire change.

- **(Compassionate Collaborator) Working Well with Others and Supporting Well-Being** – Being able to work with empathy, handle your emotions, support mental and emotional health (your own and others'), and lead by setting a good example.

- **(Resilient Life-Long Learner) Adjusting, Growing, and Always Learning** – Being able to keep going during hard times, learn from your experiences, and stay interested in learning new things throughout your life.

Equity Focus

Aspire is committed to providing equitable opportunities for our students, families, and teammates. We use an equity lens to examine our policies, practices, and systems at Aspire to strive for all groups to increase access and benefit from our work. This belief is woven throughout our core values.

We live in a society that provides some groups more or fewer opportunities based solely on factors they do not control. Aspire was founded to address the long-standing inequities in K-12 education. Every part of our vision to prepare and empower students to build a fulfilling and liberated future for themselves and their communities lives and breathes the mandate to address these inequities. As an organization, we continue to devote significant resources of time and energy to build our collective muscle in order to develop our equity lens to better identify, discuss, and address equity issues impacting our students, schools, and teammates. These equity belief statements provide unequivocal direction and guidance to our team as we go forth on our journey to define who we are and how we approach our work. Since the overwhelming majority of our students are Latina/o/x, when we say that we are using an equity lens to evaluate outcomes and actions we are typically referring to these particular populations.

Following is Aspire's equity commitments, as well as examples of how we strive to uphold each commitment:

Commitment Statement	**School Practices or Model Elements**
Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).	• Multi-tiered System of Supports ("MTSS") • "What I Need" (WIN) Period: credit recovery, electives, dual enrollment, internships, ELD, intervention, etc. • Aspire Student Learning Framework;

	rubric for teacher practice and coaching ● Additional support structures and programming for ELs, such as our designated ELD program
Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.	● Culturally responsive teaching ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Student academic ownership, *e.g.* via dialogic learning
Interrupt the "school to prison pipeline" – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.	● CTE Pathway opportunity ● Work-place learning ● Internships ● Community-based programming, *e.g.* Advisory, WIN Period
Engage families as partners in meaningful ways in our work.	● Student Support Teams ● English Language Learning workshops for families ● Student-led family conferences ● Community events
Build the capacity of diverse teams that are more reflective of our students.	● Equity-based professional learning ● Diverse hiring panels ● Aligned Aspire pre-hiring alignment prior to hiring process for school leaders
Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.	● Social and emotional learning via RULER curriculum ● Foundation of cooperative classroom learning structures/routines and teaching self-management skills ● Mental health programming ● Safety/Crisis team meetings and crisis debriefs

	● Lead teacher teaming structures ● Teacher coaching structures
We must continually put the Equity Commitments into action and live by them. Every Aspire teammate is accountable for applying these commitments in every decision, use of resources, and management of talent. The power of our collective and individual dedication to these commitments is reason enough to be hopeful as we pursue our mission and create a more just and equitable world.	● Black Student Union ● Aspire Bay Area Diversity, Equity, and Inclusion Council ● Pro-Black Coordinator programming ● Racial Affinity Groups ● Aligned Regional Aspire Culturally Responsive Professional Development

GSP's Commitment to Diversity, Belonging, and Anti-Racism

At Aspire Golden State College Preparatory Academy, we are unwavering in our commitment to providing equitable opportunities for all students, families, and staff. Guided by an equity lens, we continuously examine our policies, practices, and systems to ensure that every individual has access to the resources and opportunities they need to succeed. This commitment is rooted in our core values of family, equity, growth mindset, respect/integrity, and purpose/passion.

We recognize that societal inequities grant privilege and access to some while marginalizing others based on factors outside of their control. At GSP, we actively work to dismantle these inequities by cultivating a school environment where diversity is celebrated, belonging is fostered, and anti-racism is integral to our practices.

Our Equity Commitments guide our actions and interactions within our community:

- **We distinguish between equity and equality.** Equity means each student receives the support they need to succeed, not that every student receives the same resources.
- **We create inclusive and rigorous learning environments** that actively engage all students.
- **We disrupt the school-to-prison pipeline** by implementing restorative practices and policies that support, rather than punish, our most vulnerable students.
- **We engage families as meaningful partners** in the educational experience.
- **We build diverse and culturally reflective teams** to better serve our students and community.
- **We foster an open, collaborative, and trusting environment,** understanding that equity work is complex, personal, and challenging.

We are committed to translating these beliefs into action by ensuring high-quality academic programs, nurturing a positive school culture, and delivering an equitable student experience. A cornerstone of this commitment is our focus on stabilizing, developing, and retaining staff through standards-aligned instructional materials and a rigorous professional development cycle. This cycle includes intellectual preparation, grounding in our equity commitments, and ongoing feedback for continuous improvement.

Our vision statement serves as our guiding north star: Our students are critically literate. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, students become leaders, ready to leverage college and careers to enhance their lives and their communities.

At GSP, we are dedicated to being a community where every individual—regardless of race, class, sexual orientation, religion, gender identity, neurodiversity, or disability—can thrive and be celebrated.

We acknowledge that the foundation of schooling in the United States is rooted in a history of white supremacy. To be a school genuinely committed to collective liberation, we must actively recognize and dismantle systems of oppression. We understand this work is challenging and cannot be done in isolation. Therefore, we engage in continuous learning, reflection, and collaboration to challenge oppressive systems within our school and the broader community.

Our commitment to anti-racism and anti-oppression is unwavering. We intentionally identify, discuss, and challenge issues related to race, ethnicity, gender identity, sexual orientation, and other protected identity markers. We acknowledge that every individual is at a different point in their anti-racist journey, and we are dedicated to growing together as a community committed to justice and equity.

Student Population to be Served

Aspire Golden State College Preparatory Academy, a proud community that currently serves 400+ students from sixth through twelfth grade. Our performance narrative includes historical enrollment data.

U.S. Census data underscore the diverse nature of Oakland's population, with 26.6% Latina/o/x, 21.8% Black or African-American, 29.0% White or Caucasian, 15.9% Asian, 0.5% Pacific Islander or Native Hawaiian, and 1.2% American Indian residents. This diversity is further highlighted by 26.3% foreign-born and 38.8% speaking a language other than English at home.

The CDE has compiled demographic data that reveals Oakland Unified School District enrolled 45,086 students in 2023-2024, the most recent year with publicly available data. The table below summarizes student demographics across OUSD and Aspire Golden State College Preparatory Academy. Aspire Golden State College Preparatory Academy, in line with these demographics, is committed to enrolling a diverse student population.

Subgroup	Oakland Population (2020 Census)	Oakland Unified School District 2023-2024	Aspire Golden State 2024-2025
Total	436,504	45,086	405
Latina/o/x	26.6%	50%	77%
White	29.0%	10%	1%
Asian	15.9%	9%	0%
Black or African American	21.8%	20%	16%
English Learners	n/a	33%	25%
Students With Disabilities	n/a	16%	17%
Homeless Youth	n/a	7%	1%
Socioeconomically Disadvantaged	n/a	81%	94%

How Learning Best Occurs

Golden State College Preparatory Academy's climate and culture are engaging and inclusive, prioritizing psychological, physical, and emotional safety as our foundation. Our dynamic instructional design empowers students as active participants in their learning, preparing them for college and careers. Through culturally responsive, interdisciplinary, standards-aligned instruction, we promote deep understanding and high academic achievement for our students.

Our instructional program emphasizes college and career preparedness. We structure learning around real-world applications, aligning academic content with industry expectations and embedding multiple work-based learning opportunities. This preparation is supported by rigorous standards aligned assessments that allow students to demonstrate their mastery and readiness for postsecondary success. We ensure that all students have access to courses that

are A-G aligned to ensure they have access to post-secondary opportunities. We recognize every scholar's unique strengths through an asset-based approach and a commitment to disrupting systemic inequities.

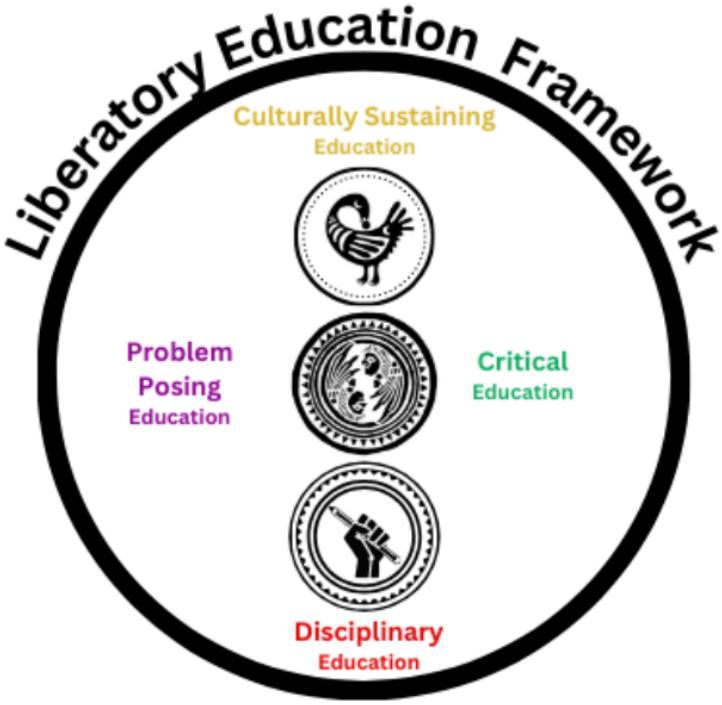
Our curriculum upholds the rigor of California's State Standards, including the California Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, the English Language Development ("ELD") Standards, and remaining State Content Standards (hereinafter, collectively "State Standards"). We address these standards through a liberatory framework designed to foster identity awareness and criticality. Our equity-based grading system promotes mastery through continuous opportunities for learning and feedback.

At Golden State College Preparatory Academy, we do not just prioritize joy, we center it. Joy is not only embedded in our school climate and culture through our abundance of community events and field trips, but it is also an integral part of learning. Through frequent community events, field trips, and cross-disciplinary exhibition projects, students experience education as joyful, meaningful and are publicly celebrated. This emphasis cultivates a radically hopeful environment for all. This emphasis on joy in learning fosters a positive environment for our students and families.

Golden State College Preparatory Academy offers 180 days of instruction on a modified calendar with a shortened summer recess to mitigate learning loss. Each school day provides all students with access to a rigorous, A-G aligned curriculum, with time for both enrichment and intervention. See Appendix III for a sample calendar and Appendix IV for a bell schedule.

Liberatory Education Framework

During the next charter term, GSP and Aspire Public Schools Bay Area will be engaged in specific instructional and school programming foci that aligns our schools to an Aspire Liberatory Education Framework. Below is a visual representation of the planned professional learning focus that all of our Aspire Bay Area teammates will engage in over the next five years. At its core is liberatory education which is guided by the principles and concepts of Sankofa, In Lak'ech, and Critical Literacy.



	Sankofa: The concept of "Sankofa" is derived from King Adinkera of the Akan people of West Africa. "Sankofa" is expressed in the Akan language as "se wo were fi na wosan kofa a yenki." Literally translated, this means "it is not taboo to go back and fetch what you forgot". "Sankofa" teaches us that we must go back to our roots in order to move forward. That is, we should reach back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone, or been stripped of can be reclaimed, revived, preserved, and perpetuated. "In order to understand our present and ensure our future, we must know our past." -University of Illinois Springfield Black Student Union

	In Lak'ech: In Mayan tradition, there is a greeting that many people working with Mayan wisdom know of. It is the law of In Lak'ech, which means I am another yourself. It also means I am you, and you are me (A traditional Mayan interpretation). We have come to understand that this Mayan greeting is an honoring for each other. It is a statement of unity and oneness.
	Critical Literacy: At the heart of critical literacy is the development of our critical consciousness, which is our socio-political understanding of power, privilege, and oppression in our world as a tool to take transformative action against systemic inequalities.

Pedagogies, Practices, and Education Outcomes

The above principles and concepts (Sankofa, In Lak'ech, Critical Literacy) inform our focused co-pedagogies that our teammates will develop as practitioners. The pedagogies will inform our instructional and school practices which will then lead to educational outcomes for students.

Pedagogies	Practices	Education Outcomes
Community and Restorative Pedagogy	● Discussion, Debate, and Dialogical Discourse ● Restorative and Beloved Community Practice and Accountability ● Participatory Action Research	Problem Posing Education
Culturally Sustaining Pedagogy	● Interdisciplinary Units ● Graduate Profile Competency and Community Centric Practice ● Next Generation College,	Culturally Sustaining Education

	Career, and Community Pathway Pipelining	
Disciplinary Pedagogy	● Professional Learning Communities and Nested Development Pipelines ● Authentic Assessment (i.e., Exhibitions, PBL, Standards Based Performance Tasks) ● Cycles of Inquiry and Multi-Tiered Systems of Support	Disciplinary Education
Critical Pedagogy	● Pro Black, Anti-Racist, Neurodivergent Inclusive Praxis ● Literacy and Liberation Practices ● Critical Inquiry and Cross Curricular Evidence-Based Writing	Critical Education

Golden State College Preparatory Academy's Liberatory Education Design Elements

Golden State College Preparatory Academy integrates evidence-based, innovative, and results-driven program elements designed to prepare and empower scholars to build liberated and fulfilling futures for themselves and their communities. The following key design elements define our approach:

1. *Culturally Responsive Pedagogy and Practice (Culturally Sustaining Pedagogy)*
2. *Interdisciplinary Learning Environment Supportive of Student Academic Ownership (Culturally Sustaining Pedagogy)*
3. *Data-driven Decision Making (Disciplinary Pedagogy)*
4. *Social Emotional Learning & Behavioral/Mental Health Programming (Community & Restorative Pedagogy; Critical Pedagogy)*

5. *Small School Community Supports (Community and Restorative Pedagogy)*

1. Culturally Responsive Pedagogy and Practice:

In the spirit of Dr. Gloria Ladson-Billings' seminal work, Golden State College Preparatory Academy embraces Culturally Relevant and Responsive Pedagogy to ensure equitable education for all students. This approach fosters students' understanding of multiple perspectives and identities by integrating their cultural backgrounds into teaching and learning.

Educators incorporate students' experiences when planning lessons, critically reviewing curriculum through a cultural lens. Golden State educators focus on three core elements of Culturally Relevant Pedagogy:

1. Academic Success: Focusing on students' intellectual growth and the development of academic skills.
2. Cultural Competence: Helping students affirm and appreciate their own cultures while developing fluency in other cultures.
3. Critical Consciousness: Encouraging students to recognize and challenge societal inequalities.

Our instructional program incorporates the development of practices that exemplify culturally responsive pedagogy. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Based on educational research and best practices for the student population that Aspire serves, Golden State College Preparatory Academy builds and maintains a foundation rooted in cooperative learning structures, self-management skills, and consistent classroom routines—implementing strategies that emphasize communal goals and mutual support to enhance student engagement and academic success, while empowering students to take ownership of their academic journey. This ownership is cultivated daily through constructivist pedagogical approaches, such as dialogic learning, demonstrated in cross-curricular exhibition projects, and reinforced when students collaborate with their college advisors to develop their post-secondary plans.

Our instructional program integrates these principles using the **Aspire Student Learning Framework (ASLF)**—which is a coaching tool that outlines student instructional moves. Through coaching and data from the ASLF, teachers receive support to embed culturally responsive methods in their planning and instruction. Instructional goals are regularly set and reviewed using this framework.

2. Thematic Learning Environment Supportive of Student Academic Ownership:
Interdisciplinary instruction involves the study of complex real-world themes that engage deep conceptual content building that meets the demands of our standards. By centering on community and cultural inquiry, it requires us to examine conditions of opportunity, justice, suffering, and liberation across content areas. In the 2025-2026 school during semester 2, we will launch a course interdependent approach to adapting units that align to our newly created Aspire Portrait of Graduate (also known as Graduate Profile). Over the next four academic years, units across all grade levels will adapt to the Portrait of a Graduate. During the 2025-2026 we will start with 9th grade and every sequential year thereafter other grade levels will adapt.

Through an inclusive method of collaboration with families, students and staff, GSP created the below Portrait of a Graduate beginning the school year of 2025-2026.

Portrait of a Graduate
9th-12th

- **(Justice Seeking Scholar) Critical Thinking and Critical Literacy –** The ability to read the word and the world, analyze information, identify unjust systems, and develop thoughtful, justice-oriented solutions to real-world and community-rooted challenges.

- **(Knowledge of Self and Self-Determination Seeker) Knowledge of Self and Self-Determination** – A grounded understanding of one's identity, history, values, culture, and strengths, paired with the confidence and purpose to set goals and shape one's future.

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6th-8th

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Through these skills/competencies described in the Portrait of a Graduate, teachers design inquiry-based academic challenges that integrate big ideas and center student agency. Each thematic unit culminates with a social justice performance task that assesses mastery of content, which showcases the students' creativity. Educators receive support in planning cohesive unit plans that bridge opportunity gaps and reveal the interconnectedness of subject areas. Instead of teaching disciplines in isolation, faculty collaborate so students can apply their

skills across varied contexts. This idea anchors into the interdisciplinary pedagogy on the instructional level.

Interdisciplinary instruction provides a template for elevating academic ownership. We empower students to take ownership of their academic journey because we believe that students are the drivers of their learning. This ownership is cultivated daily through the teaching practices described in the table below.

Students engage in cognitive tasks aligned with Common Core State Standards, NGSS, Mathematical Practice Standards, and Culturally Relevant Mathematical Practices. They express ideas using both academic and home languages, participating in rigorous, authentic dialogue that respects multiple perspectives and fosters collaboration.

Teaching Methods	
Cognitive Depth and Inquiry	Our teachers support all students in cognitively demanding learning experiences through carefully designed open-ended questions aligned to Depth of Knowledge. At Aspire Golden State College Preparatory Academy, instructors thoughtfully design and lead rigorous classroom discussions that foster critical thinking and advanced problem-solving skills. Within this academic framework, students are encouraged to engage in meaningful reflection on the relevance and application of their learning to real-world contexts and everyday experiences. These learning experiences culminate in End of Unit Theme-aligned performance tasks.
Explicit Instruction	Explicit instruction is an evidence-based form of teaching in which the teacher presents the lesson by stating the standards-aligned learning objective. The teacher then models an explicit skill and application using criteria for success, using thinking steps. Next, the teacher prompts guided practice and frequent checks-for-understanding. At the conclusion, students take the lead and individually demonstrate their new skills or content knowledge on a formative assessment that is collected and evaluated for mastery using a rubric or success criteria to uncover misconceptions and to inform future lesson targets.

Teaching Methods	
Reading Comprehension Strategies	**Literature Circles** are structured group discussions of a book or other piece of literature, similar to a book club, but for young people. Literature Circles provide students with the opportunity to engage in critical thinking and reflection, as well as build reading comprehension. **Close Reading** supports access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.
Integrated and Designated English Learner Development	**Integrated and Designated English Learner Development strategies** such as Structured Student Talk, Interactive Reading & Note-Taking, Academic Writing Support, and Explicit Language Instruction provide access for all students to rigorous, standards-aligned instruction.
Academic Discourse	**Academic Discourse** promotes the idea of dialogue, the language used, and a format that facilitates a high level of communication in the classroom. The discourse can range from peer-to-peer discussion to a whole-class discussion which provides daily opportunities for students to engage in protocols that support discussion to solidify their own understanding and to support the development of peer and collective understanding. Instructional protocols include Debates, Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write. What is imperative is that students are able to process and interact with the academic vocabulary.
Building Academic Vocabulary	**Building Academic Vocabulary** provides regular, ongoing opportunities for scholars to strengthen tier 2 and tier 3 (content-specific) vocabulary. Protocols to support include Frayer Model, Semantic Webbing, Vocabulary Squares, and Contextual Redefinition. Academic vocabulary knowledge prepares students to take on grade-level content and succeed in school and beyond.
Flexible Grouping	**Flexible grouping** within the classroom provides differentiated support. For example, pedagogical support might include literacy support,

Teaching Methods	
	tutoring across subject areas, and multilingual learning support. Golden State College Preparatory Academy utilizes flexible groupings in the classroom to target materials based on students' needs. The teacher collaborates with the reading interventionist or instructional aides regarding instruction for small groups of students needing more specific support.

To effectively implement our instructional practices, Golden State College Preparatory Academy prioritizes ongoing professional development and coaching through the use of the ASLF. After each classroom observation, teachers and coaches collaboratively identify a relevant teacher skill to guide the next coaching cycle. These targeted skills are selected based on formative and observational data and are aligned with strategies to accelerate student learning.

3. Data-driven Decision Making:

Golden State College Preparatory Academy uses a systematic, evidence-based approach to data-driven instruction by **collecting, analyzing, and responding to diverse student data**. This ensures our teaching practices are responsive, equitable, and effective across both middle and high school grade levels.

A key mechanism in our data-informed culture is the **Plan-Do-Study-Act (PDSA) cycle**, which drives continuous improvement:

- **Plan**: Identify targeted Common Core and Next Generation Science Standards based on scope and sequence and initial diagnostic data.
- **Do**: Implement instructional strategies while actively monitoring student progress.
- **Study**: Analyze data to assess the impact of instruction on student outcomes.
- **Act**: Adjust and refine strategies based on analysis to improve future instruction.

This cycle is reinforced through formative assessments, progress monitoring, and data chats, which provide timely, actionable insights into student learning. Educators use this real-time feedback to adjust instruction, ensuring a high level of responsiveness to student needs.

Data-driven decision-making is further supported by our Multi-Tiered System of Supports (MTSS). Within this system, we employ a range of assessments—including universal screeners, diagnostic tools, and summative measures—to identify students for targeted support, inform instruction, and promote a culture of continuous learning and improvement.

Types of Assessments		
Universal Screeners	**Diagnostic Assessments**	**Summative Assessments**
Universal screeners are used to: ● Provide data to measure the effectiveness of core instruction to allow teams to consider adjustments across Tier 1 ● Identify students who may benefit from Tier 2 and Tier 3 support ***<u>Aspirewide required:</u>*** ● *i-Ready, initial ELPAC* ● *Currently, we do not have an Aspire-wide universal screener for CA NGSS and ELD Standards*	Diagnostics are used to: ● Measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring ***<u>Aspirewide required:</u>*** ● *i-Ready (domain and instructional reports)* ● *IABs*	Summative assessments will be used to: ● Benchmark student performance relative to what students need to be successful on the content standards assessed ● Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals ***<u>Aspirewide required:</u>*** ● *SBAC/CAA* ● *CAST* ● *Summative ELPAC/ Alt. ELPAC* ● *PFT* ● *Unit Summative Assessments*

Formative Assessments	Progress Monitoring
Ongoing assessment embedded within effective teaching to guide instructional decisions and provide indicators for scaffolding, accommodation, and/or accessibility solutions. *Examples of Formative Assessments: Exit tickets, curriculum embedded assessments, IABs*	Progress Monitoring Measures - Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness. *Examples of Progress monitoring: Plan-Do-Study-Assess Cycles*

4. Social Emotional Learning (SEL) & Behavioral and Mental Health Programming:

Social Emotional Learning

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

- Managing emotions and behaviors to support building health identities
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

As a part of the interdisciplinary approach to teaching, SEL is interwoven in the instructional day. SEL competencies and themes from the RULER curriculum are integrated throughout the school day and explicitly taught during the Advisory block. The Advisory block features the use of circles for relationship and group identity-building, as well as for restoration of community. In addition, smaller groups of students are organized for 6-8 week blocks to support more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.

Mental Health Programming

Mental wellness is essential to the healthy development of our scholars in academic and social contexts. All stakeholders, inclusive of families and staff, embrace a strengths-based perspective to realize the potential of scholars to learn and improve their overall well-being. With this understanding, the mental health program provides differentiated, trauma-informed, and culturally humble and responsive mental health services such that scholars and families are successful at Aspire Golden State College Prep and beyond. Our program provides scholars with school-based, social-emotional counseling that is available through our school Mental Health Department, staffed with BBS registered and licensed therapists. School based Mental Health Therapists work with scholars focusing on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Mental health services are available throughout the day.

5. Small School Community Supports:

At Golden State College Preparatory Academy, our small school allows us to foster a strong sense of connection among students, families, and staff. Students thrive in smaller learning communities where they are known, seen, and supported—one of our school's core

commitments. One of our key aims is for each student to be known, seen, and valued by our faculty. This personalized approach is foundational to our model and is reflected through small class sizes, Advisory, WIN Period, and our co-teaching inclusion practices.

With a small school, teachers have the capacity to build meaningful relationships and provide targeted academic support. Daily interactions, such as threshold greetings and informal check-ins during passing periods, lunch, or office hours, create consistent touchpoints that nurture student-teacher relationships. We strive to maintain a 30:1 student-to-teacher ratio in grades 6–12, further supported by dedicated homeroom and advisory structures.

Starting in sixth grade, when they enter Golden State College Preparatory Academy, each student joins an advisory group of approximately 30 peers, guided by a dedicated advisor. These groups ideally remain intact for multiple years, fostering a consistent and supportive environment. Advisors serve as liaisons between school and students' broader lives—families, extracurriculars, and support systems—and lead regular community-building activities to strengthen students' social-emotional and academic networks.

One hallmark of our personalized approach is the "What Is Needed" (WIN) Period, a 55-minute daily block designed to meet students' academic needs and interests. This flexible period offers individualized support, targeted small-group instruction, adaptive online learning, and enrichment opportunities. Students may receive interventions, participate in electives, engage in credit recovery, or work on cross-curricular exhibition projects. Learning specialists and general educators collaborate to ensure all students, including those with IEPs, receive appropriate support. The WIN Period fosters academic ownership by encouraging students to set goals, work independently, and manage their progress with teacher guidance.

Additionally, our Expanded Learning Program for grades 6–8 extends learning beyond the traditional school day and calendar. It provides students with access to enrichment activities—such as culinary arts, coding, sports, and visual arts—and offers 30 additional days of nine-hour programming during school breaks. For high school students, we are expanding our offerings through a newly awarded ASSETs (After School Safety and Enrichment for Teens) federal grant, which will support academic and enrichment programming in grades 9–12.

Our Commitment to a Liberatory Learning Environment

Golden State College Preparatory Academy's instructional model is rooted in interdisciplinary, culturally responsive practices guided by the Aspire Student Learning Framework (ASLF). Our

approach ensures that every student, including Multi-Language Learners and Standard/Mainstream English Learners, has access to rigorous, relevant academic experiences.

We are committed to creating learning conditions that enable every scholar to reach their full potential. Our classrooms promote safety, structure, and engagement with high expectations for all. Our teachers emphasize restorative justice principles and normalize mistakes as part of the learning process to cultivate a supportive and safe learning atmosphere. Recognizing the inequities that exist in broader society, we actively work to disrupt those systems and create transformative, empowering experiences for our students.

Curriculum

Golden State College Preparatory Academy uses a combination of standards-aligned adopted curricula alongside teacher-created interdisciplinary, Culturally Responsive Materials to equitable access to build foundational academic skills, higher-order thinking skills, and life-skills.

Subject	Curriculum Description
English Language Arts and English Learner Development:	Golden State College Preparatory Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Golden State College Preparatory Academy's English Language Arts and English Learner Development curriculum are designed to support the examination and analysis of grade level, complex texts through demonstration of critical reading, analysis, and listening and speaking skills in order to comprehend, interpret, evaluate and discuss ideas. Throughout the curriculum, students engage in academic writing such as narrative, expository, and argument forms that range from various modes of expression appropriate to audience and purpose. Students will be exposed to instructional strategies, such as academic discourse discussion protocols, in order to support them in formulating and communicating ideas clearly and effectively. Additionally, Multi-Language Learner ("MLL") supports, such as vocabulary and sentence frames for writing and academic discourse, are integrated throughout instruction. Grades 6-12 use CommonLit curriculum. CommonLit curriculum, specifically

	referred to as "CommonLit 360", is a comprehensive English Language Arts curriculum designed for grades 6-12 that offers a full year of reading, writing, vocabulary, grammar, discussion, and related media lessons, aiming to provide a supportive and engaging learning experience for students across various reading levels; it is considered evidence-based and standards-aligned, with a focus on diverse texts and accessibility features like text-to-speech and translation tools. English 3D is a comprehensive English Language Development Program designed specifically to improve the academic language and literacy of English language learners. It focuses on accelerating language acquisition, proficiency, and literacy by providing targeted instruction in language development and academic vocabulary.
Social Science:	Golden State College Preparatory Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Golden State College Preparatory Academy's history and social studies instructional program is interwoven with the English Language Arts curriculum, lending itself to interdisciplinary instruction. Teachers build upon their history / social studies content in order to support and enhance the learning happening in other subject courses. Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at secondary level include primary sources, historical literature, Document Based Questions (DBQ's)and a variety of non-fiction texts as recommended by the Common Core State Standards.
Mathematics:	Golden State College Preparatory Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons

	are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Golden State College Preparatory Academy's math curriculum is designed to focus students on the major work of each grade to develop a deep understanding of standards that are connected to key topics and concepts as they are built over time. Delivery of instruction is focused on utilizing a balanced approach that attends to the three aspects of rigor (conceptual understanding, procedural fluency and skills, and application) with equal intensity, enabling students to develop a strong conceptual foundation, the appropriate mathematical fluencies, and critical problem-solving skills. Students will learn to apply mathematical concepts and processes. Students' ability to deeply understand concepts through problem based questions is highly emphasized and assessed through everyday teaching and learning. This includes the students ability to learn and apply Culturally Responsive Mathematical Practices and the Standards of Mathematical Practices. Students will be exposed to instructional strategies like the Three Reads Protocol and Academic Discourse discussion protocols, in order to elicit student thinking. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to develop fluency in symbolic reasoning and in constructing logical arguments. Students are exposed to a variety of problems and mathematical situations that require them to use strategies flexibly to reason, both abstractly and quantitatively, identify appropriate tools, develop models, and leverage their conceptual foundation to solve complex tasks and problems. Grades 6-8 use Eureka Math Squared, grades 9-11 uses Savvas enVision Mathematics, and grade 12 uses Statistics in Action. Eureka Math Squared is a comprehensive TK-12 curriculum that sequences math concepts from basic to advanced. It is known for its coherence and rigor, structured to help students build a strong foundation in mathematics, and focuses on deeper understanding of mathematical concepts. Savvas enVision allows deep conceptual understanding aided by visual models, personalized learning, and 3-act tasks. The curriculum is rich in problem-based

	learning, cutting-edge digital support, family engagement resources, embedded Spanish materials Statistics in Action promotes a modern, data-analytic approach to learning statistics that allows students to uncover, display, and explore patterns in data. Most data sets are real-based on research, historical case studies, and student-collected data. Students use tools systematically to build a coherent description of data-set patterns and to describe patterns in the language of their applied contexts.
Science:	Golden State College Preparatory Academy's instructional program incorporates strategies that focus on complex real-world themes, deep conceptual content by centering on community and cultural inquiry. Lessons are created with the culture of students in mind throughout the cycle of instruction from a social justice and interdisciplinary instructional lens. Golden State College Preparatory Academy's science curriculum allows students to demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and solve problems. They apply conceptual knowledge and processes from the Disciplinary Core Ideas ("DCIs"): Life Science, Physical Science, Earth and Space Science, and Engineering, in order to further the study of science and relate the study of science to other disciplines. This includes the students ability to learn and apply the Science and Engineering Practices ("SEPs") and Cross-Cutting Concepts ("CCCs"). Grades 6-11 used OpenSciEd. OpenSciEd is a Next Generation Science Standards aligned curriculum that utilizes a storyline approach- a logical sequence of lessons that are motivated by students' questions that arise from student interactions with phenomena. The units provided by the curriculum are the base for interdisciplinary instruction. The units and topics that are taught throughout grade levels and disciplines are the following: Middle School ● Sixth Grade: Light and Matter, Thermal Energy, Weather, Climate, and Water Cycling, Plate Tectonics and Rock Cycling, Natural Hazards, and Cells and Cell Systems. ● Seventh Grade: Chemical Reactions and Matter, Chemical Reactions and

	Energy, Metabolic Reactions, Matter Cycling and Photosynthesis, Ecosystem Dynamics, and Earth Resources and Human Impact. ● Eighth Grade: Contact Forces, Sound Waves, Forces at a Distance, Earth in Space, Genetics, Natural Selection and Common Ancestry. High School ● Biology: Ecosystem Interactions and Dynamics, Ecosystems: Matter and Energy, Inheritance and Variation of Traits, Natural Selection and Evolution of Populations, Common Ancestry and Speciation. ● Physics: Energy Flow from Earth's Systems, Energy Forces and Earth's Crust, Collisions and Momentum, Meteors, Orbits and Gravity, Electromagnetic Radiation, Stars and the Big Bang. Aspire Golden State College Preparatory Academy also offers Anatomy and Physiology as an elective course which uses inhouse created materials that are aligned to state standards.
Spanish/Second Language	Golden State College Preparatory Academy's Spanish language course develops students' skills with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students use Spanish texts to develop an understanding and appreciation of the various Spanish-speaking dialects and cultures. Most of our scholars successfully pass the Advanced Placement Spanish Language Exam.
Visual and Performing Arts	Golden State College Preparatory Academy believes that participation in the arts are essential to each student's development. The arts are integrated into interdisciplinary units to inspire and deepen learning experiences. Visiting artists also provide special programs in the arts. Golden State College Preparatory Academy offers on-campus art electives and works to establish partnerships with local arts organizations and colleges to provide additional programs for students.
Social Emotional Learning (SEL)	Social Emotional Learning competencies are explicitly taught during the advisory block. RULER is the curriculum that we use to support building students' capacities in the CASEL SEL competencies of self awareness, self management, social awareness, relationship building and responsible decision making. In this curriculum there are a specific set of tools that are designed to build students' emotional intelligence:

	• **The Classroom Charter:** Students participate in the development of a written community agreement, known as the Charter, that allows for the inclusive and equitable safety of all members conducive to learning effectively. In the Charter, students collectively share how they want to feel at school, the actions they can take that might produce these feelings, and the actions they commit to taking if someone is not supporting these feelings. • **The Mood Meter:** The Mood Meter is a two-axis grid used to show students' levels of pleasantness/unpleasantness against high/low energy. Instructors teach students to identify how they feel using the grid and its two conditions. Students also learn and practice expressing vocabulary associated with these feelings, as well as try out regulation strategies to proactive, responsive actions they can take to alter their moods and actions. • **The Meta-Moment**: This tool is a process for responding to emotional situations that could cause reactive emotions. This practice is used as a self reflection moment, where students visualize being their best self and strive to implement strategies to align who they are with that vision. • **The Blueprint**: As a conflict management tool, the Blueprint helps students practice engaging in empathy by teaching students to consider others' perspectives and respond to a situation in consideration of how others are feeling. Faculty dedicate the first part of the school year unpacking these tools and familiarizing students with them. Students then use these tools the rest of the year and track their behaviors, feelings, and progress with their Advisor and through journaling.
Health/Sex Ed:	Golden State College Preparatory Academy helps students develop an understanding of the importance of health, nutrition and Sex Ed through classroom instruction, selected special programs, and collaborations with local health agencies. Health instruction follows the California Health Framework.
Physical Education (PE):	Golden State College Preparatory Academy's Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through

	physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games, and some net games.
Career Technical Education	Golden State College Preparatory Academy has one existing Career Technical Education pathway – Business & Entrepreneurship. Business & Entrepreneurship, Health, and utilities pathways have been identified as regional priorities in the Bay Area Community College Consortium ("BACCC") Regional Plan because of the importance of "building, expanding, upgrading, and maintaining the built environment" for all other industries in the region. Golden State College Preparatory Academy increases the opportunities for students to earn college credits through its partnership with the Peralta Colleges by providing t dual-enrollment courses which serve as additional Business & Entrepreneurship courses to prepare them for the Business & Entrepreneurship Certificate if they choose to continue. Students in each pathway will advance through a rigorous college-preparatory program of study that (1) fulfills A–G requirements; (2) combines core academic courses and CTE courses that prepare students to earn industry-recognized certifications and advance towards a postsecondary degree; (3) emphasizes student mastery of industry-relevant knowledge, technical skills, and transferable skills; (4) integrates/scaffolds career exploration and readiness into each grade level through career research and guest speakers, student leadership organizations, seminars, mentorships, industry tours, and internships; and (5) provides a comprehensive range of college and career planning and integrated support services throughout the pathway.

<u>Interventions and Enrichment</u>

Interventions

Golden State College Preparatory Academy's academic program acknowledges the diversity in student learning by leveraging comprehensive data to inform instruction. The school aims to provide systematic and proactive support to all students by using the Multi-Tiered System of Supports framework, which allows us to center those who demonstrate academic,

social-emotional, or behavioral challenges. Student support and progress is monitored regularly to assess next steps. The MTSS framework is composed of three tiers of support:

- Universal Supports (Tier 1) encompass high-quality classroom instruction, where educators employ differentiated teaching methods to cater to the varied strengths and needs of students. This level involves general classroom adjustments, such as individualized support, small group sessions, and customized learning experiences.
- Targeted Supports (Tier 2) introduces an additional layer of interventions within or outside the regular classroom setting, delivered intentionally to meet specific instructional gaps based on data driven decisions. These interventions are often facilitated by classroom teachers with collaboration by specialized educators, administrators, or instructional aides.
- Intensive Supports (Tier 3) increases comprehensive instructional support for students through more frequent and more individualized intervention programs, often in addition to other layers of support. This intensive level of need is often met through one-on-one or small group support to address diverse student needs.

Golden State College Preparatory Academy prioritizes professional development in MTSS strategies, with a focus on meeting the unique needs of English Learners, students with disabilities, and students from marginalized communities. The process through the tiers is dynamic and responsive, ensuring timely and effective support for every student. Examples of support strategies may include the following:

Tier 1	Tier 2	Tier 3
● Additional instructional time ● Differentiated instruction ● Various options to demonstrate mastery ● Flexible groupings ● Additional exposure to the information and language being presented in the lesson ● What I Needed (WIN) Period ● Progress reports to parents/guardians ● Planner checks	● Group and individual counseling ● Parent meetings ● One-on-one instruction by teachers, paraprofessionals or a Special Education Resource Teacher (for students with IEPs) ● One-on-one check ins with a culture team member and/or mentor ● Peer tutoring	● Daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school one-on-one tutoring and Saturday sessions) ● A higher level of strategic collaboration and coordination

● Instructional Aide support ● Focus on accelerating student progress and meeting student needs ● Opportunities for breaks as needed ● Social and emotional learning, *e.g.* during Advisory ● Positive Behavioral Interventions and Supports ("PBIS") ● Teacher office hours for tutoring	● Additional focused assignments targeting areas of need ● Behavior contracts ● Clean weeks (opportunities to reduce Reflections) ● Alternatives to suspensions	among the team (general and specialized) providing services to each student ● What I Need Period

Academic Interventions and Supports

GSP's academic program is driven by data-informed decision-making to provide effective and personalized support:

- What I Needed (WIN) Periods are embedded in the schedule, offering targeted pre-teach and reteach opportunities, as well as intervention blocks and credit recovery.
- AVID (Advancement Via Individual Determination) enhances college and career readiness.
- IXL and i-Ready are utilized as personalized learning platforms, particularly in middle school intervention classrooms for Math, Reading, and Science, ensuring that instruction is both blended and customized to individual student needs.

Social-Emotional and Behavioral Supports

To foster a safe, predictable, and responsive learning environment, GSP employs a comprehensive behavior wellness approach:

- The Behavior Wellness Team (BWT), led by Deans of Students and the Assistant Principal, provides targeted interventions based on attendance, behavior, and academic data. This team emphasizes positive, preventative programming and social-emotional learning.
- Restorative practices and PBIS create a structured and supportive school culture that emphasizes relationship-building, accountability, and positive behavior reinforcement.

English Learner Support

A significant portion of GSP's student body is composed of English Learners. We are dedicated to their academic success through:

- Designated and Integrated English Language Development instruction aligned with CA ELD standards, using English 3D and EL Achieve curricula.
- Annual Multilingual Learner Program Evaluations and mid-year progress monitoring using internal assessments (e.g., i-Ready) to inform instructional shifts.
- An ELD Lead Teacher provides ongoing professional development and coaching to ensure instructional excellence for ELs.

Special Education and Inclusion

GSP implements a full inclusion Special Education model to create an equitable learning environment:

- Shared decision-making and collaboration among general education and special education staff enhance the effectiveness of instructional practices.
- Weekly meetings with the Special Education team, led by a SPED Program Specialist and Lead Ed Specialist, focus on data analysis, progress monitoring, and capacity building.
- Professional development and coaching ensure alignment with Aspire's SPED model and enhance staff proficiency in modifying core curriculum for students with IEPs.

Student Support Team

When interventions are not yielding the desired outcomes, the educational team engages in the Student Support Team ("SST") process to evaluate and plan further steps to support, ensuring a comprehensive and student-centered approach. The SST includes the student's teacher(s), advisor, an administrator, additional relevant staff such as a counselor, Multi-Language Learner Coordinator, special education teacher, the parent(s), and the student (if appropriate). Any teacher or parent can request an SST review of a student's needs for additional support and intervention.

The administrator is responsible for scheduling an SST meeting when required participants are available and sends formal notification. The administrator prepares all materials for the SST meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The administrator facilitates the meeting and ensures all participants engage. The SST discusses and documents concerns, as well as develops and executes a plan targeting the student's specific needs. The administrator documents the co-developed plan and schedules the next meeting (6-8 weeks after the first SST meeting). After, all participants assigned roles will collect data and provide input on the plan's interventions.

At the subsequent SST meeting, the team reviews progress and determines next steps. If the team notes progress, they acknowledge the accomplishment with the family and decide which set of supports will remain in the plan, which components warrant reconsideration, or whether the SST process should continue. If the team notes no progress or decides to revisit the plan, they review the plan to consider continuing and/or modifying interventions.

As needed, the administrator updates student records with SST documentation and schedules another 6-8 week follow-up meeting. Interventions continue until students are meeting their stated goals or referral for assessment is recommended. Referral for special education eligibility

may occur after reasonable and consistent interventions have been implemented and determined to be unsuccessful.

Enrichment

At Golden State College Preparatory Academy, the enrichment offerings significantly enhance the educational experience, providing students with a diverse array of clubs and sports that cater to a wide range of interests and abilities. These extracurricular activities play a crucial role in promoting personal growth, leadership skills, and community engagement among students. By participating in these programs, students not only explore their passions and develop new skills but also learn the value of teamwork and perseverance, which are essential for both academic and personal success.

Technology as a Tool

At Golden State College Preparatory Academy, technology is used as a tool for research, communication, and production—just as it is in everyday life. A combination of laptops and chromebooks are available for student use. Students exercise their higher-order thinking skills through simulations and presentations. Our approach to technology integration focuses on three key areas: research, communication, and production. Through purposeful use of digital tools, students engage in authentic learning experiences that develop their critical thinking, creativity, and collaboration skills.

Communication and production skills are exercised through electronic mail and publishing. Lastly, research skills are exercised through the use of electronic references, including the Internet.

Digital Literacy and Blended Learning

GSP utilizes a blended learning model to support students' digital literacy and inquiry skills, seamlessly integrating technology into daily instruction. Classrooms are equipped with Chromebooks, enabling students to:

- Conduct research using reliable electronic references, including academic databases and the Internet.
- Enhance communication and production skills through digital presentations, electronic mail, and online publishing.

- Develop higher-order thinking by participating in simulations and interactive learning experiences.

Since returning from Distance Learning, GSP has strategically implemented this blended model to help students transition back to traditional in-person settings while maintaining the benefits of digital engagement.

Personalized Learning with IXL and i-Ready

To provide targeted support and personalized instruction, GSP utilizes the following digital tools:

- **IXL**: An adaptive online platform supporting Math and Reading for grades 6-10. IXL delivers personalized learning experiences aligned to both grade-level standards and foundational skills, ensuring each student receives the support they need to succeed.
- **i-Ready**: This blended learning tool provides personalized, adaptive online instruction tailored to each student's academic readiness. i-Ready empowers students to engage with standards-based learning activities at their own pace, promoting both academic growth and engagement.

Strategic Decisions for Online Learning

While GSP does not offer fully digitized academic courses, the integration of IXL and i-Ready ensures that students benefit from adaptive technology without compromising the quality of in-person instruction. Additionally, GSP no longer offers online credit recovery through Edgenuity as of the 2023-2024 school year, reflecting our commitment to maintaining rigorous and high-quality educational experiences.

Preparing Students for the Future

By embedding technology into our academic program, GSP equips students with the digital literacy and problem-solving skills necessary for success in college and beyond. Our strategic approach to technology ensures that students are not only consumers of information but also creators and innovators in a digitally connected world.

Plan for English Learners

Golden State College Preparatory Academy will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student

identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, progress monitoring English Learners towards reclassification, progress monitoring students who have been reclassified in the previous 4 years, and standardized testing requirements. Golden State College Preparatory Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Aspire's EL Master plan can be found in Appendix V.

Home Language Survey

Golden State College Preparatory Academy will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate a language other than English on any of the four home language survey questions, their records will be checked against CALPADS, and if no previous record exists, they will be tested with the Initial English Language Proficiency Assessments for California . The Initial ELPAC has 3 proficiency levels: Novice English Learner, Intermediate English Learner, and Initial Fluent English Proficient. The Summative ELPAC has four proficiency levels: Level 4 - well developed; Level 3 - moderately developed; Level 2 - somewhat developed; and Level 1 - minimally developed and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments which are detailed further below:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English

development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grade 2, the listening, speaking and reading domains are administered individually, while the writing can be administered in groups. In grades 3–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window between February 1 and May 31. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

GSP will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds 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 ELPAC.

- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in 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.

Students who have met the criteria to be reclassified from English Learner to Fluent English Proficient will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folders.

Strategies for English Learner Instruction and Intervention

Aspire Public Schools offers two programs by default:

- Structured English Immersion ("SEI")
- English Language Mainstream ("ELM")

The SEI Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.[27]

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 **ELD** Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 **ELD** Standards as the focal standards. This allows students to develop critical English language

27 *"ELD Framework (2014), Chapter 2, Figure 2. California Department of Education."*

skills, knowledge, and abilities needed for content learning in English.

English Language Mainstream is the program for English Only ("EO"), Initial Fluent English Proficient ("IFEP"), and Reclassified Fluent English Proficient ("RFEP") students. Families of English Learners may request a placement in only ELM using the English Learner Services Waiver.

In 6th through 12th grade, Designated ELD is built into the Charter School's master schedules, taught by teachers with proper authorization and students receive letter grades for the courses. The overall goal of our EL program in secondary, whose student population is mainly comprised of LTELs and some Newcomers, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

At minimum, students at all ELD levels are placed into designated ELD courses called ELD 1, 2, or 3, or Academic ELD. These Designated ELD courses correspond to students' EL proficiency levels (Emerging, Bridging, Expanding). Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language.

To better access the core curriculum, all ELs receive Integrated ELD, which is taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

As outlined by the State, key components of Integrated ELD include:

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge."[28]

Monitoring and Evaluation of Program Effectiveness

The EL program evaluation will take place through the state required LCAP Annual Update process with additional analysis upon the release of the most current Summative ELPAC scores. The program evaluation includes the degree to which:

[28] ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

1. ELs are attaining English language proficiency within 5-7 years. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards including EL chronic absenteeism.
2. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
3. Whether to eliminate specific EL activities proven to be ineffective.

After the release of the school's Summative ELPAC scores, staff will review students' progress on the Summative ELPAC between school years. This information is used to inform programming decisions such as Designated ELD scheduling and staffing, a focus for ongoing professional development specific to the needs of their ELs, and reclassification prior to the start of a new school year. All of these decisions are identified in alignment with the regional and school strategic plans and reported on to the Annual Aspire ELD Services Reporting form.

The LCAP Annual Update process consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other Aspire administrators regarding the school site strategic plan. The Annual Update analysis consists of the following components:

1. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
2. Reclassification rates and students at risk of being identified as Long-Term English Learner
3. In depth review of site MLL program evaluation
4. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
5. Evaluation of the LCAP EL Goals, Actions, Outcomes, and expenditures

Concluding the robust program evaluation process, school leaders incorporate stakeholder feedback into their LCAP Goals, Actions, Outcomes, and Expenditures for the following school

Support for All Students

At Golden State College Preparatory Academy, we support low-achieving students through a strategic approach that integrates a Multi-Tiered System of Supports, instructional coaching cycles, and alignment with the Aspire Student Learning Framework. MTSS provides a structured framework to deliver targeted interventions based on student needs, ensuring that every student receives the appropriate level of support. The instructional cycle enhances this by

facilitating continuous improvement in teaching strategies and interventions. This systematic and reflective method ensures that our practices are consistently evolving and improving in alignment with the Aspire Student Learning Framework, which emphasizes culturally responsive teaching and rigorous academic standards. Together, these strategies ensure a comprehensive support system that uplifts and transforms all students within Golden State College Preparatory Academy.

Youth Supports for Foster and Homeless Youth

GSP is dedicated to supporting Foster Youth and students experiencing homelessness in compliance with the McKinney-Vento Homeless Assistance Act, ensuring equitable access to education. Our Administrative Designee serves as the liaison for these students, coordinating identification, immediate enrollment, and resource distribution. Reserved funds are allocated to provide essential support, including clothing, transportation, school materials, medical assistance, tutoring, and other allowable expenses.

To maintain compliance and effectiveness, the Administrative Designee receives annual training and ongoing support from the Aspire Bay Area Regional Director of Student Services.

Under the McKinney-Vento Homeless Assistance Act, Foster Youth and children experiencing homelessness receive services and support, ensuring eligible students have equal access to the same free, appropriate public education as other children and removing barriers to enrollment and retention. The Charter School site Administrative Designee acts as the liaison between eligible youth and coordination of school site services, including identification, immediate enrollment, and resource distribution. The Charter School reserves funds, designated for Homeless and Foster Youth Education, that may be used to provide clothing, transportation, school materials, medical, tutoring, and other allowable expenses.

The Administrative Designee receives annual training and ongoing support by the Aspire Bay Area Regional Director of Student Services to ensure appropriate identification and legal compliance.

Students who Perform Academically Low

Golden State College Preparatory Academy sets high expectations for all students and is committed to working with students who are not meeting grade level outcomes to support moving them towards mastery. Students who perform below proficiency on our universal screeners may receive a mix of intervention services, including but not limited to: in-class targeted instruction by classroom teachers; in-class small-group guided learning by classroom

teachers; before- or after-school instructional support provided by non-classroom educators; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention are grounded in proven best practices and may be designed by the educator or a research-based program. During the school day, students who are identified with foundational literacy gaps in decoding are provided strategic, explicit instruction. Additionally, in the Expanded Learning program, students are offered individualized tutoring services four times per week in math and reading through Sylvan Learning Partnership and other programs.

Students who are Socio-Economically Disadvantaged and/or Low Income

Our instructional program across Aspire Public Schools is designed with the intention of serving students from traditionally underserved populations and many of our curriculum and instructional decisions focus on meeting the needs of learners to ensure they are college and career ready. Golden State College Preparatory Academy seeks to serve students who are socio-economically disadvantaged and low income. Golden State College Preparatory Academy was designed to create a small community where students are well-known by teachers and staff. By having a small school and small classes, our students and their individual needs are known. Socio-economically disadvantaged students are typically identified by qualification for Free and Reduced Price Meals. Qualification for this program is monitored on an annual basis.

Students who Perform Academically High

Golden State College Preparatory Academy's teaching methods are designed to differentiate and individualize instruction for students at different levels. Students achieving above grade level can be effectively served through acceleration to a higher grade level at the discretion of the parent and principal or access accelerated content through online personalized programming. Students in grades ninth to twelfth achieving at or above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities.

Golden State College Preparatory Academy has developed a robust college and career pathway continuum. Students in middle school start exploring A-G requirements and our engineering pathway. In high school, students make deliberate choices about their high school classes, early dual enrollment college classes, and extracurricular activities in order to prepare them for college and career. This plan improves student motivation in high school and college by making the point of getting an education more concrete. It also builds stronger resumes to help

students gain entry to competitive programs, colleges, and careers. Most importantly, it supports students and families in making more informed decisions about a student's future.

High School Program

Alignment with California state standards and UC A-G requirements

All secondary courses are aligned to the adopted State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the State Standards. The Charter School fully implements the Next Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through University of California's A-G program to ensure that all courses meet the level of rigor for college preparatory work.

Notification of High School Graduation Requirements

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

High School Graduation Requirements

Education Code Section 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below with a C- or above. In some cases such as UC validation, college credits, etc., Aspire Public Schools' graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admission and scholarships.

Subject	Credits Required	Comments
A. History/Social Sciences	20	1 year of World History and 1 year of US History
B. English	40	Emphasis in Literature & Composition.

C. Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. UC validation rules are in effect but 30 credits still be earned. 4 years recommended.
D. Laboratory Science	20	In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC/CSU validation applies: a higher level course with a C- or better may validate lower level prerequisites OR a demonstrated proficiency in a world language through alternative means, such as proficiency exams, which may include AP exam scores.
F. Visual & Performing Art	10	The 10 credits must be in the same UC a-g art discipline (music, dance, theater, visual art, interdisciplinary art)
G. Electives	40	Courses can be additional credits in any of the UC a-f courses listed above, or in courses approved for the UC G elective category.
US Government and Economics	10	1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC a-g approved courses.
Ethnic Studies	5	1 semester of Ethnic Studies, (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements). (Note: This requirement is effective for the graduating class of 2026 and beyond)

Advisory	20	Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher.
Total	Minimum 210	All students must earn a C- or better for credit. Credit is earned for grades of C- or higher only. Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 210 credit requirement.

The a-g requirements are the minimum requirements for admission into the CSU or UC system.

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

Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).
College Units	Students must complete a minimum of 2 college-level courses with D- or better. 3 courses encouraged. CSU/UC transferable courses preferred.
Post Secondary and College Applications	Students must apply to at least one post-secondary institution (2-year, 4-year, CTE, or accredited program) to learn the application process.
College Financial Aid	Students must complete the FAFSA, California Dream Act Application, or Financial Aid Opt Out Form.

Grade Point Average	Students must maintain a grade-point average of 2.0 or higher.

Additional High School Graduation Guidelines

- **The a-g requirements are the minimum requirements for admission into the California CSU or University of California UC system.**

Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework

Golden State College Preparatory Academy shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by Golden State College Preparatory Academy that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code Sections 51225.1, 51225.2].

Graduation Waiver

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

Early Graduation

Golden State College Preparatory Academy handles early graduation on a case-by-case basis, and each case must be brought to school administration in the Fall of 11th grade. In the situation where a student's early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

Earning a Diploma

A student can only earn a diploma from an Aspire school once they have done the following:

- Completed all graduation requirements with regard to classes and credits. Any student who has not met all credit requirements by the date of graduation must complete all units by July 15th of their graduation year in order to earn a diploma from an Aspire

school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Aspire school.

Retroactive Diplomas

The governing board of Golden State College Preparatory Academy has the authorization to retroactively grant a high school diploma to a pupil who has departed California against their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of their departure [Education Code Section 51430].

Diploma Pathways for Students With Disabilities

Equity for Students with Disabilities

Pathways to graduation are individualized based on consideration of student needs. The following guide the decision making regarding individualization:

- Least Restrictive Environment: Ensure students are receiving access to the full educational program to the greatest extent possible.
- Student agency: Student voice should drive the development of their individualized transition plan.

The IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of Aspire graduation requirements, and a baseline of California state requirements [Education Code Sections 56390-56392].

IDEA states that Individual Transition Plan ("ITP") development must begin for students no later than age 15. At Aspire, the expectation based on best practice is that the ITP development begins for every student in 9th grade, even if they are not yet 15.

Aspire IEP teams will include discussion, decisions and documentation in Individual Transition plans that describe the student's requirements to obtain a diploma starting in 9th grade, and at every IEP meeting, at least annually.

The requirements will be reviewed and updated as needed each year and will include a review of the student's graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an Aspire graduation requirement if it is an area that is directly impacted by the student's disability. California state requirements for obtaining a diploma cannot be eliminated. Should a student with an IEP require additional courses and/or additional time to meet their post-secondary

goals and objectives, they have an option to participate on a differentiated graduation pathway and earn their diploma after the completion of their senior year, through age 22.

Please note: Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion

A Certificate of Completion ("COC") is available to students with the most significant cognitive disabilities and who participate in alternate assessment and curriculum (this is determined by the IEP team and potentially applicable to a range of disabilities) [Education Code Sections 56390-56392]. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. The IEP team may determine that a student has fulfilled their requirements to earn their Certificate of Completion at any point from the time they complete senior year—through age 22.

There are many reasons this may happen:

- To honor a student's completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an Aspire student and work towards their post-secondary goals through the age of 22.
- A student may opt to leave Aspire after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2 year colleges, some specialized programs at 4 years, job training, etc).

These paths are individualized based on the student's transition plan and what is best for them.

<u>Secondary Grading</u>

Grading Vision

Our Aspire core value, agency and self-determination, states that each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills and power to access and make choices for their families and post secondary lives. Our secondary grading

policy and practices strive to embody these tenants in alignment with our values, mission and vision. Aspire has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- **Grades should be accurate:** Grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student's level of academic performance.
- **Grades should be bias-resistant**: There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student's progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational and/or culturally-influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).
- **Grades should be motivational:** Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

Criteria for Grades												
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Exceeding the grade-level standards			Meeting the grade-level standards			Approaching the grade level standards (Students has key gaps in their understanding)			Not met the standards (Student is unable to demonstrate B or C levels without assistance			Insufficient evidence to assess grade level standards mastery

College and Career Readiness

At Golden State College Preparatory Academy, being college and career ready transcends traditional academic achievements; it encompasses a comprehensive preparation that ensures students are equipped for success in higher education and in the workforce. Our school's multifaceted approach includes rigorous academic preparation aligned with California A-G requirements, immersive work-based learning experiences like internships and job shadowing, and robust support systems including postsecondary advising and career counseling. This preparation ensures that every student develops the critical skills needed for navigating future educational and career paths successfully.

At Golden State College Preparatory Academy, we actively integrate real-world experiences into our educational framework to ensure that our students are truly prepared for the complexities of the workforce and higher education. For instance, our flexible school schedule includes a designated fourth block that allows students to participate in work-based learning experiences or dual enrollment courses. Additionally, completion of an internship will be a core component of our college and career program for all students, further cementing their readiness for professional environments. Golden State College Preparatory Academy's engagement with the K12 SWP workforce grant and partnerships with Measure N/H advisory Board and BUILD enhance these opportunities by bringing local professionals directly to our campus, thereby enriching our students' learning and exposure to real-world careers.

In addition to providing support for students to develop a college-going identity, Golden State College Preparatory Academy also utilizes a myriad of tools for providing support to students who may be at risk of not meeting the necessary milestones while in high school. Golden State College Preparatory Academy proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school (aforementioned WIN block).

In order to meet the CDE's College and Career Indicators, high school academic counselors work to track all students using the Post-Secondary Success Plan and a Graduation Checklist. Counselors identify students who are falling behind in coursework and then leverage support systems such as Study Hall, Advisory, and WIN to assist students in developing the skills that are required to meet A-G expectations.

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

Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

Parents/guardians will be informed about the transferability of the Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements in annually-distributed Student/Parent Handbooks. The Handbook is in both English and Spanish and available to all families. Additionally, knowing that not all our families are reading literate, Aspire Golden State College Preparatory, offers workshops, orientations, and Principal/Family Chats at the beginning of the year by the administration, and throughout the year by college and academic counselors in both English and Spanish to inform families of our instructional program, post-secondary success program, and our graduation requirements.

Western Accreditation of Schools and Colleges

Aspire Golden State College Preparatory Academy is accredited by WASC to ensure that every student has the opportunity to graduate with University of California/California State University approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admission committees of the UC/CSU system. Upon completion of the graduation requirements, students will have met the University of California system A-G subject requirements.

Aspire Golden State College Preparatory Academy is on a six year accreditation cycle which will expire in June 2030, with a mid-cycle visit during the 2026-2027 school year.

Golden State College Preparatory Academy continuously meets with school staff, students, and parent stakeholders to monitor progress toward their Student Learner Outcomes that are aligned to its Local Control and Accountability Plan. In order to maintain WASC accreditation, Aspire Golden State College Preparatory Academy will continue to implement the WASC action plan:

- Addressing program sustainability and preventing teacher burnout
- Increase staff retention
- Meet the needs of English Language Learners, black students, and students with disabilities.
- Continue to develop benchmarks to assess school values
- Increase student learning opportunities encompassing high-level, rigorous technology-based student work.

Counselors also identify students who are falling behind in coursework and then leverages support systems such as Study Hall and Advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options are several and include: re-taking the course at GSP, taking the class on-line or from an external provider, in summer school and, on occasion, college replacement courses.

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

Golden State College Preparatory Academy's Goals and Actions to Achieve the State Priorities

Please see the LCAP which is attached as Appendix VI of the charter, for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the State Priorities, schoolwide and for all numerically significant student subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

In addition to the goals listed therein, GSP has the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A Typical Day

Middle School

On average, Jorge arrives around 8:10am, dropped off by either his brother or his father to school at GSP. Once on campus, Jorge likes to converse with his friends, and sometimes he finishes any schoolwork he still has to complete before the school day starts. If a staff member has a task or errand to be completed, Jorge will volunteer to help out if necessary.

At 8:30am, Jorge joins Mr. Libson for their Advisory class. The tasks Jorge and his classmates are asked to do vary depending on the day. On most days, students review the Advisory slides provided with announcements, and SEL check ins. During historical and heritage months, students may be asked to learn about or research about people, events and careers. Every Tuesday is dedicated to at least 10 minutes of silent reading or completing any make up work they have for their classes. On Fridays, students play Kahoot or Blooket for community building

or to engage with historical and heritage months or even to review science material for upcoming assessments.

After Advisory, Jorge heads off to Miss Cornett's class for History. When Jorge arrives to History class for first period, he goes to his assigned seat and begins working on the Do Now projected on the board. When students complete the Do Now and Miss Cornett has taken attendance, the class reviews the Do Now and shares their responses to the prompt. Jorge always volunteers to contribute in class and share his thoughts and opinions. After the Do Now, students listen for instructions about the plan for the day. Miss Cornett's class has a variety of tasks and skills that students practice and master throughout the year including, geography skills, critical reading strategies such as annotation and writing in the margins to better understand the texts presented in class, vocabulary practices such as the Frayer model, and focused note-taking using the Cornell note structure.

Currently Miss Cornett's class is learning about media literacy, fact-checking and verifying sources through readings, and practice activities where students identify whether sources or news stories are trustworthy or not, or follow journalistic standards. During the introduction of a new skill, such as identifying misinformation or bias, students will read and annotate as a class while Miss Cornett projects the reading on the board and explains further by giving examples and making connections to relevant, current events to help clarify the information. Students are also free to ask any questions for clarification or to learn more about the topic being presented. After students have completed the reading, they are asked to do a practice hand out with fictional news stories before moving on to complete their own internet investigation with real news sources and articles. Students are encouraged to collaborate with their peers but may work independently if they choose. Miss Cornett is readily available to help students who need assistance.

Jorge appreciates the availability of assistance from Miss Cornett and the freedom to work with his friends. He really likes the content that is currently being taught because he feels that it's important for students to learn so that they can make more informed decisions as adults and will be well-prepared to avoid being misinformed by the media and news they consume. Jorge also likes to peer-review notes and assignments with classmates because he thinks it's a great way to collaborate and check his answers.

After History class, Jorge makes his way down the open air hallways of GSP to his English class with Ms. Cooks. In English, Ms. Cooks has students complete a Do Now before distributing a packet from their CommonLit curriculum. Students are expected to work independently, but can ask for support from Ms. Cooks or Ms. H, however Jorge rarely feels like he needs it. Their

current focus in English is around Black History Month and important figures and their contributions to Black History.

For middle school, third period is an elective block where students are either in ELD, Reading Intervention or for some 8th grade students, like Jorge, the AVID Elective led by Miss Cornett. AVID is a class where students learn skills to become college and career ready. The main tenets of AVID are WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Students in AVID engage in rigorous work daily that coincides with the WICOR tenets, helping students hone their critical thinking skills and study habits.

In AVID, students are expected to sit in their assigned seats and work on a Do Now at the beginning of class. Sometimes if further explanation is needed, Miss Cornett will guide the Do Now before students share out. This year in AVID, Jorge's class has practiced their levels of inquiry using Costa's Levels of Questioning, organization through Binder Checks, engaged in academic discourse through Philosophical Chairs and Socratic Seminars and just recently completed career exploration and research that they will then present to their classmates in AVID.

Many of the skills Jorge has learned in AVID he uses in his other classes, such as focused note-taking, critical reading strategies and practicing using academic language when posing questions or presenting information. Sometimes the GSP College and Career counselors join the AVID class to present opportunities for the students to participate in such as Boost Haas through U.C. Berkeley, SEO Scholars, and the Raising Leaders Program where students are offered workshops and internships. Jorge enjoys the opportunities and programs offered through AVID, having academic discourse with his classmates, and researching about certain topics. Just like in History class with Miss Cornett, Jorge appreciates her availability to offer assistance, clarify information and support students in their growth and learning while also getting to collaborate with his peers regularly.

After AVID, it's lunchtime! During lunch, Jorge sometimes goes to visit Ms. Carroll and Ms. Silvia to receive a school-provided lunch, but sometimes he stays in Miss Cornett's classroom to hang out with classmates or to complete work in a fun and quiet environment.

On alternating days after lunch, Jorge may find himself either in Mr. Lazaga's P.E. class or Mr. Young's art class. Mr. Lazaga's class is split into two sections: taking focused notes while Mr. Lazaga explains through a slideshow, such as human anatomy followed by physical activity in the gymnasium. Physical activities can include team volleyball, or a free space where students have autonomy to choose their own activities such as: soccer, basketball, volleyball, or badminton. At

the end of each grading quarter, students participate in a physical fitness exam. Jorge really enjoys the split style of class where he gets to take notes and learn new information, but also has time to participate in the physical activities during class. Jorge thinks Mr. Lazaga is fun and engaging and likes to create a fun environment for students.

When Jorge attends Mr. Young's art class, students start with a Do Now which might be a still life or a free drawing activity. After the Do Now, Mr. Young teaches students art-specific vocabulary such as gesture, form and shape. Students have been learning and practicing how to draw different parts of the body and apply gestures to human drawings to make them seem more animated. Jorge enjoys the fun drawing and the challenge of new and more difficult tasks.

When 5th period rolls around Jorge makes his way to Mr. Brown's 8th grade Math class.
In Math class, students are expected to be prepared and ready to learn. Do Nows are spent preparing and reviewing SBAC content for the upcoming state-standardized tests that students will be completing in May. Mr. Brown explains the method to solve the problems presented to students, such as solving linear equations with rational coefficients then students will attempt to solve a problem on their own. Afterwards, Mr. Brown will review the correct way to solve the practice problem while students correct their work. If Mr. Brown finishes the lesson early, students may start on their homework in class and ask for additional support. Jorge feels that the content is well explained by Mr. Brown and easy to grasp.

At the end of Jorge's school day he rejoins Mr. Libson for Science class. In Mr. Libson's class, Jorge and his classmates experience a truly masterful experience with Mr. Libson's lessons, including building molecules, learning about chemical and physical changes and hands-on work. Their class has been able to even do some experiments such as how incandescent lighting works through alligator clips, a 9 volt battery and Christmas lights. Mr. Libson also has a structured vocabulary routine where students explore their vocabulary by learning about the etymology of their words, roots, prefixes and suffixes, synonyms and antonyms, draw a visual representation and use the word in a sentence three times. Jorge likes the demonstrations that Mr. Libson creates, and the workstations with partners. He also likes the material that is taught and the way Mr. Libson presents lessons and creates an engaging environment for students to explore and enjoy science.

After school, Jorge attends the After School Program run by Ms. Erika, Ms. Monica and Ms. Valeria. Students are expected to meet at the lunch tables to take attendance and have supper. Afterwards, depending on the day, students have the option of homework time, or free time to play with sports equipment and their peers. On Tuesdays, the girl students attend sessions with the Girl Scouts and boys will go to Mr. Young's class for a boys group dedicated to creating a

friendship and brotherhood amongst themselves. Students can share personal stories and how they have overcome obstacles in this space. Jorge really appreciates the time, care, and support that is given by the teachers in the After School Program to provide a safe and productive space. Jorge also appreciates that they offer field trips and fun activities to broaden students' life experiences.

High School

Daniela is in her second year of high school at Aspire Golden State College Prep. She has been at GSP both years of her high school career so far and she appreciates the welcoming environment and support that she has received from all of the teachers and staff she has built relationships with so far and is excited to continue preparing for college and career for the next few years.

Every morning, Daniela gets dropped off at the front gate and greets campus monitors Jacquie, Lupe, and Ricky. She likes hanging out with them as they conduct uniform checks and supervise student dropoff to ensure all students are arriving safely and ready to begin their day productively.

At the 8:25 a.m. bell, Daniela says goodbye to the campus monitors and heads to her advisory class with Ms. Sar. She says hello to the rest of her classmates, which include a variety of 9-12th graders, because her advisory is also the Leadership Class. With Pi Day coming up on March 14th, students are planning the annual Pi Day fundraiser where students get the opportunity to throw a plate of whipped cream at their favorite teacher in order to raise money for each grade level's class funds. Pi Day is just one of the many activities the Leadership Class has established in the past few years of its existence. Daniela's favorite activity to collaborate on is the annual homecoming rally where each grade level creates a themed float to celebrate their class spirit. They also create a t-shirt design to go with the float's theme which debuts at the Friday rally during the homecoming week. At the rally, students watch their peers compete to see which class has the most spirit via a series of games and challenges such as a balloon popping relay race and tug-of-war.

After advisory, Daniela heads off to see Mr. Morgan, one of GSP's founding teachers, who is still teaching history 10+ years later. Daniela sees Mr. Morgan twice a day since he is her APUSH teacher as well during sixth period. This first period is more of a study hall for APUSH students where they get to review content they are studying, practice their writing on DBQs (document based questions), and practice taking multiple choice questions in preparation for the AP US History test taken in May. Daniela takes full advantage of all the robust programming GSP has to offer and taking Mr. Morgan's AP class is just one of the many opportunities Daniela has chosen to challenge herself with. She hopes that she will be one of the students who receives a 4 or 5 on

the AP US History exam so she can go into a four year college in two years with some college credits already under her belt.

Daniela then goes to her next class, Integrated Math 2, with Mr. Garcia. Though this is Mr. Garcia's first year teaching at GSP, he is no stranger to the hallways - he is a proud alumni of GSP having graduated with the class of 2020! Daniela feels especially confident that she can do well in Mr. Garcia's class since she is used to his style of teaching; Mr. Garcia completed the Aspire Teacher Residency program with Alder Graduate School of Education last year with Ms. Sar, the 9th and 12th grade math teacher, who is an Alder alumni herself and has been part of the GSP community for 8 plus years. Mr. Garcia was a co-teacher for Daniela and her classmates when they were freshmen last year so students know his high expectations and are comfortable asking questions when they need more explanation of the subject.

For her third period class, Daniela heads to her English 2 class with Ms. Delgado, another Alder alumni who also completed the teacher residency program and loved the GSP community so much she decided to stay after completing the residency. Daniela and her classmates are learning about the connection between science fiction and social commentary and have been reading texts where authors use conventions of science fiction, such as time travel and scientific advancements, to critique society. Daniela is excited to get to flex her skills in English class as her recent iReady test data showed that she is reading at grade level and she knows practicing her skills will continue to help her show growth.

Up next Daniela has her favorite class of the day - music, with Mr. Ernst who came to GSP as a math teacher 8 years ago but transitioned to teaching various music electives throughout the year. Daniela is learning to play both the bass and the piano and has made a lot of progress in her learning since she first picked up a bass in 9th grade. She and her classmates practice playing contemporary songs that are top of the charts but their favorite part is playing regional Mexican music. Some of Daniela's classmates enjoy this aspect of music class so much that they have started a group playing music outside of school and have played at various GSP events like back to school night and the annual graduation.

Daniela doesn't feel the 53 minutes of music class pass by as she is very in the zone, but it is now time for lunch. Daniela heads down to grab her lunch and is glad to see a familiar face in the cafeteria manager, Mrs. Carroll. Daniela grabs her lunch then heads upstairs for a lunch meeting with Mrs. Coleman, the College and Career Pathway Manager, who is helping Daniela find internships and programs she can complete during the summer so her college applications can be robust. Daniela appreciates Mrs. Coleman's hard work in bringing speakers from various industries and careers on campus so that all students can have exposure to different post-secondary pathways.

After her lunch meeting with Mrs. Coleman, Daniela goes to Physics class with Mr. Harding. Her highest grade of the quarter is currently an A+ in Physics which Daniela attributes to the class being so hands-on - she loves the experiments she has done in this class such as building a portable speaker from scratch and building a drum to learn about how sound travels. She enjoys working in groups so she can grow her collaboration and communication skills, which are two of the core entrepreneurship skills Daniela has learned at GSP, so she ensures that she fosters a positive learning environment and classroom community by practicing stepping up and stepping back during these projects and experiments.

For the last class of her regular school day, Daniela heads off to Design and Marketing with Mr. Pupillo, who has been teaching the BUILD curriculum aligned to GSP's entrepreneurship pathway. Daniela and her small group have been working on developing and launching their own businesses. This is Daniela's second year in BUILD, so she has gone from the brainstorming and prototyping stage during Year 1, to the more logistical hands-on aspects taught in BUILD Year 2. She is preparing for an upcoming presentation where she and her group will have to pitch and present their product to investors in hopes of securing funds to get their business off the ground. She is grateful for this class where she gets to learn and develop skills that are not as present in more academic-centered classrooms, such as creativity, an entrepreneurial mindset, and real-world problem-solving skills.

Though most of Daniela's classmates go home when the dismissal bell rings, this semester Daniela and twenty-five of her classmates stay on campus after the bell for their Spanish 1A class. This is one of the classes that all 10th graders take as part of GSP's dual enrollment program which serves many purposes: getting exposure to college level coursework, earning college credits, meeting a GSP graduation requirement of having taken 3 community college classes by the end of 12th grade, and completing the A-G requirement of taking a foreign language class. Daniela feels fortunate that she does not have to go off campus for this experience as this is one of three classes that GSP offers on campus for its students. She completes her coursework quickly and helps her classmates who need more support with the material, true to GSP's mission and vision: Our students are critically literate and empowered. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, they become leaders, ready to leverage college and careers to enhance their lives and those of their families and communities.

Element 2: Measurable Pupil Outcomes and
Element 3: Method of Measuring Pupil Outcomes

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

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

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

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

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Exhibit 1. Local Control and Accountability Plan

LCFF STATE PRIORITIES	
GOAL #1	
Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.	Related State Priorities: 1,2,5,4,6,7 Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	

Action 1.1 – Grade-Level Curriculum

- Purchase updated, standards-aligned, and board-approved curriculum for all core subjects (refer to 2023–24 BA Curriculum Overview).
- Purchase Tier III supplemental instructional materials (e.g., SIPPS, Heggerty) for TK–5 intervention aligned to the Science of Reading.
- Provide professional development to support continued implementation of adopted curriculum (e.g., Eureka 2.0, Open Sci-Ed, Amplify).
- Purchase Chromebooks to ensure 1:1 student-to-device access for regular content practice.
- Purchase and implement personalized instructional programs (e.g., iReady).
- Provide structured grade-level and content-area planning time for lesson development and data analysis.
- Conduct ongoing curriculum analysis with the Regional Instructional Team to monitor implementation and ensure access in accordance with Williams Act requirements.

Action 1.2 – Instruction: Professional Development and Culturally Relevant Pedagogy

- Provide ongoing, comprehensive professional development aligned to the instructional program and culturally relevant practices.
- Deliver foundational literacy and numeracy training, including Science of Reading strategies and

linguistically responsive teaching.

- Utilize the updated ASLF framework as a coaching tool, emphasizing Culturally Responsive Teaching strategies within the Culture of Learning and Essential Content domains.
- Build capacity among stakeholders to connect culturally relevant pedagogy with critical literacy and liberatory education.

Action 1.3 – Instruction: Master Scheduling

- Develop equitable master schedules that ensure access to core content and enrichment, with appropriate instructional minutes.
- Embed time for intervention and credit recovery without compromising enrichment opportunities.
- Partner with the Regional Expanded Learning Program Manager to ensure after-school programs include 30 additional days of service, academic support, and enrichment.
- Coordinate with counselors to place EL, Foster Youth, and Low-Income students in reduced class sizes for ELA and Math (25:1).
- Provide daily small group instruction using standards-aligned alternative curricula (e.g., Read 180, project-based Math Literacy) for targeted student groups.

Action 1.4 – Instruction: Assessment

- Establish and implement progress monitoring protocols (e.g., Data Chats) every 6–8 weeks across grade levels and content areas.
- Provide regular time for data analysis through shared preps, release days, or early release days.
- Use data to tier students and tailor strategic support for standard mastery.
- Administer Interim Assessment Blocks (IAB) twice annually.
- Implement end-of-chapter, unit, and exit ticket assessments aligned to SBAC-style questions.
- Deliver daily small group instruction with Read 180 and project-based supports for EL, FY, and LI students to address achievement gaps.

Action 1.5 – Black Excellence

- Implement culturally relevant instructional materials and literature that support Pro-Black interdisciplinary programming.
- Teach Black history throughout the year beyond surface-level approaches.
- Provide professional development on reducing anti-Blackness, led by the Regional Instructional Team (e.g., Microaggressions: Beliefs, Attitudes, and Perceptions).
- Conduct quarterly learning walks focused on Black student achievement and SEL outcomes.
- Continue support for the Black Student Union (BSU), including materials and field trips to HBCUs.
- Launch a Black Family Advisory Council to strengthen school-community connections.

Action 1.6 – English Learners

- Provide onboarding training and documentation for new Designated ELD teachers.
- Ensure instructional staff understand EL student profiles using MLL indicators (e.g., SIFE, LTEL).
- Offer targeted PD on Integrated ELD strategies and differentiated instruction.
- Develop systems for classroom observation and feedback of EL instructional strategies.
- Ensure Designated ELD placement within 30 days of enrollment for new ELs.
- Monitor and document EL progress toward reclassification and post-reclassification for four years.
- Conduct MLL program evaluations annually.
- Implement newcomer intake questionnaires in PowerSchool.
- Fund AP Spanish testing and Seal of Biliteracy opportunities for grades 9–12.
- Collaborate with Multilingual Learner Program Manager for best practices.
- Host EL family nights and RFEP celebrations.
- Use translation services to support all languages served.
- Maintain up-to-date EL records in PowerSchool and student cume files.

Action 1.7 – Long-Term English Learners

- Implement advanced language development programs tailored to LTELs.
- Integrate culturally responsive curricula to increase LTEL engagement.
- Use data to personalize instruction and monitor progress.
- Prioritize LTELs within the MTSS framework.
- Partner with families to communicate reclassification pathways.
- Host LTEL-specific family nights to promote English language practice at home.

- Provide PD focused on LTEL-specific strategies.
- Offer intensified social-emotional supports for LTEL students.

Action 1.8 – Students with Disabilities

- Provide weekly shared planning time for General Education and Education Specialist co-teachers.
- Conduct program reviews and self-assessments in collaboration with the Program Specialist; develop 1–2 actionable co-teaching goals.
- Build in regular "data stepbacks" to assess program implementation and address areas of concern.

Action 1.9 – College and Career Readiness

- Ensure student access to college-level courses within high school pathways.
- Establish at least one new partnership with a college or university.
- Include credit recovery sections in the master schedule.
- Identify and support students failing multiple courses through targeted team interventions.
- Ensure students needing credit recovery are enrolled in at least one course per semester.
- Provide in-person summer school for credit recovery.
- Offer professional development on equitable grading practices (e.g., Grading for Equity).

Action 1.10 – Title I

- Utilize Title I funds to support College Academic Counselor and Mental Health Therapist positions.
- Provide targeted academic and social-emotional interventions to low-achieving and economically disadvantaged students.
- Monitor the impact of Title I-funded supports through assessments, progress monitoring, and state test outcomes.
- Align Title I expenditures with federal guidelines to increase access and improve student outcomes across all subgroups.

Goal 1: Expected Annual Measurable Outcomes						
Outcome #1: SBAC English Language Arts Distance from Standard **Metric/Method for Measuring**: CA School Dashboard – Smarter Balanced Assessment (SBAC) ELA DFS						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-58.8	-53.8	-48.8	-43.80	-38.8	-33.8
English Learner Students	-89.6	-84.6	-79.6	-74.60	-69.6	-64.6
Socioeconomically Disadvantaged Students	-58.9	-53.	-48.9	-43.90	-38.9	-33.9
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-152.5	-147.5	-152.5	-137.5	-132.5	-127.5
African American Students	-85.1	-80.1	-74.1	-70.1	-65.1	-60.1
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-55.6	-50.6	-45.6	-40.6	-35.6	-30.6
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #2: SBAC Mathematics Distance from Standard (DFS) **Metric/Method for Measuring**: CA School Dashboard – Smarter Balanced Assessment (SBAC) Mathematics DFS						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-137.7	-132.7	-127.7	-122.7	-117.7	-112.7
English Learner Students	-158	-153	-148	-143	-138	-133
Socioeconomically Disadvantaged Students	-136.4	-131.4	-126.4	-121.4	-116.4	-111.4
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-184.6	-179.6	-174.6	-169.6	-164.6	-159.6
African American Students	-164.4	-159.4	-154.4	-149.4	-144.4	-139.4
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-133.9	-128.9	-123.9	-118.9	-113.9	-108.9
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: CA Science Test (CAST) Performance
Metric/Method for Measuring: CAASPP Science Test – Percentage of Students Meeting or Exceeding Standards

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	6.44% Met or Exceeded	9.11% Met or Exceeded	9.78% Met or Exceeded	11.44% Met or Exceeded	13.11% Met or Exceeded	14.78% Met or Exceeded

Outcome #4: English Learner Progress (ELPI)
Metric/Method for Measuring: CA School Dashboard – Percentage of EL Students Making Progress Toward English Proficiency

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
English Learner Students	37% Making Progress	39.1% Making Progress	41.2% Making Progress	43.3% Making Progress	45.4% Making Progress	47.5% Making Progress

Outcome #5: Graduation Rates
Metric/Method for Measuring: CA School Dashboard – Graduation Rates

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students	91.3%	92.3%	93.3%	94.3%	95.3%	96.3%

Outcome #6: College and Career Indicator
Metric/Method for Measuring: CA School Dashboard – CCI

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	46.4%	49.4%	52.4%	55.40%	58.4%	61.4%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	46.2%	49.2%	52.2%	55.20%	58.2%	61.2%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	46.70%	49.7%	52.7%	55.70%	58.7%	61.7%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: EL Reclassification Rate
Metric/Method for Measuring: MLL Dashboard – Percentage of EL Students Reclassified as Fluent English Proficient (RFEP)

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
English Learner Students	11.2%	12.5%	13.8%	15% or above	15% or above	15% of above

Outcome #8: Access to Standard-Aligned Instructional Materials
Metric/Method for Measuring: SARC Report – Percentage of Students with Access to Standards-Aligned Curricular Materials

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #9: A-G Completion
Metric/Method for Measuring: A-G Completion Rates

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	60%	73.3%	86.7%	100%	100%	100%

Outcome #10: EL Students' Access to CCSS and ELD Standards
Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) – Rating LEA Progress on a Scale of 1-5

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4

Outcome #11: Implementation of Academic Content and Performance
Metric/Method for Measuring: Local Indicator (Priority 2, Self-Reflection) – Average Rating on a Scale of 1-5

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4	Average Rating: 4

Outcome #12: Other Academic Outcomes (iReady Reading & Math) – % Meeting Typical Annual Growth
Metric/Method for Measuring: iReady Growth Data

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	**Reading** All Students: 50% Grade 6: 52% Grade 7: 41% Grade 8: 55% Math All Students: 33% Grade 6: 41% Grade 7: 34% Grade 8: 23%	**Reading** All Students: 55% Grade 6: 57% Grade 7: 46% Grade 8: 60% **Math** All Students: 38% Grade 6: 46% Grade 7: 39% Grade 8: 28%	**Reading** All Students: 60% Grade 6: 62% Grade 7: 51% Grade 8: 65% **Math** All Students: 43% Grade 6: 51% Grade 7: 44% Grade 8: 33%	**Reading** All Students: 65% Grade 6: 67% Grade 7: 56% Grade 8: 70% **Math** All Students: 48% Grade 6: 56% Grade 7: 49% Grade 8: 38%	**Reading** All Students: 70% Grade 6: 72% Grade 7: 61% Grade 8: 75% **Math** All Students: 53% Grade 6: 61% Grade 7: 54% Grade 8: 43%	**Reading** All Students: 75% Grade 6: 77% Grade 7: 66% Grade 8: 80% **Math** All Students: 58% Grade 6: 66% Grade 7: 59% Grade 8: 48%

Outcome #13: AP Course
Metric/Method for Measuring: % of Students who Passed AP with 3 or higher

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	26%	37%	48%	60%	71%	82%

Outcome #14: Broad Course of Study
Metric/Method for Measuring: Local Indicator Survey (Priority 7) – Percentage of Students Offered a

Broad Course of Study						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #15: EAP **Metric/Method for Measuring**: EAP - % of Students Prepared for College ELA & Math						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Math: 4.55% ELA: 39.40%	Math: 6.55% ELA: 41.40%	Math: 8.55% ELA: 43.40%	Math: 9.55% ELA: 44.40%	Math: 10.55% ELA: 45.40%	Math: 11.55% ELA: 46.40%

LCFF STATE PRIORITIES	
GOAL #2	
Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)	Related State Priorities: 1,2,3,4,6,7 Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	

Action 2.1 – Coaching

- Implement a differentiated coaching model to provide all teachers with coaching and feedback aligned to individual needs and goals.
- Ensure coaching is delivered using the Aspire Student Learning Framework.

- Utilize TeachBoost to monitor the frequency and focus of coaching conversations.
- Support teachers in creating ASLF-aligned professional goals, with mid-year and end-of-year debriefs to assess progress.
- Support administrators in developing goals using the Transformational Leadership Framework (TLF), with scheduled mid-year and end-of-year reflections.
- Implement a consistent walkthrough schedule aligned to ASLF to calibrate coaching practices, identify trends, and inform professional development.
- Build leadership capacity among admin and lead teacher coaches through regular ILT consultancies, anchor text study, and coaching data analysis.
- Share coaching and walkthrough trends regularly in the weekly Staff Newsletter to increase transparency and shared focus.

Action 2.2 – Professional Development

- Provide professional development for instructional staff on the TeachBoost platform to support coaching and PLP processes.
- Deliver professional development on the Aspire Student Learning Framework to align teachers and coaches on instructional expectations and rigor.
- Use TeachBoost classroom walkthrough tools to gather evidence and provide feedback on California State Standards implementation, 21st-century instructional practices, Common Core strategies, and social-emotional learning (SEL).
- Ensure walkthroughs and feedback focus on creating effective learning environments for Black, English Learner, Foster Youth (FY), and Low-Income (LI) students to close achievement gaps.

Action 2.3 – Teammate Retention

- Conduct staff input sessions to assess school culture and climate.
- Administer weekly staff surveys to monitor workplace satisfaction and gather feedback.
- Offer open office hours and listening meetings between staff and administration to foster transparency and responsiveness.
- Share staff survey results along with leadership next steps after each administration.
- Adjust the master schedule to ensure sufficient time for collaboration and planning.
- Include a wellness goal in each teammate's Professional Learning Plan.

- Establish clear onboarding practices for new hires, including those new to the profession, the role, or the district.

Action 2.4 – Affinity Groups

- Ensure all staff members have access and the opportunity to attend regional affinity groups as part of ongoing support for identity-based professional communities.

Action 2.5 – Pipeline Development

- During Professional Learning Plan (PLP) meetings, support teammates in setting career-aligned stretch goals and provide resources for development (e.g., release time for observations, testing support).
- Aim to secure at least 2 Alder Residents and 2 student teachers per year to strengthen the educator pipeline and build internal capacity.

Action 2.6 – Teacher Credentialing

- Ensure ongoing compliance with Williams Act requirements related to teacher credentialing and misassignments.
- Implement site-level systems to actively monitor and resolve teacher misalignments and support credential clearance efforts.

Outcome #1: Percent of Fully Credentialed Teachers
Metric/Method for Measuring: CA Data

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	49.8%	66.5%	83.2%	100%	100%	100%

Outcome #2: Teacher Sense of Safety and School Connectedness
Metric/Method for Measuring: Aspire Teammate Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	School Climate: 40% responded favorably Belonging: 71% responded favorably Well-being: 47% responded favorably Staff-Leadership Relationships: 26% responded favorably Cultural Awareness and Action: 45% responded favorably	School Climate: 47% responded favorably Belonging: 77% responded favorably Well-being: 53% responded favorably Staff-Leadership Relationships: 33% responded favorably Cultural Awareness and Action: 52% responded favorably	School Climate: 54% responded favorably Belonging: 84% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 40% responded favorably Cultural Awareness and Action: 58% responded favorably	School Climate: 60% responded favorably Belonging: 91% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 46% responded favorably Cultural Awareness and Action: 65% responded favorably	School Climate: 66% responded favorably Belonging: 91% responded favorably Well-being: 73% responded favorably Staff-Leadership Relationships: 53% responded favorably Cultural Awareness and Action: 71% responded favorably	School Climate: 73% responded favorably Belonging: 91% responded favorably Well-being: 80% responded favorably Staff-Leadership Relationships: 60% responded favorably Cultural Awareness and Action: 78% responded favorably

Outcome #3: Teammate Retention Rate
Metric/Method for Measuring: Internal

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	89.3%	89.6%	89.9%	90%	90.3%	90.6%

LCFF STATE PRIORITIES	
GOAL #3	
To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.	Related State Priorities: 1,2,4,5,6,7,8 Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	

Action 3.1 – Family and Community Engagement and Outreach

- Hold monthly Principal Chats to maintain ongoing communication with families.
- Administer family surveys to gather feedback for strategic planning.
- Host quarterly “Lunch with a Loved One” events to strengthen family-school connections.
- Hold monthly SSC/ELAC meetings with student performances, food, childcare, translation services, and door prizes to increase participation.
- Establish a Black Family Advisory Group to gather feedback on school culture and climate for Black students and their families.

Action 3.2 – Attendance

- Establish an Attendance Team responsible for developing a site-level attendance plan, progress monitoring, and leading interventions.
- Review attendance data weekly with a focus on EL, Foster Youth, Black, and Low-Income students.
- Address chronic absenteeism through tiered interventions, with focused efforts for student groups flagged as red on the CA Dashboard (e.g., Black/African American students).
- Increase family communication for all absences through personal outreach and home visits for chronically absent students.
- Implement school-wide attendance incentives (e.g., perfect attendance certificates, grade-level competitions).
- Provide early family education for TK–2 families about the importance of attendance via monthly

reminders and materials.

- Include attendance information during Back-to-School events, newsletters, First Day Packets, and Student-Led Conferences.
- Conduct summer outreach/home visits for students with chronic absenteeism or truancy.
- In response to DA qualification, prioritize attendance as a key driver for improving learning outcomes by partnering with leadership to analyze data, set quarterly goals, and design monthly attendance challenges.

Action 3.3 – Social Emotional Learning

- Provide curriculum resources and materials to support SEL implementation.
- Allocate time for staff to review Panorama SEL data and adjust instruction based on findings.
- Provide regular planning time for advisory teams to internalize and revise SEL units.
- Launch student leadership clubs (e.g., Service Crew, Environment Crew, Safety Crew) to build student voice and ownership.
- Continue monthly family engagement events where students teach SEL practices to their families.
- Strengthen Adult SEL practices and embed wellness into professional culture.

Action 3.4 – Multi-Tiered System of Supports

- Maintain ongoing MTSS team meetings to monitor universal, targeted, and intensive supports using multiple data sources.
- Partner with regional academic staff to co-facilitate MTSS professional development at the site level.
- Coordinate services to provide Positive Behavior Interventions and Supports (PBIS) through the MTSS framework, with targeted support for EL, Foster Youth, LI, and homeless students.
- Use RULER curriculum to support social-emotional growth and reduce suspensions, particularly for subgroups flagged red on the CA Dashboard (e.g., Latina/o/x and EL students).
- Evolve the school's MTSS model into an integrated, data-driven system of academic and behavioral support, incorporating tiered interventions into the master schedule.
- Implement AVID to strengthen college readiness and use IXL as a blended, personalized intervention tool for middle school Math, Reading, and Science.

Action 3.5 – Enrollment

- Establish a site Enrollment Team to lead recruitment and develop a student enrollment strategy.
- Increase outreach through social media campaigns to maintain strong enrollment throughout the year.
- Attend at least one community event per month to promote the school.
- Host a minimum of two Open House events during the enrollment window and one additional event in spring for late applicants.
- Organize a community carnival or ice-cream social to engage prospective families.
- Partner with current families in recruitment efforts by offering incentives (e.g., school swag, gift cards).

- Participate in local school recruitment fairs and conduct family info sessions at pre-schools, libraries, and community centers.

Action 3.6 – Classroom Facilities and Student Physical Spaces

- Conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure compliance with Williams Act standards; all schools will maintain a minimum rating of "Good."
- Train all staff annually on the school's comprehensive safety plan.
- Implement a classroom environment checklist to ensure consistency and safety, including safety kits, anchor charts, and visible student work.

Outcome #1: Chronic Absenteeism Rate (%)
Metric/Method for Measuring: CA School Dashboard – Chronic Absenteeism Rate

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	40.10%	37.10%	34.10%	31.10%	28.10%	25.10%
English Learner Students	37.50%	28.70%	19.90%	10.1%	5.10%	.10%
Socioeconomically Disadvantaged Students	39.60%	28.30%	17.00%	5.80%	2.80%	0.00%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	44.40%	33.20%	22.00%	10.7%	5.70%	.70%
African American Students	66.70%	49.40%	32.10%	15.80%	10.80%	5.80%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	32.80%	23.30%	13.80%	4.4%	2.20%	0.00%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Pupil Suspension Rates

Metric/Method for Measuring: CA School Dashboard

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	12%	10%	8%	6%	4%	2%
English Learner Students	16.1%	14.1%	12.1%	10.1%	8.1%	6.1%
Socioeconomically Disadvantaged Students	11.8%	9.8%	7.8%	5.8%	3.8%	1.8%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	16.7%	14.7%	12.7%	10.7%	8.7%	6.7%
African American Students	21.8%	19.8%	17.8%	15.8%	13.8%	11.8%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	10.4%	8.4%	6.4%	4.4%	2.4%	0.4%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: School Facilities in Good Repair
Metric/Method for Measuring: FIT tool

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Good	Maintain Good	Maintain Good	Maintain Good	Maintain Good	Maintain Good

Outcome #4: School Attendance Rate
Metric/Method for Measuring: P2 Reporting

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	91.44%	92.44%	93.44%	94.44%	95.44%	96.44%

Outcome #5: Pupil Expulsion Rate
Metric/Method for Measuring: Internal

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #3: Efforts we make to seek parent input
Metric/Method for Measuring: Aspire Family Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2023-2024 Aspire Family Survey Barriers to Engagement: 81% responded favorably Family Engagement:	2024-2025 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement:	2025-2026 Aspire Family Survey Barriers to Engagement: 87% responded favorably Family Engagement:	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement:	2027-2028 Aspire Family Survey Barriers to Engagement: 93% responded favorably Family Engagement:	2028-2029 Aspire Family Survey Barriers to Engagement: 96% responded favorably Family Engagement:

	9% responded favorably	17% responded favorably	25% responded favorably	34% responded favorably	42% responded favorably	50% responded favorably

Outcome #6: Student Sense of Safety and Connectedness

Metric/Method for Measuring: Aspire Student Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2023-2024 Aspire Student Survey Teacher-Student Relationships: 1st Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2024-2025 Aspire Student Survey Teacher-Student Relationships: 1st Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2025-2026 Aspire Student Survey Teacher-Student Relationships: 2nd Quintile Sense of Belonging: 2nd Quintile School Climate: 2nd Quintile School Safety: 3rd Quintile	2026-2027 Aspire Student Survey Teacher-Student Relationships: 2nd Quintile Sense of Belonging: 2nd Quintile School Climate: 2nd Quintile School Safety: 3rd Quintile	2027-2028 Aspire Student Survey Teacher-Student Relationships: 3rd Quintile Sense of Belonging: 3rd Quintile School Climate: 3rd Quintile School Safety: 4th Quintile	2028-2029 Aspire Student Survey Teacher-Student Relationships: 3rd Quintile Sense of Belonging: 3rd Quintile School Climate: 3rd Quintile School Safety: 4th Quintile

Outcome #7: Survey of Parents to Measure Safety and School Connectedness

Metric/Method for Measuring: Aspire Family Survey

Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	2023-2024 Aspire Family Survey 44% responded favorably: "The school provides a safe environment for my child." 45% responded favorably: "I feel comfortable discussing my	2024-2025 Aspire Family Survey 59% responded favorably: "The school provides a safe environment for my child." 60% responded favorably: "I feel comfortable discussing my child(ren)'s needs with	2025-2026 Aspire Family Survey 72% responded favorably: "The school provides a safe environment for my child." 73% responded favorably: "I feel comfortable discussing my	2026-2027 Aspire Family Survey 85% responded favorably: "The school provides a safe environment for my child." 85% responded favorably: "I feel comfortable discussing my child(ren)'s needs with	2027-2028 Aspire Family Survey 87% responded favorably: "The school provides a safe environment for my child." 87% responded favorably: "I feel comfortable discussing my child(ren)'s needs with	2028-2029 Aspire Family Survey 89% responded favorably: "The school provides a safe environment for my child." 89% responded favorably: "I feel comfortable discussing my

	child(ren)'s needs with their teacher(s) and/or other school staff."	their teacher(s) and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."	their teacher(s) and/or other school staff."	their teacher(s) and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."
Outcome #8: Parent Input in Decision Making **Metric/Method for Measuring**: Local Indicator Survey (Rating 1-5)						
Applicable Student Groups	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5	Average Rating: 5

Measurement of Pupil Academic Achievement

Assessments are essential tools for evaluating student progress and knowledge, and they take on various forms within our educational framework in support of our mission. Our assessment ecosystem includes not only our Aspire-wide assessments, i-Ready (K-12) and mCLASS (K-2), but also statewide summative assessments (such as SBAC, Summative ELPAC, and PFT), in addition our students participate in the Smarter Balanced Interim Assessment Blocks along with curriculum based assessments, and exit slips. All of the many ways we examine what our students know are important in living out our mission and implementing equitable practices.

mClass and iReady were thoughtfully selected from a list of vetted assessments provided by the California Department of Education (CDE). These assessments not only meet compliance requirements by serving as verified data for charter renewals per Assembly Bill 1505, but also play a key role in our instructional strategy. They provide us with a unified monitoring tool to measure the effectiveness of our instructional programs, as well as data on students' incoming levels and growth across one school year. Additionally, having a uniform assessment system enables us to maintain a streamlined technology platform portfolio, data collection process, reclassification process, and negotiate large-scale contracts with vendors to take advantage of bulk discounts.

While assessments are necessary to track academic growth, we believe it's equally important to recognize that success extends beyond assessment results. Aspire also prioritizes creating an environment that supports students in developing life skills, resilience, and emotional intelligence. We believe in a culturally responsive classroom experience that acknowledges the unique strengths and identities of our students. This balanced approach ensures that our assessments coexist with Aspire's broader mission of nurturing our scholars' pride in their abilities, identities, and connection to their community.

Application of Education Code section 47607.3

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

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

- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP which is attached as Appendix VI. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at aspirepublicschools.org. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

Assessment

At Golden State College Preparatory Academy, assessments are integral tools for evaluating student learning and informing instruction. Our comprehensive assessment system includes Aspire-wide, state-mandated assessments, as well as formative assessments, curriculum-based measures, end-of-unit assessments, and student work. Together, these diverse assessments support our mission of equity and academic excellence.

Aspire-wide assessments, such as i-Ready, are selected from a list of verified tools approved by the California Department of Education and meet the compliance requirements outlined in Assembly Bill 1505. Beyond compliance, these assessments serve as critical instructional resources, helping us evaluate student growth, identify instructional needs, and monitor the effectiveness of our programs. An organizationally unified assessment system streamlines our technology platforms to maintain consistency across campuses.

While academic data is vital, we recognize that student success extends far beyond test scores. At Aspire, we strive to cultivate classrooms that value the whole child—balancing academic rigor with the development of life skills, resilience, and emotional intelligence. Our culturally responsive practices affirm students' identities and empower them to see assessments not as endpoints, but as one component of their broader learning journey. By aligning our assessment practices with our values, we ensure that data informs—not defines—the student experience.

Internal Assessments				
Assessment	**Required Grades**	**Purpose**	**Required Frequency**	**Description**
i-Ready ELA	6-12	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Lexile information and domain placements for insights into reading performance.
iReady Math	6-12	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Quantile info equivalence and domain placements for insights into math performance
Panorama SEL Screener	6-12	Universal screener	2x per year	The Panorama SEL is a universal screener used twice a year to determine school-wide needs, subgroup trends, and identify opportunities for targeted and intensive support.
Smarter Balanced Interim Assessments ("IAB")	6-8, 11	Universal Screener	2x per year	Interim Assessment Blocks are assessments teachers can use throughout the school year to assess smaller bundles of content than Interim Comprehensive Assessments ("ICAs"). They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction. IABs assess between three and eight assessment targets. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently and frequently within the sequence of their curricula. There are typically 10 to 18 items

				on IABs.

State Required Assessments				
Assessment	**Required Grades**	**Purpose**	**Required Frequency**	**Description**
SBAC CAA	6-8,11	Summative (state required)	1x per year	SBAC is the state assessment system that is administered to all students in grades 3-8 and 11 in both ELA and Math. The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy and mathematics, as well as how much students have improved since the previous year (student growth). On the CA School Dashboard, schools receive Academic Indicators for ELA and for math. The purpose of the CAAs is to provide an annual measure of what students know and can do using the alternate achievement standards. On the CA School Dashboard, schools receive an Academic Indicator for ELA and one for math, and CAAs are used to determine the results for these indicators
California Science Test CAA Science	8, 11	Summative (state required)	1x per year	CAST is the state science assessment intended to assess the Next Generation Science Standards . Students will take the CAST in the 8th grade and once in high school (see regional calendars for required HS grade level). The purpose of the CAST is to assess student knowledge and skills in science and to foster science education at every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years

				The purpose of the Science CAAs is to provide three opportunities during K-12 to measure what students know and can do using the alternate achievement standards for NGSS. The CAA Science consists of 4 performance tasks designed to be administered throughout the year after related content is taught.
Initial ELPAC Alt ELPAC	6-12 (new students)	Universal Screener (state required)	1x only	Initial ELPAC is the state assessment for identifying EL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program
Summative ELPAC Alt ELPAC	6 -12	Summative (state required)	1x per year	Summative ELPAC is the state assessment for all MLL students and is aligned to the 2021 CA English Language Development Standards. The Summative ELPAC assesses yearly student growth in learning English and is used as one criteria for reclassification. Summative ELPAC data is used to calculate the ELPI for the CA School Dashboard and for federal accountability.
PFT	7, 9	Summative (state required)	1x per year	The PFT is a comprehensive battery of health-related physical fitness tests for students in California. The test has five parts that show a level of fitness that offer a degree of defense against diseases that are caused by inactivity. PFT participation data for all 5 components is reported each year on the School Accountability Report Card ("SARC").

Collecting, Analyzing, and Reporting Data

As aforementioned, Aspire Golden State College Preparatory Academy is committed to data-based decision making, and commits to utilizing a variety of data beyond the assessment portfolio. Data is intentionally shared with students, families, staff, and the Region:

- Students and families will receive data on student achievement and well-being when they meet with their child's teacher to develop, modify, or review during the quarterly and/or semesterly family conferences
- Staff will interrogate student achievement and well-being data during team collaboration time and during staff meetings
- The School site administration interrogates school-wide data (i.e., student achievement, attendance, and discipline) during region-wide Communities of Practice; and
- The Region will interrogate data on student achievement and well-being to inform region-wide initiatives and strategic planning.

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

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

Annually, the status of the Charter School will be reported using multiple data metrics to assess the health of each school. This allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the Senior Leadership Team identifies schools that require more focused attention and support. On an ongoing basis, these data metrics will be used to monitor the progress of schools monthly. Specifically, the dashboard reports on:

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

External Reporting

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

[redacted]

Element 4: Governance

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

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

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

Indemnification of District

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

Governing Board Operation

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

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

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq*., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

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

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

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Current Governance Structure

Nonprofit Public Benefit Corporation

The Charter School is a directly funded independent charter school operated by Aspire Public Schools, a California nonprofit public benefit corporation, incorporated pursuant to California Nonprofit Public Benefit Corporations law.

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

Attached, as Appendix VII, please find Aspire Public Schools' current Articles of Incorporation, Bylaws in Appendix VIII, and Conflict of Interest Code found in Appendix IX. Proof of Aspire's tax exempt status is attached in Appendix X. Aspire Public Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq*. as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board of Directors

The Charter School is governed by the Aspire Public Schools Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Current Board members are listed with their bios on Aspire's website. Directors are elected by a majority vote of the directors at a Board meeting. The directors shall serve for a term not to exceed four (4) years.

The District may appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the District chooses to do so, Aspire may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

The Board shall participate in AB 2158 ethics training, as required by law.

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

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

1. Nominations are open, and may be submitted by completing the Nomination Form.
2. Candidate names and bios shared with the Governance Committee.
3. Governance Committee considers alignment with Aspire identified board composition goals established by the Board, and selects prospects for initial conversations.
4. Executive Director(s), Board Chair, and/or Governance Committee Chair have an initial vetting conversation with potential candidates to assess candidate alignment with Aspire values using board candidate questions. Feedback is provided to the Governance Committee.
5. Candidates with mutual interest are sent a packet by Aspire staff that includes:
    a. Board member job description
    b. Annual board meeting schedule
    c. Overview of disclosure requirements (Brown Act, Statement of Economic Interests, etc.)
    d. Aspire overview
    e. Organization chart
6. Aspire Leadership has a conversation with the candidate to discuss strategic Aspire issues. Feedback shared with the Governance Committee.
7. Additional conversations with the Governance Committee and other members of the Board as needed using board candidate questions.
8. Aspire provides an opportunity for the candidate to visit an Aspire school in their region (*i.e.*, Central Valley, Los Angeles, or Bay Area, depending on the candidate's residence).
9. The Governance Committee makes recommendations to the full Board.
10. Board votes on nominations.
11. Preferably, a newly appointed Board member's term begins at the full board meeting after the candidate accepts membership.

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

Skill Set – All Board members must have expertise in an area that is valuable to Aspire's operations, especially where there are gaps in the board skill set.
Fundraising Capacity – All Board members are required to support the fundraising goals and program of the organization.
Diversity – Diversity of all kinds is an important factor.

Board Meetings and Duties

The Board of Directors will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c)(4). The Charter School shall post all governing board agendas on the Charter School's public website or utilize a publicly accessible "integrated agenda management platform," consistent with the requirements of Government Code Section 54954.2(a)(2)(d).

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

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

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

For Aspire board meetings, there is a two-way teleconference location or video broadcast at each school site. The Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Aspire public schools reside. Given current student enrollment across the Aspire network, Board meetings are physically held at the Central Valley Regional Office of Aspire Public Schools, currently 4202 Coronado Avenue, Stockton, CA 95204 and are subject to change pursuant to the terms above. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is

present in the conference room or a similar location at the location posted on the agenda to assist any members of the public who would like to participate via two-way teleconference or video broadcast. The Brown Act is followed with regard to Board members' teleconference or videoconference attendance at Board meetings. Prior to each school year, the Board of Directors sets and approves its annual calendar of meetings for the upcoming year. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meetings of the Board are meetings in which the public may attend and participate.

Regular Board meetings are typically held 5 times per year. Executive Committee meetings are held approximately every month. Frequency and location of Regular Board and Executive Committee meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings, as needed, shall be called according to the Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Article 6, Section 6.6 of Aspire's Bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act, the Political Reform Act, and Government Code 1090, *et seq*., as set forth in Education Code Section 47604.1. Board members may abstain from a vote.

The Board has delegated limited approval authority to an Executive Committee, which handles all Charter School-related matters, such as student discipline, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee typically meets each month in which no regular Board meeting is held and is subject to Brown Act requirements. The Executive Committee meetings are broadcasted in the same way as the full Board meetings.

The Executive Committee's responsibilities are as follows:

1. Routine compliance reports to chartering authorizers, including, but not limited to, regional or school-based finance and audit reports;
2. Routine submissions to chartering authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school admission preferences or policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;

5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;
11. Review and approval of Local Control and Accountability Plans for each individual Aspire charter school;
12. Construction project budgets for any project less than $2M; and
13. Urgent matters that arise unexpectedly between Board meetings

Aspire Public Schools Leadership

Executive Director, Home Office and Aspire Foundation – This role oversees Aspire's Home Office, which provides supports and services to all Aspire schools and regional offices. This role also oversees the Aspire Foundation, which leads Development, Communication, and Advocacy for the Organization..

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

General Counsel ("GC") - The General Counsel leads the organization's legal and risk management efforts in support of Aspire's scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, compliance, and risk mitigation.

VP of Data and Technology - This role oversees data management and reporting, Information Technology, and Systems for Aspire. The VP focuses on leveraging data analytics to drive instructional improvements, and systems and technology solutions to enhance operational efficiency.

Regional Executive Director – This role is responsible for the strategic direction and success of the schools in their region.

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

Aspire Public Schools Additional Board Committees

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

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization's bond covenants

- *Compensation Committee* – reviews the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. Recommends just and fair compensation.

Audit Committee - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Forms 990

Governance Committee - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage new directors as active participants
- Plan for board leadership succession
- Assess the effectiveness of board, directors and committees
- Identify opportunities for the Board to keep abreast of

Parental Involvement in Governance

Parent Advisory Committee

Aspire encourages all educational partners (families, students and staff) to participate in, and share responsibility for, the educational process and educational results of the Charter School. In order to achieve this important end, the Charter School shares local control with a Parent Advisory Committee ("PAC").

The PAC can bring diverse ideas to the table, and help the Charter School craft a shared plan for improvement. The most effective committees are able to focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress. The PAC is an important part of our Charter School's accountability to the students, families and community. The PAC is responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School's Local Control and Accountability Plan, reviewing and allocating available supplemental categorical funds, including Title I.

The PAC is composed of the principal, staff representatives, students (for sites that serve grades 7 through 12) and parents of students attending the Charter School. As the leader of the Charter School, the Principal plays a vital role in the success of the PAC and all educational partner involvement. The Principal is responsible for ensuring clear communication, fair processes, timely budgeting, careful agenda creation, essential resources and training, collaboration on educational partner priorities and concerns, and guidance for the overall implementation and success of the group.

Educational partner involvement is critical to the success of the PAC. Any parent or guardian of an enrolled student is welcomed to participate on the Parent Advisory Committee. Public participation is valued. Meetings are advertised and promoted, and parents are encouraged to attend. The PAC members provide regular updates during parent meetings, while also promoting the purpose of the PAC. Annually, the PAC members also complete a survey assessing their perceptions of the committee, their ability to participate, and feelings of effectiveness. Additionally, in order to encourage and support educational partner involvement, the Charter School's website contains the following information in both Spanish and English:

- Timely notices of school committee meetings that involve parents.
- Meetings held/interpreted in Spanish and English.
- Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
- Short summaries of issues, ideas, and decisions of school committees

- At least two opportunities for parents to give detailed input on the Local Control and Accountability Plan

The PAC is an integral part of the success of the students and the Charter School as a whole; however, there are certain areas that are *NOT* the scope of the PAC :

- Management of the Charter School
- Policy-making
- Political organizing
- Fundraising
- Personnel recommendations and decisions

English Learner Advisory Committee

The role of the English Learner Advisory Committee ("ELAC") is to advise the Principal and Parent Advisory Committee on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

1. Advises on the development of services for English Learners
2. Assists in the development of the Charter School's needs assessment and efforts to make parents aware of the importance of regular school attendance.

If the Charter School has an enrollment of 21 or more English learners, then the principal will ensure that the ELAC meets all applicable requirements. Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via ParentSquare and paper flyers. Attendance is encouraged during Coffee with the Principal and other community meetings.

The ELAC membership is designed to include parents of English Learners, but may also include other duly elected family & community members. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the Principal, community members, teachers of participating students, instructional aides, parent liaisons, other parents and staff.

Only parents of English Learners may vote for members of the ELAC. All parents of ELs must receive ballots.

ELAC elections take place every year, in the Fall. The term of office is one year. If there are vacancies, the Charter School may conduct elections at any time.

In order to ensure that parents understand that there is no volunteer requirement, information will be sent home via ParentSquare in any language that 15% or more families indicate is the home language. Additionally, the printout of the ParentSquare message will be printed in those same languages and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, however the Charter School welcomes parents to participate in morning meetings, assemblies, open houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, PAC, and ELAC meetings.

Student Involvement in Governance

Our Student Government Association ("SGA") is an A-G credit-bearing course where our elected student body works closely with the Principal and leadership teams to inform policy, provide input in programming, and plan school-wide events like school dances and community fairs. Our SGA scholars use an event request form to propose schoolwide events and initiatives. The SGA regularly invites OUSD Board members and other influential community members to our Charter School to observe our academic programs. The SGA provides regular feedback on our instructional programming, too. For instance, the SGA provided input on their pathway-aligned exhibition projects to have a voice in their education. Multiple SGA representatives attend our quarterly School Site Council meetings to help monitor and provide input on the LCAP.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

If the Charter School serves grades 7 through 12, the Charter School will also include at least one student member on its Parent Advisory Council to help monitor and provide input on the LCAP.

Additional Opportunities for Family Involvement

- Exhibition panels – Families may sit on panels to judge student work twice a year.
- School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at the Charter School.
- Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
- Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child's admission/enrollment and/or continued enrollment within the Charter School.
- Fundraising – Families and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
- Advocacy – Families and community members communicate the Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
- Aspire Board of Directors meetings (including Executive Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to all regular meetings.
- In addition to beginning and mid-year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire maintains a Uniform Complaint Procedure Policy, Title IX Policy and Grievance Procedures for Sexual Harassment, and a Community Complaint Form (for general complaints), which can be found in Appendix XI. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal

Harassment, Intimidation, Discrimination, and Bullying Policy and Complaint Procedure, attached in Appendix XII.

Element 5: Employee Qualifications

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

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

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

Overview

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities at the Charter School. Aspire is and shall continue to be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and its Board of Directors shall not require any individual to be employed at an Aspire school. The Charter School will conduct fingerprint background clearance and TB risk assessment or clearance checks on employee candidates to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's HR professionals shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the Charter School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Section 47605(l)(1). The educational and skill level qualifications and job descriptions of teachers to be employed in the Charter School shall meet the educational goals as outlined in this charter.

Aspire Leadership Structure

<u>Executive Director, Aspire Home Office and Foundation (ED, HO & Foundation)</u>

JOB SUMMARY

The Executive Director (ED) of the Aspire Public Schools Home Office and Foundation provides leadership and development for Aspire's Home Office, and develops and leads the administration, programs, and strategy for the Aspire Public Schools Foundation (Foundation), including overseeing the Foundation's strategic planning, implementation, and evaluation in three key areas: fundraising, communications, and advocacy, all in support of the mission, vision, and strategic priorities of Aspire Public Schools.

The ED serves as a key member of the Aspire Public Schools Leadership Team, and oversees a team that reflects the Foundation's three key areas of work. The ED recruits and manages a Foundation Board in support of the organization's fundraising efforts, and identifies and supervises additional external partnerships in furtherance of the organization's fundraising, communications, and advocacy work.

ESSENTIAL FUNCTIONS

- **Leadership & Management:**
    - Build and manage a high-performing Home Office leadership team that delivers effective and critical support services for each of the Aspire regions.
    - Cultivate and support a cohesive and robust Home Office culture that reflects Aspire's core values and promotes a unified identity.
    - Oversee key functions, including Data and Technology, HR, communications, legal, financial, advocacy, and philanthropy.
    - Ensure that the Home Office has a viable long-term financial plan and a diversified and sustainable funding base.
    - Keep the Aspire Board of Directors informed and engaged in partnership with fellow Executive Directors.
    - Build coalitions, relationships, and partnerships with stakeholders, including school districts, donors, community members, and leaders of community and political organizations.
    - Implement consistent accountability systems to ensure progress toward shared goals.
    - Ensure the fiscal health and sustainability of the Foundation through managing the overall Foundation budget, ensuring proper use of philanthropic funds in accordance with relevant laws and regulations, and mitigating legal risk and liability.

- Ensure consistent quality of fundraising, communications, and advocacy efforts and systems in support of both the Foundation and Aspire Public Schools.
- Identify and manage timelines, resources, partnerships, and outreach needed to achieve strategic goals for Aspire Public Schools.
- Develop, maintain, and support a robust Foundation Board to serve as ambassadors and advocates for the Foundation and for Aspire Public Schools.
- Lead, coach, develop, and retain a high-performing Foundation Team that includes key roles in fundraising, communications, and advocacy.
- Serve as a key member of the Aspire Public Schools Leadership Team.

- **Fundraising:**
  - Responsible for identifying, developing, and securing philanthropic resources sufficient to ensure the financial health of the Foundation and in support of the mission, vision, and key strategic priorities of Aspire Public Schools.
  - Oversee the Foundation's individual, corporate, and institutional fundraising strategies and execution to increase philanthropic support for key initiatives and priorities at every level of the organization
  - Develop and implement policies and practices that ensure equitable allocation of philanthropic resources across Aspire Public Schools.
  - Serve as primary liaison with regional Executive Directors and other key organizational and regional leaders to determine regional priorities and associated philanthropic needs, and develop and implement strategies to support those priorities.
  - Manage and steward portfolio of highest level donors to ensure ongoing support for Aspire Public Schools.
  - Develop and successfully implement a strategic approach to identifying, initiating, and developing relationships with new philanthropic donors.
  - Lead the development of compelling stories and messages to be shared externally and with funders.

- **Communications:**
  - Support alignment in key organization-wide communications and branding across Aspire Public Schools.
  - Identify and oversee all external partnerships related to communications, including PR and pro-active media support, managing crisis communications to mitigate legal risk and potential liability, photography and videography, website development and updates, graphic design, and additional partnerships as necessary.
  - Lead strategic planning to develop and train brand ambassador/brand training

materials to ensure key stakeholders know how to uphold and effectively promote the Aspire brand.
    - Develop, support, and maintain consistent channels of communications across the organization, including ongoing assessment of effectiveness of communications to all stakeholders.
    - Oversee the development and distribution of key donor-facing communications, including annual Gratitude Report and regular cadence of donor-facing messaging across multiple platforms.
    - Ensure the maintenance and effectiveness of annual marketing and communications activities across multiple channels.
    - Lead the strategic planning and execution of major events led and/or hosted by the Foundation team throughout the year.

- **Advocacy:**
    - In partnership with the General Counsel and/or Director of Family Advocacy and Community Engagement as relevant from Aspire Public Schools, develop and implement a strategic plan to address advocacy priorities for Aspire Public Schools on a state-wide, and national level.
    - Support external media outreach to highlight key advocacy priorities, initiatives, opportunities, and celebrations through proactive and earned media on a local, state-wide, and national level.
    - Serve as the primary liaison with key state-wide advocacy partners, including contract lobbyists, state-wide advocacy organizations, and communications partners who amplify the organization's advocacy efforts.

Additional:

- Demonstrate knowledge of, and support for the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

QUALIFICATIONS

Minimum educational level:

- Bachelor's degree
- Advanced degree preferred

Experience required:

- 5+ year experience in fundraising, marketing/communications, or advocacy work
- Exceptional communication skills, both written and verbal.

- Experience developing strategic plans, metrics, and progress monitoring.
- Knowledge of fundraising techniques and strategies.
- Excellent computer skills with all Microsoft Office programs; Salesforce experience preferred.
- Understanding of budgeting process, with the ability to create compelling narratives based on the organization's financial data.
- Strong interpersonal and process management skills, with a strong interest in and talent for working on teams.

Chief Financial Officer

The Chief Financial Officer maximizes the return on financial assets by developing and managing sound financial policies, procedures, controls, and reporting systems. S/he ensures Aspire Public Schools' legal and regulatory compliance for all accounting and financial reporting functions. The CFO also oversees finance and accounting, including cash management, accounts receivables, and accounts payable.

Required knowledge, skills, and abilities:

- Skill in developing a long-term organizational and financial strategy with an ability to think critically
- Expertise in financial planning & analysis and modeling, leveraging fluency with Excel, Access, PowerPoint, and financial accounting systems
- Negotiating a wide range of relationships and contracts, including financing terms, benefits, insurance, vendors
- Capital markets knowledge and expertise
- Demonstrated ability to build relationship and influence others by interacting with a broad range of stakeholders
- Equity-centered leadership skills grounded in empathy, inquiry, and fair process; interest in and ability to identify and interrupt racist practices in their own work and in areas of influence
- Proven ability to successfully manage, evaluate and coach others
- Exceptional reasoning, problem solving and strategic thinking skills and ability to think ahead
- Deep understanding of effective change management practices
- Proven program and project management skills with a track record of working cross-functionally and achieving successful project outcomes
- Ability to utilize numerous data sets, quantitative and qualitative, to inform decision making

- Strong communication skills, both written and verbal; comfortable speaking in front of large groups
- Comfortable having difficult conversations with empathy, an inquiry mindset, and the ability to move toward learning and resolution
- Can attract, develop and inspire great teams

Required educational level:

- Bachelor's Degree/ CPA and/or MBA preferred

Required experience:

- 7+ years' experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment
- Experience in finance for a multi-site organization
- Knowledge of not-for-profit accounting and public sector finance

General Counsel

Grounding in Aspire's mission and vision, the General Counsel leads the legal efforts and risk management in support of Aspire's scholars and teammates, with special consideration to the areas of nonprofit governance, employment law, special education, and risk mitigation. The General Counsel will coordinate Aspire's use of outside counsel. This position also oversees the organization's governance, supports itsBoard of Directors, and joins forces with internal and external partners to advance advocacy efforts and influence systemic change for the TK-12 public education sector. The General Counsel applies a student-centered approach to legal and compliance matters.

ESSENTIAL FUNCTIONS

Legal Matters

- Represent Aspire in all open and pending legal and legal-adjacent matters, mediations, depositions, etc. Develop legal strategies and lead implementation in partnership with associated departments and schools. Manage associated insurance claims as relevant.
- Determine when and how to leverage outside counsel for specific expertise as needed. Identify and partner with outside legal counsel on legal strategies.
- Provide legal advice and guidance to Aspire leaders on special education, employment law matters, charter authorization, compensation, vendor management, and emergency response, including direct partnership with HR leaders across all regions and Home Office who manage Employee Relations cases and associated investigations.

- Supervise responses to requests for information (e.g. public records requests pursuant to the Public Records Act) and subpoenas.
- Manage legal budget to optimize use of internal staff, external counsel, and pro-bono legal services.

Board Governance

- Ensure and support with compliance with all public transparency and conflict of interest laws
- Ensure compliance with all related laws including Brown Act, Form 700, Political Reform Act
- Stay current on all applicable laws and policies, with an emphasis on charter law
- Maintain internal and external policies and procedures as needed
- Research and advise on optimal governance structures for Aspire to ensure values alignment and legal compliance and proper standing as it relates to tax exemptions, charitable purpose, conflict of interest, etc. Support any governance changes in terms of documentation, policies, coordination with outside counsel.
- Work with Aspire leadership to plan, support and attend all Board meetings, serve as a legal resource for Board and C-Suite, and ensure Board's execution of its fiduciary duties.

Minimum educational level:

- J. D. (Juris Doctor) required with 8+ years of relevant experience obtained at a law firm, government agency or an educational institution.
- Licensed to practice in CA.

Experience required:

- Significant experience working on legal matters with public sector practice or in legal positions at charter schools.
- Experience in TK-12 education. Understanding of education law, CA laws related to governance and public agencies.
- Experience with all or some combination of employment law, contracts, special education law.
- Experience crafting and reviewing legal strategy in response to litigation.
- Evidence of ability to work well with colleagues, outside counsel, opposing counsel , and department and school leaders.
- Demonstrated passion for public education and equitable systems.

Vice President, Data and Technology

The Vice President of Data and Technology leads the development and execution of a comprehensive data, systems and technology strategy across our Central Office and Regions. This role focuses on leveraging data analytics to drive instructional improvements and systems and technology to enhance operational efficiency. This leadership role requires a visionary thinker with a deep understanding of data analytics, technology trends, and business processes for a network's lifecycle. The leader is passionate about driving organizational change through data-driven decision-making and leveraging technology as an enabler for individuals and teams to do great work.

JOB RESPONSIBILITIES:

- **Strategic Leadership:**
    - An innovative thinker who leverages data, systems and technology to enhance student outcomes, streamline operations, and foster a culture of continuous improvement.
    - Develop and implement data, systems and technology strategies that align with the educational goals and mission of each region.
    - Collaborate with senior leadership to identify opportunities and integrate data and technology initiatives to drive innovation and improvement plans.
    - Play a key role in shaping the scope of shared services to be provided to Aspire regional entities as we work towards Transformation into separate entities.
    - Make strategic recommendations and work closely with Executive Directors and Aspire Executive Team to consider efficiency, costs, etc. Provide strategic thought partnership around data integrity and approaches for the Transformation Stage.
    - This leadership role is a member of the Home Office Leadership Team.

- **Data Management - analytics and insights:**
    - Oversee data governance, data quality, and data architecture.
    - Ensure the organization leverages data analytics for decision-making and operational improvements.
    - Oversee the collection, management, and analysis of data across the network.
    - Establish data governance frameworks to ensure data quality, security, and compliance with relevant regulations.
    - Lead the design and implementation of data analytics initiatives that provide actionable insights for educators, administrators, and stakeholders.

- **Systems and Technology Oversight:**
    - Oversee the strategic direction and management of all IT and systems initiatives across the organization.
    - Ensure the organization's IT and systems infrastructure is secure, scalable, and efficient for optimal performance.
    - Oversee the management of the procurement, implementation, and maintenance of technology systems and solutions.
    - Evaluate and implement educational technology tools that enhance teaching and learning experiences.

- **Team Development:**
    - Build, mentor, and lead high-performing data and technology teams.
    - Foster a culture of innovation, collaboration, and continuous improvement.

- **Budgeting and Resource Allocation:**
    - Develop and manage the overall budget for data, systems, and technology; ensure the effective allocation of resources to meet strategic priorities.
    - Monitor expenditures and ensure cost-effectiveness of data, systems and technology investments.

- **Stakeholder Engagement:**
    - Communicate data strategy and technology initiatives effectively to all levels - leaders, educators, staff, and the broader community.
    - Act as a liaison between technical teams and central/regional office leaders to ensure alignment and understanding.

- **Compliance and Risk Management:**
    - Establish and enforce policies and procedures to ensure data security, privacy, and compliance with relevant regulations and standards.
    - Conduct risk assessments and implement security measures to protect organizational data and IT assets.

- **Continuous Improvement:**
    - Monitor and evaluate the effectiveness of data initiatives and technology implementations, making adjustments as needed.
    - Stay current with emerging trends in education technology and data analytics to inform strategic decisions.

    - Collaborate with regional leaders and Home Office Leadership to further the AI strategy in the Aspire context.

Additional:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned.

QUALIFICATIONS

- Strong understanding of K-12 education data systems, assessment tools, and educational technology.
- Systems-level thinking with the ability to solve problems and build scalable solutions.
- Proven track record of developing and executing data and technology strategies in a fast-paced environment.
- Proven ability to translate data insights into actionable strategies for improvement.
- Exceptional leadership, communication, and interpersonal skills.
- Ability to work collaboratively across regions, departments and influence stakeholders.
- Commitment to fostering an inclusive and equitable educational environment.

Minimum educational level:

- Bachelor's degree in Computer Science, Information Technology, Data Science, or a related field.
- MBA or advanced degree preferred.

Experience required:

- 8+ years of experience in data and systems management, technology leadership, or a related field, with at least 5 years in a senior leadership role.

<u>Executive Director</u>

Reporting directly to the Board of Directors, the Executive Director has overall responsibility for the performance of their region's schools in the areas of strategic leadership; academic and programmatic excellence; diversity, equity, and inclusion; chartering authority and community partnerships; talent development, and operational and fiscal health. Job duties include:

- Directly supervising and coaching principal supervisors and other regional leaders to achieve key goals and metrics aligned to our strategic plan;

- Building strategic relationships with local advocacy partners, local and statewide representatives, and local funders, to enlist support for and partnership with our schools and families, and strengthen our position in the community;
- Ensuring collaborative and efficacious partnerships, with the Home Office/Aspire Public Schools, and across the organization at large;
- Cultivating a cohesive, values-aligned team (inclusive of principals) that demonstrates strong team culture, communication, and role clarity;
- Establishing systems and protocols to ensure the operational and financial health of the region and its schools;
- Maintaining strong chartering authority and county office of education relationships and charters in good standing, and lead renewal cycles in collaboration with Home Office counterparts.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Ability to attract, cultivate, develop, and inspire a diverse team, build trust through authentic interaction, and cultivate a positive work environment across multiple axes of difference.
- Demonstrated success as an instructional leader, including professional development of teachers and principals, in public charter or district schools serving primarily Black, Indigenous, and People of Color ("BIPOC") scholars.
- Demonstrated command of the intricacies of school operations and planning.
- Ability to use complex data to inform your leadership and practice, and to successfully train and coach others to do the same.
- Deep knowledge and understanding of the complexities of race and culture in education; sensitivity to issues and concerns of communities of color and other diverse groups including students with disabilities and multi-language learners; passion and extensive experience in leading for equity; ability to lead with an anti-racist lens.
- Commitment to your own ongoing learning, growth, and development.
- Demonstrated success managing strategic planning and vision setting, operations, budgets, and developing and implementing systems.
- Exceptional management skills including planning, directing, reporting, budgeting, and administrative responsibilities.
- Knowledge of characteristics of successful urban schools in high need communities and how to implement them.
- Knowledge of California charter school law, finance, and regulations.
- Strong problem analysis and problem resolution at both a strategic and functional level.

Education & Certifications

- BA required, Master's degree and above preferred

- CA Teaching or Admin Credential preferred

Experience

- Led large scale, complex organizations or departments
- Done work to address your own lens of racial and social oppression, and also done work to disrupt oppression on a systemic level
- 5+ years of successful teaching, as demonstrated in student results and other relevant data highly preferred
- 5+ years successful experience as a principal, as demonstrated in student results and other relevant data highly preferred
- 2+ years as a school administrator at the regional, network, or district level supervising schools/principals with a proven track record of student success highly preferred

Superintendent of Schools

The Superintendent of Schools is responsible for administering, directing and coordinating the overall school's support program in all areas as assigned. This support includes a culturally responsive leadership program and development, talent development, school budgets, assistance for program implementation, professional development and systematic program monitoring/evaluation.

The Superintendent of Schools supervises the Managing Director(s) of schools, providing coaching, development, resource allocation, and support for school supervision.

The Superintendent of Schools participates in the development, implementation, and evaluation of the Aspire initiatives and other system-wide policies and procedures as a member of the Regional Leadership Team. The work requires an understanding of the overall mission, goals, and objectives of Aspire,anti-racist stance, and the primary focus is to provide meaningful support for the principals to attain and exceed the Student Achievement Targets.

School Supervision and Leadership Development

- Responsible for ensuring all scholars in the region have access to effective, culturally responsive school leaders, who are charged to ensure rigorous, culturally responsive instruction that prepares scholars for success in college, career, and life.
- Work with Executive Directors and engage the regional community to define the leadership pathway vision for the region that aligns with Aspire's mission, vision, core

values, and equity commitments, anti-racist stance, and strategic plan and metrics.

- Collaborates with the Executive Director and Superintendent of Academics, on policies and procedures affecting the instructional program and management of schools.
- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and instructional programs.
- Supervises Managing Director(s) of schools and provides coaching and support for school supervision.
- Hosts the School Supervisor Community of Practice providing norming, frameworks and feedback to ensure alignment among principal supervisor practices.
- Organizes and/or facilitates principal and supporting administrator regional community of practice.
- Supports hosting Instructional Rounds and Learning Walks across schools with school leaders and other members of the regional team
- Observes classroom instruction to determine overall degree of implementation of the instructional program, student/school needs, usefulness of materials, and level of instruction.
- Hosts the Regional Equity Leadership Team to develop equity focused learning for teammates and consider equity problems of practice.
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to subgroups and disproportionality.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Partner with counterparts in other regions to shape and refine Aspie's principal supervision and school support system to ensure consistent and high-quality school support and principal development.
- Ability to problem solve, project manage, talent manage and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality, equity informed, instructional support, especially re Common Core State Standards.
- Comprehensive knowledge of curriculum development, effective instructional practices and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain effective relationships with parents, principals, teachers, supervisors, other responsible school, local, and state officials from diverse cultural and linguistic backgrounds.

- Ability to engage in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity.
- Has engaged in work to address individual lens of racial and social oppression, and also led work to disrupt oppression on a systemic level
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Excellent human relations skills.

EDUCATIONAL & LICENSURES:

- Bachelor's required
- Master's degree from an accredited college or university, preferred
- Possession of an administrative credential in school administration preferred.

EXPERIENCE

- 7+ years of field experience in education, including experience as a teacher and in an administrative or supervisory position.
- At least two years as a leader at the regional, network, or district level supervising region-wide instructional program and teammates with a proven track record of student success

Managing Director of Schools

The Managing Director of Schools is primarily and directly responsible for supervising, coaching, and managing school leaders in various settings (TK-5, middle school and or high school). The Managing Directors work to build the capacity of leaders and teammates as Equity leaders in service of disrupting the inequitable racial, social and gender outcomes that our communities persist through. The Managing Director may provide support to the Executive Director and Superintendents in the areas of , culturally responsive leadership, culturally responsive teaching, school development, curriculum planning and instruction, and assistance for program implementation, professional development and systematic program monitoring/evaluation.

In collaboration with the Superintendents, the Managing Director will support the development, implementation, and evaluation of regional initiatives and other system-wide policies and is an integral part of the Regional Instructional Leadership and/or Equity Leadership teams. The work requires an understanding of anti-racist practices, Culturally

Responsive Leadership, overall mission, goals, and objectives of Aspire and the region; however, the primary focus is to provide meaningful support for the principals and supporting administrators to disrupt racialized outcomes for scholars.

Supervision, Curriculum and Staff Development

- Directly supervises school leaders including supporting the budgeting, scheduling and implementation of both school operations and school instruction.
- Supports the Superintendents to organize and participate in principal and supporting administrator regional meetings.
- Provides culturally responsive leadership to classroom programs by working with and coaching school principals and site leadership staff on adaptive and technical challenges
- Reviews and analyzes data regarding student performance in order to more effectively support principals and direct their activities, especially as it relates to racialized outcomes and identify culturally responsive practices to disrupt these outcomes
- If needed, participates in region-wide equity based programming with a focus on leadership development on either the Regional Diversity, Equity, Inclusion Council, Regional Equity Team, or Pro-Black Programming Leadership Team.
- Support in the planning, budgeting, scheduling, implementation, and evaluation of professional development for principals.
- Develop and host regional communities of practice (e.g. secondary programming, elementary programming, etc)
- Supports the recruitment, hiring, and retention of qualified supporting administrators and teachers
- Collaborates on a regular basis with other members of the regional team
- Ensures explicit connections between coaching and professional development with leveraging the Transformational Leadership Framework and Aspire Student Learning Framework .
- Frequent or daily travel to school sites to be onsite at schools and will require periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Performs related duties as required or assigned.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, especially regarding CCSS and culturally responsive teaching and leadership.
- Comprehensive knowledge of curriculum and effective culturally responsive instructional practices.
- Comprehensive knowledge of curriculum and instructional evaluation methods and procedures.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity.
- Excellent human relations skills.

EDUCATION & LICENTURES:

- Bachelor's degree
- Master’s degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education with at least two years of site leadership experience.
- Extensive and progressively experience in teaching and school administration.
- Experience supervising principals is preferred.

Regional Director Special Education

Under the general direction of the Senior Director of Special Education, the Regional Director of Special Education coordinates the special ed program and delivery within the region, provides leadership to the special education regional team, principals and school sites. The Regional Director of Special Education coordinates special education participation in organizational initiatives, as assigned by the Senior Director of Special Education.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Skills to effectively provide leadership and manage the multiple requirements; understand, interpret and apply laws, policies, and guidelines that govern special education or Aspire programs; communicate effectively in writing and orally.
- Knowledge of Aspire's SELPA procedures and program guidelines; special education instructional practices, procedures and methods; various testing materials, resources or equipment; behavioral and social-emotional interventions.
- Working knowledge of IDEA, California special education law, charter law; IEP preparation and implementation strategies and procedures; current trends and best practices in serving special education students and appropriate referral agencies.
- Abilities to supervise and motivate staff; collaborate with principals on employee management of assigned staff, conduct effective meetings and professional development activities; work effectively with students, parents and staff.
- Analyze situations accurately and adopt an effective course of action and work independently.
- Ability to use technology to enhance Aspire schools; knowledge of assistive technology to enhance student learning.
- Experience in training, planning and executing appropriate transition services for special education students.

1) *Minimum educational level:*

- CA Education Specialist Credential and CLAD certification required OR CA Related Service Provider Credential/License (School Psychology, Speech and Language Therapy, Occupational Therapy, etc)

- California Administrative Services Credential recommended
- Master degree in Special Education or related field (preferred)

2) *Experience required:*

- 3-5 years' experience with special education program leadership and charter experience

Regional Director of Student Services ("RDSS")

Regional Directors of Student Services provide direct consultation to Aspire schools and manage a team in order to integrate support for non-academic student supports and to manage student services compliance within their region. This role includes coaching schools directly in student services matters such as truancy and discipline policies, navigating and tracking discipline patterns and crisis response. They also handle the due process and administrative hearing proceedings for regions within Aspire including, but not limited to, the School Attendance Review Board ("SARB"), expulsion hearing officer duties and Uniform Complaint Procedures. Regional Directors of Student Services provide professional development to AP and Deans of Students, social-emotional counselors and other school site admin staff directly engaging in student services actions. What distinguishes this position from the Manager of Student Services within a region are the higher levels of experience needed for the position, the higher levels of responsibility related to supervising and managing a team, increased programmatic responsibilities and authorizer and government intersection.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively

Educational Level:

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

Required experience:

- 8+ years' experience working in student services related field in a public education setting
- 5+ years' experience at a school administrator or district level position

Senior Director of Operations

The Senior Director of Operations drives the vision and strategy for improving the operational function at all levels of the organization – school site, region, and Aspire-wide – and oversees the Operations Team. Works cross-functionally and collaboratively to share, create buy-in and implement their vision and strategy. Has excellent people management skills, a passion for leading and implementing large, complex projects and initiatives to improve the organization, a proven track record of sound, data-driven decision-making, and strong relationship-building skills.

The Senior Director of Operations is responsible for administering, directing and coordinating school and regional operations as it relates to federal, state, county, and district compliance and oversight. This support includes leadership of specific program development such as report planning and development, operational budgets, and annual oversight presentations, professional development and systematic program monitoring/evaluation, and serving as a key liaison with relevant Home Office teammates as needed.

The Senior Director of Operations performs related duties as required or assigned under the general direction of Regional Leadership.

Leadership and Strategic Vision

- Lead in developing, executing, and achieving Aspire's vision, mission, strategies, and goals, ensuring alignment across school sites, regional teams, and Home Office functions.
- Serve as part of the Bay Area Senior Leadership Team to problem-solve regional issues and support continuous improvement of Aspire-wide policies and procedures.
- Oversee and contribute to operational goals that prioritize student achievement, long-term financial sustainability, and risk mitigation.

Operational Excellence

- Develop and implement strategic plans to transform school, regional, and organization-wide operations, collaborating with key stakeholders to identify and drive process improvements.

- Direct operational best practices and communicate them through professional development, documents, and presentations.
- Review and analyze student attendance and enrollment data to guide principals
- Support principals and non-instructional staff in operational deliverables to ensure daily operational excellence.
- Manage and provide leadership for charter application, renewal, and compliance processes, fostering positive relationships with authorizers.
- Direct teams responsible for maintenance, custodial services, energy management, and capital projects.
- Manage regional capital projects, coordinating with project managers to ensure compliance with building codes, and overseeing timely delivery of facilities projects like portable classrooms.

Supervision and Team Development

- Support the supervision and coaching of school Business Managers and regional teammates, enhancing their capacity in operations leadership, feedback, and system management.
- Visit schools to monitor progress, develop principal capacity, and support the growth of Business Managers in achieving operational goals.
- Oversee and participate in principal and regional meetings to align operational practices and support leadership development.

Partnerships and Vendor Management

- Act as liaison between the region and Home Office Operations, managing regional and national vendor relationships and contracts.
- Collaborate with IT and Data teams to implement strategies that enhance student learning and operational efficiency.

Professional Development and Support

- Work with the Home Office and Regional Office employees to design and deliver professional development for principals and Business Managers.
- Plan, budget, schedule, and evaluate professional development for non-instructional staff.
- Co-plan and lead retreats for Office Managers/Business Managers to align professional growth with organizational goals.

Data and Decision-Making

- Oversee Data Analysis and Data Visualization teams to provide user-friendly tools for data-driven decision-making.
- Lead cross-functional initiatives for better coordination and communication across schools, regions, and the Home Office, fostering an environment of continuous feedback and growth.

Talent Management

- Hire, develop, and retain key talent to ensure the success of operations.
- Set clear goals, provide constructive feedback, and offer growth opportunities for team members.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Ability to problem solve and articulate a clear vision for the region.
- Broad knowledge of the methodology, procedures, policies, and practices of the specialties required to deliver quality instructional support, with regard to Common Core State Standards and culturally responsive teaching and leadership.
- Comprehensive knowledge of Aspire Public Schools organization and operations.
- Ability to manage fiscal and physical resources and to direct the operations of a broad range of activities through other school and regional managers to successfully carry out instructional support activities.
- Ability to design, develop, and direct the implementation of plans and programs.
- Ability to establish and maintain successful working relationships with staff, students, and parents.
- Ability to communicate skillfully, both orally and in writing, including preparing complex reports, making formal oral presentations, and participating effectively in a variety of meetings.
- Comfort with engaging in conversations that might push people out of their comfort zones, especially in regards to discussions about race and educational equity
- This role will require travel up to 80% time to schools across the region and will require some periodic travel to all Aspire regions and/or other locations for conferences/professional development
- Excellent human relations skills.

EDUCATION and LICENSURES

- Bachelor's degree
- Master's degree from an accredited college or university preferred
- Possession of an administrative credential in school administration preferred

EXPERIENCE

- 7+ years of field experience in education
- 3+ years of school or district operational system leadership experience

Principal Qualifications

The Charter School's Principal leads, manages, and oversees all functions of an individual school site. This includes the education program to ensure student academic performance, budget to ensure fiscal health of the site, school office operations, community relations, people management and facilities. A The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

Educational Level:

- Bachelor's degree
- Masters or Ph.D. in Education preferred
- Administrative Credential preferred

- NCLB Highly Qualified preferred

Required experience:

- 7+ years teaching and administrative experience
- 3+ years working in historically marginalized communities as a full-time teacher preferred

Assistant Principal

Assist Site Principal in managing all the functions of an individual school site, including education program, office operations, budget, community relations, personnel and facilities in accordance with Aspire standards.

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with instructional leadership, including demonstrated knowledge of curriculum, instruction, assessment, and developing teachers
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Entrepreneurial passion

Required educational level:

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

Required experience:

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

Dean of Students

The Dean of Students is responsible for supporting the principal in building a culture that fosters respect and is driven by the principles of "College for Certain." This valuable role integrates strong models of relationship development, collaborative learning, conflict resolution skills, and

establishes a culture of restorative practices through managing student behavior that allows our students to thrive in their learning environments.

Required knowledge, skills, and abilities:

- Knowledge of business and management principles and processes involving; program development, planning, resource allocation and coordination of people and resources
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team and in stressful environments
- Ability to provide excellent communication and present information and ideas so that others will understand
- Knowledge of how to interact, develop interpersonal relationships and work collaborative with persons from varying backgrounds and experiences
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation and ability to make assessments and recommendations.
- Knowledge of applicable and appropriate strategies of conflict resolution methods
- Knowledge of applicable laws, Education code, regulations that govern educational practices.
- Ability to collect, analyze and interpret data

Educational level:

- Bachelor's Degree required; Masters or Ph.D. in Education preferred
- Valid credential preferred

Required experience:

- 3+ years working in underserved communities as a full-time teacher, required
- 5+ years teaching and/or administrative experience, preferred

<u>Special Populations Administrator, Community Schools</u>

In service of supporting schools to achieve their special education academic and social-emotional targets under the California Community Schools Partnership Program, the Special Populations Administrator plays a key role in the development, coaching, implementation, and delivery of comprehensive special populations behavioral health & MTSS programming at the school site level. This role is primarily focused on assisting schools in developing and refining a vision of site-based, special education behavioral health and MTSS programs that are rigorous, inquiry-based, standards-aligned, and student-collaborative

centered. Guided by culturally responsive teaching strategies, the Special Populations Lead supports within the special education academic program to ensure legally compliant and instructionally-effective services for students with exceptional needs; and provides professional development support to school site special education staff.

Reporting to the Principal and in close collaboration with the Aspire Regional Special Education team, this impactful role also supports the development of high-quality pedagogy and instructional practices as aligned to the Aspire Student Learning Framework . The Lead will successfully implement a community school strategy for Aspire's Special Populations aligned to the California Community Schools Partnership Program. This role will be responsible for the design, implementation, and supervision of the programmatic preventions, interventions, and enrichment activities designed to support the holistic development of students and will co-design, develop, and facilitate/support all community school programming in the school.

Special Populations Program Leadership and Case Management

- Lead projects as assigned by the principal that may include; process improvement, cycle of inquiry-driven instructional improvements, or any other projects required
- Serve in the capacity of Lead Education Specialist:
    - Administer academic assessments, write academic assessment reports, and present at IEP meetings
    - Collaborate with faculty to ensure that student modifications and accommodations are being appropriately implemented in the general education classroom
    - Assist with the development of the master schedule to plan for all special population student needs.
    - Support site team with meeting minimum IDEA requirements related to case management
    - Input weekly IEP service tracking and meet all IEP timelines
    - Regularly collaborate with team members and related service providers to review student data, ensure IEP and behavior plan implementation, co-planning and/or co-teaching.
    - Oversee, teach, and implement a student's behavior intervention plan, including gathering and analyzing relevant data regularly, and collaborating with staff members around student plan and progress
    - Coordinate the development and implementation of a student's Individualized Transition Program

Instruction, Data & Assessment

- Provide supervision, observation and feedback on the implementation of the curriculum and behavior support for the Education Specialists.
- Identify and participate in school progress monitoring systems, data analysis, and adjustment of strategy and supports to meet Special Populations performance targets.
- Builds capacity through the management and development of Education Specialists and Special Populations Paraprofessional/Instructional Aides.

Behavioral Health

- Leads school leadership teams regarding all students in need of intensive and/or targeted behavioral supports
- Develops, supports, supervises, and provides differentiated training and coaching opportunities to school staff and families regarding schoolwide positive behavior support, classroom management, functional behavior assessment, behavior support plans, alternatives to suspension, and cultural and linguistic considerations in behavior and discipline.
- Ensures the use of best practices in the implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined in the IEP, and implementation of behavior and academic support and intervention plans by collaborating with school psychologists, other specialists, or site staff including providing professional development as needed
- Collaborates with school staff in problem-solving individual, classroom, and school-wide behavioral challenges for students within the special populations program.
- Promotes and supports a team approach in behavior support planning and implementation among the school community, teachers, paraprofessionals, students, and parents.
- Regularly collects and analyzes behavioral data to guide decisions regarding individual student supports, classrooms, and school-wide systems.
- Collaborates with the special education team to design and implement behavior intervention strategies and programs
- Conducts Functional Behavior Assessments (FBA) assessments as required by IDEA, and provides behavior consultation to SST members, including support in drafting a strong behavior intervention plan and behavior data tracking systems
- As needed provides thought partnership to school site teammates and Program Specialists who conduct FBA assessments as required by IDEA
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Designs and supports the development of Behavior Intervention Plans
- Develop resources and provide professional learning in Applied Behavior Analysis , Crisis Prevention Institute (CPI), and/or other evidence-based methodologies related to addressing the needs of students with behavioral difficulties

MTSS Systems Alignment, Monitoring, and Staff Development:

- Is a collaborative member of the school leadership team and works on school-wide initiatives and priorities to ensure alignment of instructional practices and MTSS competencies
- Support the school site through an MTSS inventory, engagement, delivery of PDs, and on-the-ground coaching and support to staff in the area of MTSS:
    - Design, lead, and support professional development for school ED specialists, SPED support staff, and teachers that is aligned to the Special Education vision. Ensures explicit connections between coaching and professional development with the Transformational Leadership Framework and Aspire Students Learning Framework and use of approved instructional tools (Instructional guidelines, pacing guides, etc.).
    - In alignment with Aspire's equity commitments, works with the Principal to provide additional resources and/or support universal, targeted, and intensive support within an MTSS framework.
    - Analyzes site-level data in multiple content areas to identify school goals and trends. In collaboration with the Principal and regional leadership, co-creates school action plans to address gaps, creating opportunities to implement pedagogy and curriculum that reflect data-supported best practices from inside and outside of the organization, in support of coherent regional and school site priorities and initiatives.

Minimum educational level:

- Bachelor's degree required, with relevant degree and/or content expertise;

Licensure/Certifications:

- Special Education Teaching Credential (Mild-Moderate Support Needs/Extensive Support Needs) required.
- Pathway to a cleared credential within three years, required
- NCLB Highly Qualified preferred

Experience required:

- 3+ years as a Special Education Teacher required
- 5+ years of teaching and/or administrative experience preferred

<u>Business Manager Qualifications</u>

The Business Manager is responsible for overall non-academic/instructional business operations of the school site including School Operations and Administration, Accounting, Finance and

Budget Management, Data Management, School Leadership, and Serving as a Partner to the Principal. The Business Manager reports to the Principal, supervises supporting staff, and collaborates and partners with all school staff and home office teammates as well as with students, parents, and outside consultants/vendors.

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

Minimum educational level:

- B.A. Degree preferred or equivalent work experience

Experience required:

- 6 plus years in fast-paced, ever changing administrative position; experience in a school environment preferable
- Supervisory experience strongly preferred
- Proficiency with Microsoft Office, network printing, copiers and fax machines

Teacher Qualifications

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

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community-oriented
- Knowledge of child cognitive development and various learning styles

- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- Computer and Internet search skills

In addition, per Education Code 47605(l)(1) - Teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the charting authority. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the commission on Teacher Credentialing in the same manner as a school district.

Teacher Hiring

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

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for the Charter School.
- *Business/Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.

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

Other Jobs at the Charter School

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

After School Director

The After School Director oversees the ongoing planning and operations of a high-quality education program for students and upholds the mission and values of Aspire Public Schools. This includes training and managing a team of After School Educators to meet the academic, social-emotional, behavioral, and physical needs of all students.

After School Program Daily Operations:

- Work closely with the Principal and leadership team at the school site to create an After School Program that aligns with the vision and goals of the overall school site
- Oversee after school program throughout the school year, including select intersessional days.
- Communicate regularly with parents/families to engage them in the After School Program to help support student success
- Design and manage student and staff schedules for the After School Program.
- Collaborate with colleagues to ensure successful nutrition, supper, and snacks needs and requirement are met for scholars during After School Program hours
- Open and close program on a daily basis
- Track student information and maintains accurate student records, including attendance, in accordance with Aspire procedures
- Record teacher and staff hours and processes timesheets and other personnel documents in accordance with Aspire procedures
- Track After School Program students' academic performance to ensure continual progress
- Support classroom systems/procedures and helps manage student behavior to ensure all students are safe and fully engaged in learning

Team Leadership:

- Create an environment of high expectations for learning, student behavior and staff professionalism
- Foster a program culture of high expectations that includes college preparation for all students and enrichment beyond the core academic program
- Collaborate with Aspire team members to share best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
- Facilitate training and professional development for After School Program staff
- Hire, evaluate and coach After School Program staff

Additional:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned.
-

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit required
- Bachelors' and/or Masters' preferred

Experience required:

- A minimum of 1 year as a teacher, teacher intern, or teaching assistant preferred
- Management experience in a nonprofit, school, or service business preferred

<u>After School Educator</u>

The After School Educator provides academic intervention, homework support, and enrichment activities to students as part of a high-quality after school program. S/he independently supervises groups of students, facilitates learning, and works with other members of the After School Program team to meet the academic, social-emotional, behavioral, and physical needs of all students. This position may be responsible for delivering specialized enrichments or intervention programs requiring knowledge/experience in that specialty.

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making

- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Educational level:

- Associate's degree or 48 units of college credit (or successfully passing the Paraprofessional test)

Required Experience

- Experience working with children or youth in a school or community-based setting

Mental Health Therapist (Special Ed)

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Educational level & Licensure:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

Mental Health Therapist 1 (Gen Ed)

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning.
- Experience with students grades TK-12.
- Excellent communication, presentation, and interpersonal skills, with demonstrated ability to write clearly and interact effectively with different stakeholders.
- Excellent organization, time management and follow-up skills; ability to rank and carry out a variety of urgent priorities; demonstrated ability to successfully handle multiple cases concurrently.
- Ability to work as a part of a team.
- Possess knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play therapy, etc.)
- Demonstrate ability to adjust to and use new approaches in the performance of their duties.
- Deal with obstacles and constraints positively and with a solutions-oriented mindset.

Minimum educational level & licensure:

- Bachelor's Degree required
- Master's Degree in counseling/social work or related discipline required
- Registered Associate with BBS (AMFT, ASW, and/or APCC) OR PPS credential

Highly desirable qualifications:

- Bilingual - Spanish

Education Specialist Mild to Moderate Support Needs or Extensive Support Needs

Required knowledge, skills, and abilities:

- Demonstrate knowledge of, and support, the Aspire Public Schools mission, vision, value statements including antiracism, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Belief in inclusion and Aspire's Equity Belief Statements and demonstrates high expectations for students with diverse learning needs
- Ability and willingness to reflect and improve
- Ability to follow and meet mandated deadlines and due dates

- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Ability to excel as a member of a team and implement new learnings from professional development
- Ability to work with an ethnically and economically diverse student body
- Expertise in applicable grade-level Common Core State Standards and Academic IEP goal development
- Knowledge around the models of co-teaching and serving students with disabilities in an inclusive model
- Ability to learn quickly and to be effective in a fast-paced, dynamic, entrepreneurial environment: able to work autonomously and thoroughly with independent self-reflection, as well as take direction as needed
- Alignment to and urgency around Aspire's mission, vision and values

Educational level and licensures:

- CA Special Education Teaching Credential (Mild/Moderate Education Specialist, Mild-Moderate Support Needs) required
- Bridge Authorizations for Mild-Moderate Credentials received prior to June of 2022
- Bachelor's Degree required; Master's Degree preferred

Experience

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

School Psychologist

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-12
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of their duties
- Deals with obstacles and constraints positively

- Spanish bilingual preferred, but not required

Educational level and licensures:

- Bachelor's degree
- Master's in education preferred
- Pupil Personnel Services Credential in School Psychology

Experience required:

- Pupil Personnel Services Credential
- School Psychologist Intern also acceptable

Instructional Aide, SPED Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Familiarity with students with students that demonstrate moderate-severe needs.
- Ability and willingness to implement students' individualized education programs
- Ability and willingness to reflect and improve on practice
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities

Educational level

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required

- 1+ year working with students in special education with moderate / severe needs or students from urban communities in an educational setting

Instructional Assistant Qualifications

Required knowledge, skills & abilities

- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability and willingness to reflect and improve

- Strong written and verbal communication skills; ability to collaborate with colleagues, parents and community

Minimum educational level:

- Associate's degree or successful completion of 48 units of college credit or passing of Paraprofessional Test
- Bachelor's degree in Education, Teaching, or related field preferred

Experience required:

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

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional training to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

Aspire also offers an induction program to all qualified teachers. The Aspire Teacher Induction Program is a two-year mentoring program that supports the development of new teachers based on their individual needs. Teachers are matched with mentors that meet with them weekly to debrief observations, give and receive feedback, plan professional development opportunities, and decide upon next steps. This program consists of a reflective assessment and support process intended to help teachers in their initial years as a professional educator. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The Aspire program supports the demonstration and application of the California Standards for the Teaching Profession through its various components: collegial mentoring from an assigned support provider, ongoing staff development, curricular materials and training, and administrative assistance.

In addition, Aspire uses differentiated coaching models to ensure that teachers are receiving coaching that supports their professional growth. This includes formal and informal observations of teacher instructional practice. Teachers receive frequent observations from admin throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework [ASLF]. Originally based on The New Teacher Project's ("TNTP") Core Teaching Rubric, the ASLF was revised from 2022 to 2024 to align with what we expect to see in

culturally responsive classrooms. The revision process included the input of senior leaders and staff, Principals, and educators, and included the incorporation of various sources which included TNTP, Equity Institute's Culturally Responsive Walkthrough Tool, The Massachusetts Department of Education CRT rubric, Unbounded's GLEAM framework, Universal Design for Learning and the Ready for Rigor Framework from Zaretta Hammond's Culturally Responsive Teaching & the Brain. The ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms: Culture of Learning, Essential Content, Academic Ownership & Demonstration of Learning. Each domain includes student look fors, and a list of Core Teacher Skills that teachers may utilize to improve student outcomes in the given area of focus. The Aspire Student Learning Framework is attached in Appendix XIII.

Element 6: Health and Safety

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

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

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

(iii)That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

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

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

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

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the Charter School site. These procedures will be incorporated into GSP's student and employee handbooks as needed and will be reviewed on an ongoing basis by the Principal and regional team. GSP shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of GSP.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed

employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

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

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

GSP will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Diabetes

GSP 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 methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and

conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communications with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

GSP shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. GSP shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus (“HBV”) and provide mandatory annual training to staff to protect employees and children from possible infection due to contact with blood borne viruses. 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

Aspire and the Charter School are committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to

employees and to other Aspire stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on Charter School or Aspire premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Facility Safety

GSP shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. GSP 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. GSP shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

GSP is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GSP shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at GSP (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 GSP's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom

and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGTBQ Students

Through the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Safety Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7: Balance of Racial/Ethnic, Special Education, and English Learner Students

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

The Charter School will strive to ensure that the student population of the Charter School will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 reflective of the general population residing within the territorial jurisdiction of the District. The Charter School will monitor the racial and ethnic, special education, and English earner balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan, to achieve a student population that is reflective of the general population of the District, including students who receive SPED services and/or English Language Learners. These strategies will include:

- Developing an enrollment timeline and process that allows for a broad recruitment and application process, and engagement from multiple stakeholders from diverse roles and backgrounds
- Engaging in outreach efforts and making presentation via community organizations, neighborhood groups, youth organizations, churches and other local organizations
- Advertising opening through digital marketing ads, on our school website, brochures, posting flyers in neighborhoods, distributing flyers at local organizations and small businesses, billboards, and radio/TV public service announcements targeted toward diverse populations, and in various languages, as needed
- Conduct community canvassing for opportunities to inform our community about our school program, and supports for all students
- Hosting open house events to provide opportunities for prospective applicants to learn more about the school's academic and enrichment programs
- Develop student and family affinity groups to learn more about their experiences and opportunities to enhance our programming

- Engage affinity groups in the outreach and recruitment efforts, including canvassing, open house event and student orientation events
- All outreach and recruitment materials are available in English and Spanish

GSP is committed to ensuring that all students and families feel welcome and a sense of belonging to our school community.

Plan to Achieve a Reflective Racial, Ethnic, SPED and English Learner Student Balance at GSP

Our goal is to diversify our applicant pool, to be one that is reflective of multiple backgrounds, including students who receive SPED services and/or English learners.

GSP is committed to fostering a diverse and inclusive learning environment that reflects the rich backgrounds and varied needs of our students. We are dedicated to ensuring equitable access to our academic programs for students from all backgrounds, including those with different cultural identities, learning needs, and language experiences.

To guide our efforts, the school conducts an annual diversity needs assessment that includes the collection and analysis of data on student demographics, including race/ethnicity, socioeconomic status, disability status, and English language proficiency. This process is informed by input from key stakeholders—school staff, regional leaders, students, and community members—through focus groups, surveys, affinity spaces, and community-wide dialogue. The resulting insights help inform strategic outreach, programming, and continuous improvement efforts.

As part of our strategic plan, we have outlined specific actions to maintain and strengthen the diversity of our student population, with focused support for underrepresented groups. For example, we have increased enrollment among historically underserved populations by prioritizing authentic relationship-building and culturally relevant engagement. Our efforts include community events, targeted outreach, and mentorship initiatives designed to foster stronger connections between families and the school.

One area of focus is creating a school environment where Black students and families feel seen, supported, and valued. Programming includes culturally responsive instruction, cultural celebrations, and events that affirm Black identity and excellence. A dedicated coordinator leads these efforts and collaborates across the school network to share strategies and best practices that promote a more inclusive school culture.

For our multilingual learners , including English Learners, recently arrived students, and reclassified fluent English proficient students, we have implemented targeted support systems. These initiatives are designed to accelerate language development and foster a sense of belonging. Staff receive ongoing professional development and coaching in evidence-based practices to better support MLLs, and families are engaged through dedicated advisory committees and community partnerships that enhance advocacy and collaboration.

Additionally, GSP is committed to serving students with learning exceptionalities through inclusive practices. We have adopted a co-teaching model that supports learning in general education settings, and we prioritize the development of Individualized Education Plans (IEPs) and personalized support strategies to meet students' academic and social-emotional needs. Our inclusive approach emphasizes advocacy, collaboration, and high expectations for all students.

Benchmarks to Achieve Racial, Ethnic, SPED and English Learner Student Balance

The Charter School will develop benchmarks to achieve racial, ethnic, SPED and English Learner Student Balance.

Objective	**Metric**	**Completion Date**
Data Analysis: Determine the racial, ethnic, SPED and English Learner diversity of the Charter School each school year	Collect data and organize for review	By the first month of the school year
Research: Research the latest available data on ethnic, SPED and EL diversity for the District	Collection of this data and create a comparison table	By November 1st of each school year
Enrollment Plan: Develop a strategic student enrollment and outreach plan that allows for diverse student recruitment and engagement from multiple stakeholders from diverse roles and backgrounds	Student enrollment plan includes targets, enrollment timeline, community mapping, plan to target diverse student populations, dates for open house, community canvassing and other key community events/enrollment fairs and	By November 1st of each school year

	stakeholder participation Stakeholder engagement: 2-3 affinity focus groups held, affinity group surveys distributed Marketing plan and budget secured	
Marketing Materials: Ensure all marketing and outreach materials (i.e. flyers, postcards, signage, digital ads), written communications and meetings are translated in both English and Spanish	All marketing materials and written communications are translated and a translator is secured for all open house information sessions Enrollment information on organization's website is updated and translated	By November 15th of each school year
Advertisement and Marketing: Expand the outreach of information and important enrollment deadlines to media, including digital ads, tv/ radio, bulletin boards, and mailers.	Advertise in at least 2-3 media sources	By January 15th of each school year
Progress Monitoring: Provide opportunity to expand or modify outreach efforts based upon application trends during open enrollment.	Collect and analyze application data including available ethnic information halfway through the open enrollment period	By January 15th of each school year
Community Outreach: Conduct community canvassing, participate in enrollment fairs and community events to recruit diverse student populations.	At least 3 community canvassing events held during the open enrollment period and participate in 2-3 community events	By February 15th of each school year

Engage with Prospective Families: Host open house information sessions for prospective families to learn more about the school.	At least 3 open house information sessions held during the open enrollment period	By February 15th of each school year
Student Registration and Orientation: Support incoming families with registration process and host orientation event to share key school information with new families to support their transition	Regularly scheduled registration office hours for new families and host an orientation event	By May 30th of each school year
Enrollment Data Analysis: Conduct a data analysis of new registered students to inform progress toward meeting a diverse student enrollment	Collect and analyze incoming student registration data including available ethnic, SPED and EL status	By May 30th of each school year

Element 8: Admissions Policies and Procedures

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

Documentation of Admissions and Enrollment Processes

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

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

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

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011

and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Homeless and Foster Youth

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

Non-Discrimination

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

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

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

Parent Engagement

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

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. All students who seek to continue their preparation and readiness for college from other Aspire schools, including those matriculating from an Aspire elementary school to an Aspire secondary school
2. Children of Aspire Regular, Full-time employees
3. Siblings of students already admitted to the Charter School
4. Children of founding families of the Charter School
5. Children residing within the District
6. All other students who reside in the state of California

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Charter School's application process is comprised of the following steps:

1. Currently enrolled Charter School students are exempt from the lottery and are guaranteed enrollment in the next academic year.
2. Completion of an application for each child who is interested in attending the Charter School.
3. Student applications will be accepted during a publicly advertised open enrollment period of each year for enrollment in the following school year. Open enrollment and lottery information is communicated through letters sent home, parent communication platform messages, the organization's website at https://aspirepublicschools.org/enroll/ and information on the enrollment system. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered in the lottery.
4. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level(s). The lottery will be public and will take place at the Charter School, during the published lottery dates on the organization's website at https://aspirepublicschools.org/enroll/. Families do not need to attend the lottery in order to secure enrollment.

   The Principal, Superintendent, or administrative designee will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). All lotteries shall take place on the same day in a single location. Lotteries will be conducted in

ascending order beginning with the lowest applicable grade level. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. The enrollment system first fills available spots with students eligible for preference #1. The remaining spots are then filled with students eligible for preference #2. Once all these students have been offered admission, each subsequent preference is filled in the same manner, before moving to fill seats with the next preference. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

5. An Aspire designee will be in attendance at the lottery, which is open to the public.
6. At the conclusion of the lottery, students who were admitted will be notified by the Charter School Business Manager by phone, email, and/or mail and asked to register within the designated timeline for the upcoming school year, online, in person, by email, fax and any other means that would work for the family and school. All students who were not granted admission due to capacity will be able to see their place on the waitlist via their enrollment system account or by inquiring with the school office. This wait list will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system. In no circumstance will a wait list carry over to the following school year.
7. Upon confirmation that a student has secured a spot at the Charter School, parents must submit a completed Registration Packet by the specified timeframe. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's office staff will also help any parents who need assistance in completing the lottery and/or registration forms, and the Charter School will keep written records of the lottery forms, procedures, accepted lists, and wait lists for a period of one year.

Planned Application, Public Random Drawing, and Admission Schedule

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

November - February	**Open Enrollment: November- February** Student recruitment (via referrals, networking, community canvassing, community events and holding enrollment and option fairs and marketing). Interested families can submit applications for the following school year. Applications received during the open enrollment period will be included in the lottery.
January	**Re-enrollment Forms for Current Students: January** Send re-enrollment forms to existing students to identify the number of open seats available for the following school year.
Early March	**Admission Lottery: March** Public random drawing conducted (if necessary). The lottery date, time and location will be shared with all families who have applied. Acceptance letters and registration packets distributed to students who have been drawn in the public random drawing and their parents/guardians. Waitlist letters distributed to applicants not selected in the public random drawing.
Late March - June	**Student Registration: March- June** Students admitted to the school complete their registration forms. New student orientation events are held to support families with their transition and additional support with the registration process.

Element 9: Independent Financial Audits

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(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, 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 Controller's K-12 Audit Guide.

The Charter School or the Audit Committee (if any) will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will 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 the applicable Office of Management and Budget Circulars.

The annual audit will be completed and 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 Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing 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. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

[redacted]

Element 10: Procedures by Which Pupils Can Be Suspended or Expelled

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

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

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

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

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

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

Student Due Process Protections

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

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

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

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

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

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

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

The policies and procedures for suspension and expulsion will be periodically reviewed and modified as necessary to comport with legal requirements. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the district of residence of the district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the education records of the pupil, including report cards or a transcript of grades, and health information.

The Charter School shall ensure that students who are removed from their educational setting pending expulsion hearing are provided access to their curriculum and/or IEP in accordance with applicable provisions of state and federal law and this Policy, until a final decision regarding expulsion is reached..

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Required Notifications

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

Compliance with OCS Student Discipline Guidelines

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

Discipline Foundation Policy

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

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization in an effort to create the conditions to set-up every one of our students for success and position them to have access to higher education.

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

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

Positive Behavior Support Systems

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

Multi-tiered System of Supports : MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs. Below are our general guidelines for tiered supports that we offer our schools:

Tier I: Universal offerings that focus on Positive Behaviorial Intervention Supports.

Tier II: Strategic or targeted interventions that assist 10-20% of the student population. Depending on the student needs, some of these interventions may include, but are not limited to mentoring, skill building small groups, and support planning.

Tier III: Intensive interventions for 3-5% of the student population. This is an individually developed plan for students identified through MTSS meetings. These may include, but are not limited to 1:1 counseling, outside referrals, and behavioral improvement plans, etc.

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

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

Social-Emotional Learning ("SEL")

Our approach to Social and Emotional Learning is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional program and beyond.

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

- Managing emotions and behaviors to support building healthy identities
- Feeling and expressing empathy and compassion for others
- Developing self-awareness and self-management strategies
- Building social-awareness and relationship skills
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire's overarching positive behavior and discipline policies, the Charter School utilizes a variety of interventions and school-specific policies.

Some examples of specific alternatives to suspension include:

- Parent Conference
- Personal Reflection
- School and/or community service
- Explicit instruction in pro-social behavioral skills
- Detention
- Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)

- Behavior Daily Reports
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles, conferences and classroom presentations
- Community building circles

In addition to more broad school-based interventions and school culture work, the Charter School's counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

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

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

- Provides professional development and individualized coaching to Dean of Instruction, Assistant Principal, Mental Health Therapists and other staff around areas related to student behavior and discipline, including, but not limited to:
    - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
    - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
    - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
    - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention

    - Professional development opportunities for mental health counselors
    - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
    - Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
    - Professional Development topic pages, supports resources around discipline and behavior interventions
    - Family resource referrals for outside agencies and supports

In terms of the data necessary to determine the efficacy of the Charter School's behavior system, all Aspire schools track suspension and expulsion data, and student intervention and support in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

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

In order to create a more robust system of data around interventions, Charter School implement a student information system and SEL assessments to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RDSS's role is to routinely analyze non-academic data such as behavior incidents, suspension data, attendance data and other indicators and bring trends (positive and negative) to the attention of the admin team at the school site and the Executive Director.

<u>Suspension and Expulsion Policy</u>

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of

offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[29] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability,

[29] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code Section 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board 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 Section 48910. Removal from a particular class shall not occur more than once every five schooldays.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code Section 48925)

Notice of Regulations

At the beginning of each school year, the Principal of the Charter School shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension, expulsion, and involuntary removal. (Education Code Sections 35291, 48900.1, 48980)

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or 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 section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include 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), 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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that

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

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director, Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or 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 section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include 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), 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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in

subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director, Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the discretionary and non-discretionary offenses listed above.

When suspending a student from class, the teacher shall immediately report this action to the Principal or designee and send the student to the Principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code Section 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the Principal or designee. (Education Code Section 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code Section 48910)

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the

teacher, supervisor or Charter School employee who referred the student to the Executive Director, Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian[1], at the conference.As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

Suspension by Executive Director Principal or Principal's Designee

To implement disciplinary procedures at a school site, the Executive Director or Principal may, in writing, designate as the Principal's designee another administrator or, if the Principal is the only administrator at the school site, a certificated employee. As necessary, the Principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the Principal and the Principal's primary designee are absent from the school site.

The Executive Director, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the non-discretionary suspension or expulsion offenses listed above and in the Board policy under "Authority to Expel" and for which they are required to recommend expulsion. (Education Code Section 48915(c))

For all other offenses, a student may be suspended only when the Executive Director, Principal or designee has determined that other means of correction have failed to bring about proper

conduct in the student. (Education Code Section 48900.5) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504.

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.

(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Education Code Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Executive Director, Principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code Section 48900.5)

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If

Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director, Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. If the student involved is a foster youth, the Executive Director or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code Sections 48853.5, 48911, 48918.1). If the student involved is a homeless child or youth, the Executive Director or designee shall notify Aspire's liaison for homeless students. (Education Code Section 48918.1)

The determination to extend the suspension period will be made by the Executive Director, Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 6 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic

term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Administrative Actions

All requests for student suspension are to be processed by the Executive Director, Principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director, Principal or designee. This is accomplished by entering this information into Aspire's electronic student information system. (Education Code Section 48911)

Suspension Appeals Process

A student or the student's parents or guardians may appeal a suspension imposed upon a student for their school-related offenses. The family may appeal first in writing at the Charter School level as directed to the Principal. The Principal or Principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the Executive Director designee, Regional Director of Student Services ("RDSS"), for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

A. Uphold the suspension
B. Determine that the suspension was not within Charter School guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board, including the requirement to issue a decision within forty (40) school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code Sections 48918(a)(2) and 48918(d))

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director, Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code Section 48918(a)(1))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a)(3))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 schooldays, as defined in Education Code Section 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code Section 48918(a)(3))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code Section 48918(a)(3))

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules underFERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Aspire's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Executive Director, Principal or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least ten (10) days prior to the hearing. (Education Code Section 48918.1)

If the student facing expulsion is a homeless student, the Executive Director, Principal or designee shall also send notice of the hearing to Aspire's liaison for homeless students at least ten (10) days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code Section 48918.1)

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Executive Director or Regional Director of Student Services may offer the student and their parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or their parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and their parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of their right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and their parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement. A student's parent or guardian may consult with an attorney about the stipulated expulsion process.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and

cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the

entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code Section 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public (complying with all student confidentiality rules unless the student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code Section 48918(c)(1))

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 also shall be allowed to attend the closed session. (Education Code Section 48918(c)(2))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Executive Director, Principal 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. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code Section 48918(i)(1))

Any objection raised by the student or the Executive Director 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 Section 48918(i)(2))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, 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 Section 48918(i)(3))

H. 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. 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.

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. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

J. Expulsion Decision

The hearing officer or administrative panel shall, within three (3) school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by their parent/guardian, the Executive Director, Principal or designee shall consult with the parent/guardian and Aspire staff,

including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code Section 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code Section 48918(f))

The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

The Board of Directors may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and their willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the

rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code Section 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code Section 48917)
3. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code Section 48917)
4. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

K. Notification to Law Enforcement Authorities

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 Section 48902)

The Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code Section 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code Section 48902)

L. 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 or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public session. (Education Code 48918(j))

The Board's decision is the final act within the jurisdiction of Aspire.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any discretionary and non-discretionary expellable act listed above and in the "Authority to Expel" Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round

program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code Section 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code Section 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code Section 48916.5)

M. Written Notice to Expel

The Executive Director, Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

N. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

O. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

P. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Q. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

R. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director, Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director, Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's, Principal's, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Prior to the date set by the Board for the student's readmission:

1. The student or parent/guardian is responsible for contacting the Executive Director, Principal or designee to request a readmission hearing. Upon receiving such a request, the Executive Director, Principal or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Executive Director, Principal or designee shall verify that the provisions of this plan have been met. Charter 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.

2. The Executive Director, Principal or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Executive Director, Principal or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.
4. Readmission and placement shall be at the discretion of the Executive Director, Principal or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Aspire students or employees. (Education Code Section 48916)
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code Section 48916)
7. Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the Executive Director, Principal or designee. The Executive Director or designee shall have ten (10) school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The Executive Director, Principal or designee shall have final authority to admit or deny the student’s request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code Section 48645.5)

S. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

T. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

   If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

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

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

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

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

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

Eligible certificated employees at GSP shall participate in the State Teachers' Retirement System without Social Security; eligible classified employees will participate in the Public Employees' Retirement System (PERS) with Social Security, depending upon each individual's eligibility. In the event that PERS is unavailable to one or more employees, or the Charter School or its Charter Management Organization elects not to have them participate in PERS as permitted by Education Code Section 47605(c)(5)(K), Aspirewill offer an alternative retirement plan (*e.g.,* an employer-sponsored 403(b) account). The Payroll/Retirement and Human Resources Departments at Aspire shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Element 12: Pupil Attendance Alternatives

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

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

No student may be required to attend the Charter School.

Element 13: Employee Rights of Return

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code § 47605(c)(5)(M)

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

No individual may be required to work for the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. 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.

Element 14: Dispute Resolution

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

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 et seq. The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

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

limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

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

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

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute

and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Golden State College Preparatory Academy, c/o Principal:

Golden State College Preparatory Academy

1009 66th Avenue

Oakland, CA 94621

To Director, Office of Charter Schools:

1011 Union Street #947

Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation

proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

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

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Closure Procedures

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

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

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

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

1. Preliminary budget

2. Local control and accountability plan and annual updates

3. Interim financial reports

4. Second interim financial reports

5. Final unaudited reports

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

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

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:

    a. Name and contact of person(s) handling the liquidation;

    b. Each item in excess of $500 (computers, laptops, printers, and other equipment);

    c. An identification number that corresponds to a tag on that item;

    d. The cost of the item and whom/where/date of the item that was donated/sold.

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

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

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

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

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

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

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable

building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

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

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

Hold Harmless/Indemnification Provision

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

Fiscal Matters

District Oversight Costs

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

from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

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

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

Compliance with terms and conditions prescribed in the Charter,

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

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

Data and Information Reporting

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

· Fall Census Day enrollment spreadsheet

· Reports required by Education Code section 47604.33:

- Preliminary budget
- Local control and accountability plan and update
- First interim financial report
- Second interim financial report
- Final unaudited report

· Other audit-related, attendance, and/or enrollment information and reports:

- Annual independent audit report (Ed. Code § 47605(m))
- Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
- 20 day attendance report (Ed. Code § 47652(a))
- Monthly attendance reports
- Principal Apportionment Data (P1, P2, and P-Annual)
- Monthly student exit reports (Ed. Code § 47605(e)(3))

· Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)

· Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Budgets and Financial Reporting

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h)*.

Included in the Renewal Financial Packet submitted with the renewal petition, please find the following documents: Multi- Year Budget Projection, FCMAT LCFF Calculator, Three-Year Cash Flow and Budget Narrative.

These documents are based upon the best data available to the petitioners at this time.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. A copy of Aspire's Evidence of Insurance is attached in Appendix XV.

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either, in-house, through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

GSP currently operates within the geographic boundaries of the District. The Charter School is located at 1009 66th Ave, Oakland, CA 94621. This facility has a sufficient number of classrooms, office space, and other shared spaces to effectively serve all students at the Charter School. The facility is owned by Aspire Public Schools.

Transportation

The Charter School will not provide transportation to and from school, except as required by law.

Potential Civil Liability Effects

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

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

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

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

As stated above, insurance amounts shall be determined by recommendation of the Charter 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 Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2026 and expiring on June 30, 2031.

Material Revisions

This petition may be materially revised only by mutual agreement of the Charter School and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

Appendix

I. Board Resolution Approving Submission of Charter Renewal Petition
II. SELPA Agreement
III. Sample School Calendar
IV. Sample Bell Schedule
V. Aspire's EL Master Plan
VI. LCAP
VII. APS Articles of Incorporation
VIII. APS Bylaws
IX. APS Conflict of Interest
X. APS Proof of Tax Exempt Status
XI. Uniform Complaint Procedure
XII. Discrimination and Harassment Policy
XIII. Aspire Student Learning Framework
XIV. APS Student Family Handbook
XV. Evidence of Insurance
XVI. Fiscal Control Policy

Appendix I. Board Resolution Approving Submission of Charter Renewal Petition

Docusign Envelope ID: 0E2A721C-BED9-49F9-9ECF-6997C8B81404

ASPIRE PUBLIC SCHOOLS

RESOLUTION APPROVING SUBMISSION OF ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY CHARTER RENEWAL PETITION TO OAKLAND UNIFIED SCHOOL DISTRICT

May 22, 2025

The meeting of the Board of Directors of Aspire Public Schools ("Aspire") was called to order on May 22nd, 2025 pursuant to notice and a quorum was present for the transaction of business.

WHEREAS, Aspire wants to continue to serve the Aspire Golden State College Preparatory Academy community in the Oakland Unified School District;

WHEREAS, Javier Cabra is the Executive Director for Aspire in the Bay Area;

WHEREAS, Deloris Brown is the Principal of Aspire Golden State College Preparatory Academy; and

WHEREAS, Lizette Lara Alonso is the Business Manager of Aspire Golden State College Preparatory Academy.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Aspire Public Schools that Javier Cabra is authorized to act as the Lead Petitioner to officially submit the charter renewal petition to Oakland Unified School District with Deloris Brown as Principal and school administrator of Aspire Golden State College Preparatory Academy, and Lizette Lara Alonso as the on-site financial manager and person responsible for handling checks/cash on-site.

I, Daniel Soleimani, hereby certify that I am the current and duly empowered Secretary of Aspire Public Schools, that the foregoing Resolution was duly adopted by the Board of Directors of Aspire Public Schools at the meeting held May 22, 2025 that the Resolution is in full force and effect, that the same has not been modified or rescinded, and that it is not contrary to any provision of the Articles of Incorporation or the Bylaws of Aspire.

Executed this 22nd day of May 2025 at Stockton, California.

DocuSigned by:
Daniel Soleimani
E25BD09FA1CA484...
Daniel Soleimani, Board Secretary

Appendix II. SELPA Agreement

AGREEMENT FOR PARTICIPATION
EL DORADO CHARTER SELPA

This Agreement for Participation ("Agreement") is entered into by and between the El Dorado Charter SELPA ("SELPA"), the El Dorado County Office of Education ("EDCOE"), and Aspire Golden State College Preparatory Academy ("LEA"),a California public charter school, collectively referred to as the "Parties."

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation ("Agreement");

WHEREAS, EDCOE is designated in the local plan as the "responsible local agency" for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.

1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.

1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.

1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.

1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.

1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.

1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.

1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.

1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.

2. LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES

2.1 Programs and Services. The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:

2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.

2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.

2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.

2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.

2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.

2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.

2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.

2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.

2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.

2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.

2.2. Fiscal Responsibilities. Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.

2.3. Restricted Funds. As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement

and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.

2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.

2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.

2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.

2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.

2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other

members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

3.1 Services. In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:

3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.

3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.

3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.

3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.

3.1.5. Coordinate state Special Education Accountability Processes.

3.1.6. Provide alternative dispute resolution supports and services.

3.1.7. Develop interagency referral and placement procedures.

3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.

3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.

3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:

1. Evidenced Based Practices;
2. Program Development and Improvement;

3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.

3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.

3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.

3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.

3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.

4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:

5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and

5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.

5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and

standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and

5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.

5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:

5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or

5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

7.1. Authority and Capacity**.** The Parties have the authority and capacity to enter into this agreement.

7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.

7.3. No Conflicts**.** Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.

7.4. Enforceability**.** This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.

8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 28 **day of** January**, 20**21**.**

In accordance with SELPA policy, Aspire Golden State College Preparatory Academy**,**

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

2/16/2021

Date

Signature of CEO of Charter LEA

Mala Batra, CEO

[**PRINT CEO Name, Title**]

EL DORADO COUNTY OFFICE OF EDUCATION

Feb 25, 2021

Date

Edward Manansala (Feb 25, 2021 15:36 PST)

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Feb 25, 2021

Date

Ginese Quann (Feb 25, 2021 13:54 PST)

Ginese Quann, ~~Executive Director~~ Interim Executive Director
SELPA Programs
El Dorado County Office of Education

Aspire Golden State College Preparatory Academy - Participation Agreement 2021-22

Final Audit Report 2021-02-25

Created:	2021-02-25
By:	Jill David (jdavid@edcoe.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAc137DoROmkFMU0TnnpQ5wMj_JDfVLLs5

"Aspire Golden State College Preparatory Academy - Participation Agreement 2021-22" History

Document created by Jill David (jdavid@edcoe.org)
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Signature Date: 2021-02-25 - 11:36:07 PM GMT - Time Source: server- IP address: 174.222.5.236

Agreement completed.
2021-02-25 - 11:36:07 PM GMT

Adobe Sign

Appendix III. Sample School Calendar

Aspire Golden State College Preparatory Academy
2025-26 School Calendar

July 2025

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		31			30: Back to School Social

August 2025

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

September 2025

S	M	T	W	Th	F	S	
31	1	2	3	4		6	1: NoSchool (Labor Day)
7	8	9	10	11	12	13	5: First Friday Celebration
14	15	16	17	18	19	20	19: No School (Staff Development)
21	22	23	24	25	26	27	22-26: Student Led Conferences
28	29	30					29 to 30: No School (Fall Break)

October 2025

S	M	T	W	Th	F	S	
			1	2	3	4	1 to 3: No School (October Break)
5	6	7	8	9		11	6: No School (Staff Development)
12	13	14	15	16	17	18	10: First Friday Celebration
19	20	21	22	23	24	25	13: No School(Indigenous People)
26	27	28	29	30	31		

November 2025

S	M	T	W	Th	F	S	
						1	11: No School (Veteran's Day)
2	3	4	5	6		8	24 to 28: No School (Harvest Break)
9	10	11	12	13	14	15	7: First Friday Celebration
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

December 2025

S	M	T	W	Th	F	S	
	1	2	3	4		6	22 to 31: No School (Winter Break)
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 2026

S	M	T	W	Th	F	S	
				1	2	3	1 to 9: No School (Winter Break)
4	5	6	7	8	9	10	12: No School (Staff Development)
11	12	13	14	15		17	16: First Friday Celebration
18	19	20	21	22	23	24	19: No School (Dr MLK Jr Birthday)
25	26	27	28	29	30	31	20-23: Student Led Conferences

February 2026

S	M	T	W	Th	F	S	
1	2	3	4	5		7	6: First Friday Celebration
8	9	10	11	12	13	14	13: No School (Staff Development)
15	16	17	18	19	20	21	16: No School (President's Day)
22	23	24	25	26	27	28	

March 2026

S	M	T	W	Th	F	S	
1	2	3	4	5		7	6: First Friday Celebration
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	23-27: Student Led Conferences
29	30	31					30 to 31: No School (Spring Break)

April 2026

S	M	T	W	Th	F	S	
			1	2	3	4	1 to 6: No School (Spring Break)
5	6	7	8	9		11	7: No School (Staff Development)
12	13	14	15	16	17	18	10: First Friday Celebration
19	20	21	22	23	24	25	
26	27	28	29	30			

May 2026

S	M	T	W	Th	F	S	
						2	1: First Friday Celebration
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	25: No School (Memorial Day)
31							

June 2026

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

Closure Dates

September 1: Labor Day
September 19: Staff Development
September 29 to Oct 3: Fall Break
October 6: Staff Development
October 13: Indigenous Peoples' Day
November 11: Veterans Day
November 24 to 28: Harvest Break
December 22 to January 9: Winter Break
January 12: Staff Development
January 19: Rev Dr MLK Jr Day
February 13: Staff Development
February 16: President's Day
March 30 to April 6: Spring Break
April 7: Staff Development
May 25: Memorial Day

Intersession

Our school offers a limited intersession/camp for students during the longer breaks. If your family would benefit from this program, please reach out to the Afterschool Director for more information.

Important Contacts

Principal
Stacy Thomas

Dean of Students
Rebecca Delgado

Special Populations Admin
Tina Ortega

After School Director
Erika Silva - Mendoza

Business Manager
Lizette Lara-Alonso

School Office Hours and Contact

Monday through Thursday
8am to 4:30pm

Friday 8am - 2pm

hone: (510) 567-9631
Fax: (510) 632-1569
GSPOffice@aspirepublicschools.org

Important Information

Key	Arrival and Dismissal	
Full Day	8:25 AM	S: 3:11p HS: 4:10p
Minimum Day	8:25 AM	MS & HS: 12:53p
Wednesday	8:25 AM	HS: 3:11p

Important Attendance Information

Attendance alerts are delivered via PowerSchool midmorning. Simply reply to those alerts to excuse your child's absence. Absences may be excused for the following reasons: illness, medical appointments, court or social services appointments.

We know that important learning happens during travel and family gatherings, we encourage families to plan for these during our school breaks and avoid students missing school instruction.

Free Breakfast Serve to all Students at 8:00am - 8:45am

Apple Google

Our school uses PowerSchool for attendance, student grades, and first day forms. Use this QR code to download the app!

District Code: TFSJ

Appendix IV. Sample Bell Schedule

Aspire Golden State Prep
Middle School Bell Schedule

Monday - Thursday		
Period	**Start**	**End**
Advisory	8:30 AM	8:50 AM
Period 1	8:53 AM	9:48 AM
Period 2	9:51 AM	10:46 AM
Period 3	10:49 AM	11:44 AM
Lunch	11:47 AM	12:17 PM
Period 4	12:20 PM	1:15 PM
Period 5	1:18 PM	2:13 PM
Period 6	2:16 PM	3:11 PM

Friday		
Period	**Start**	**End**
Period 1	8:30 AM	9:05 AM
Period 2	9:08 AM	9:43 AM
Period 3	9:46 AM	10:21 AM
Period 4	10:24 AM	10:59 AM
Period 5	11:02 AM	11:37 AM
Period 6	11:40 AM	12:15 PM
Period 7	12:18 PM	12:53 PM
Lunch	12:53 PM	1:23 PM

Aspire Golden State Prep
High School Bell Schedule

Monday - Thursday		
Period	**Start**	**End**
Advisory	8:30 AM	9:05 AM
Period 1	9:08 AM	10:01 AM
Passing	10:01 AM	10:04 AM
Period 2	10:04 AM	10:57 AM
Period 3	11:00 AM	11:53 AM
Period 4	11:56 AM	12:49 PM
Lunch	12:52 PM	1:22 PM
Period 5	1:25 PM	2:18 PM
Period 6	2:21 PM	3:14 PM
Period 7	3:17 PM	4:10 PM

Wednesday		
Period	**Start**	**End**
Period 1	8:30 AM	9:20 AM
Period 2	9:23 AM	10:13 AM
Period 3	10:16 AM	11:06 AM
Lunch	11:09 AM	11:39 AM
Period 4	11:42 AM	12:32 PM
Period 5	12:35 PM	1:25 PM
Period 6	1:28 PM	2:18 PM
Period 7	2:21 PM	3:11:00 PM

Friday		
Period	**Start**	**End**
Period 1	8:30 AM	9:05 AM
Period 2	9:08 AM	9:43 AM
Period 3	9:46 AM	10:21 AM
Period 4	10:24 AM	10:59 AM
Period 5	11:02 AM	11:37 AM
Period 6	11:40 AM	12:15 PM
Period 7	12:18 PM	12:53 PM
Lunch	12:53 PM	1:23 PM

Appendix V. Aspire's EL Master Plan

Aspire Public Schools

English Learner Master Plan

School year 2025-2026

Chapter 1: Commitment and Purpose

Mission

Aspire Public Schools' mission is to do three things:

- Provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities;
- Promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color; and
- Nurture our scholars' pride in their abilities, identities, and communities.

Vision

Our vision is that Aspire scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

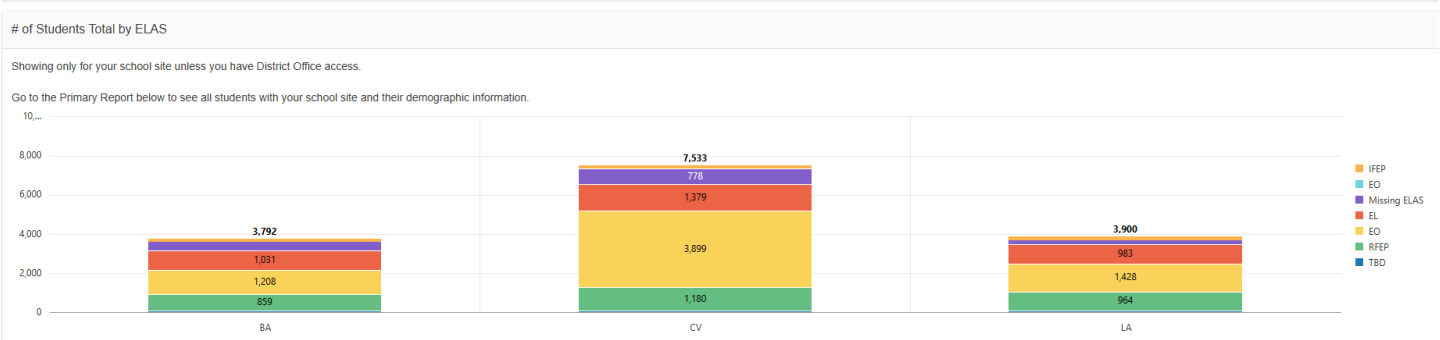
Equity Beliefs

At Aspire we assert the following equity beliefs:

- Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).
- Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.
- Interrupt the "school to prison pipeline" – policies and practices that are directly and indirectly pushing the most at-risk students out of school and on a pathway to the juvenile and criminal justice systems.
- Engage families as partners in meaningful ways in our work.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.

Purpose

Our Aspire student population consists of 25%+ English Learners across 36 schools located in 3 different regions.



Given that our population of English Learners and RFEP students make up nearly half of all students, we have designed our EL Master Plan to be an embodiment of our equity beliefs, outlining the required federal and state legal processes for assessment, designation, academic programming and reclassification of our scholars learning English.

Commitments

It is our goal that ELs have access to rigorous, standards-based curriculum and that our programs are also effectively working to accelerate students' English proficiency to get them to Reclassification within 5-7 years. We believe to best achieve this goal, it is imperative that we are operating in alignment with the California English Learner Roadmap principles:

- Principle One: Assets-Oriented and Needs-Responsive Schools
    - Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
    - English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
- Principle Three: System Conditions that Support Effectiveness
    - Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
- Principle Four: Alignment and Articulation Within and Across Systems
    - English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

To realize these commitments, all Aspire schools utilize their Local Control and Accountability Plan (LCAP) to

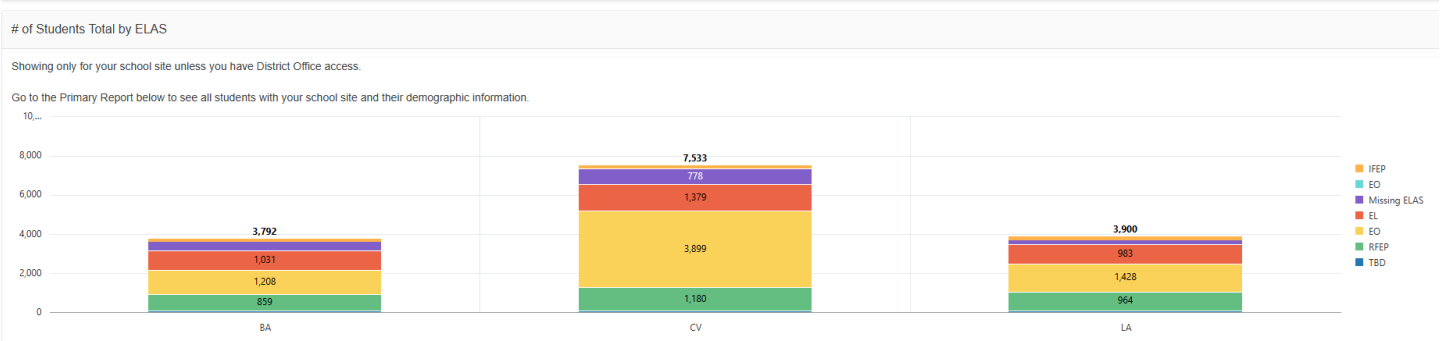
strategically plan for improving services to support language development for our English Learners and Long-Term English Learners, aligned with their regional strategic plans.

We are also committed to annually revising this EL Master Plan, prioritizing components of the plan each year, using the following cycle:

Chapter 2: Responding to Diverse Learners

Demographics

Aspire serves a diverse population of EL typologies, as shown in the chart below. We have used the term Multilingual Learner (MLL) Indicator to define the category of "EL typologies".



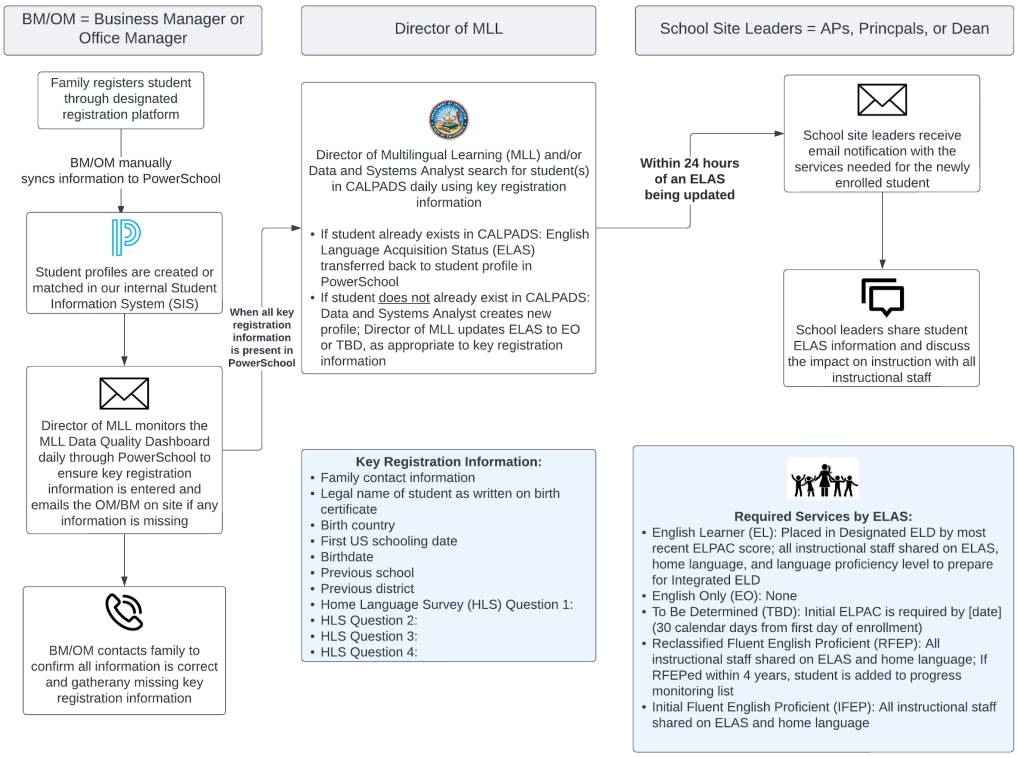
We use the following definitions for each type of MLL Indicator:

- At-risk LTEL = Students who have been English Learners for 4-6 years.
- LTEL = Long-Term English Learner (LTEL): Students who have been English Learners for 6+ years.*
- Newcomers in their 1st year of US schooling = Ages 3-21; not born in the US; enrolled in a CA school for the first time from beginning of year
- Newcomers in their 2nd year of US schooling = Ages 3-21; not born in the US; enrolled in a CA school for the second time from beginning of year
- Newcomers in their 3rd year of US schooling = Ages 3-21; not born in the US; enrolled in a CA school for the third time from beginning of year
- Mid-Year Arrival Newcomer = Ages 3-12; not born in the US; enrolled in a CA school for the first time after mid-October

*Currently the state of California defines LTEL in various ways across different platforms. Please see more below:
• CA School Dashboard: A pupil who has not attained English language proficiency within 7 years of initial classification as an English learner. (CA Senate Bill 141 and Ed Code Section 52052)
• LCAP: SB 141 requires LCAP actions that address LTELs but doesn't define the methodology to be used. For the 2024-25 LCAP, you can define LTELs as EL for six plus years or use the Dashboard definition to determine whether there are 15 or more LTELs. Once LTELs are incorporated into the Dashboard, then the LCAP definition will align with the Dashboard definition. (CA Senate Bill 141)
• DataQuest: An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC. (Ed Code Section 313.1)

Given our diverse population, we are committed to ensuring we have clear pathways for identification, placement, and reclassification for all students.

Initial Identification Process Overview



Home Language Survey

The School administers the home language survey (HLS) upon a student's initial enrollment into the school using a designated registration platform. The HLS is embedded within Aspire enrollment forms.

The HLS consists of the following questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, guardians, grandparents, or any other adults)?
5. Which language would you prefer for information sent from the school to home?
6. Date student first enrolled in a K-12 United States school: ___/___/___

The home office will use the results of the HLS to determine the following as follows:

- English Only (EO) if the answers to all of the four questions on the HLS are "English." The student will be categorized as English Only.

or

- Possible English Learner if the answers to any of the first four questions on the HLS indicate a language other than English, or a combination of English and another language. Thus, the child will be assessed to measure his/her level of English proficiency using the Initial ELPAC. Until language classification is determined, "TBD" will be entered into the student's profile in Powerschool and CALPADS.

Parents or guardians hold the right to amend their response to the HLS at any time. According to "The Correction of Classification Process", "The home language survey (HLS) is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it within one year of enrollment and before

administration of the Summative ELPAC, if the student was determined to be an English Learner.

However, once a student is identified as an English learner (EL) on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error. Although a HLS is included in all registration packets, our process includes cross-referencing CALPADS to ensure the student wasn't already previously identified in a California public school.

Transfers

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlined below. Regardless of the sending school, all students will be looked up in the State longitudinal data system called CALPADS before assessing the student with the Initial ELPAC and all updates to student information will be entered into Powerschool by the school OM/BM and/or Home Office.

Transfers from other California public school districts. Student records, including the cumulative file, will be requested by the receiving Aspire school upon enrollment. Upon receipt of records, the receiving Aspire school must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (EO, IFEP, EL, RFEP). Student information will be cross-referenced with CALPADS.

Transfers from private schools. Student records will be requested by the receiving Aspire school upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. Students will be placed in the grade level assigned with the student age, and/or based on student transcripts.

Transfers from out-of-country schools and out-of-state schools. Students enrolling at an Aspire school from outside of California or outside of the country will go through the initial identification and assessment process. Students will be placed in the grade level assigned with the student age, and/or based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

Assessment - Initial ELPAC

State and Federal regulations require that if a student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed so that the school team can address the linguistic needs of the student within 30 calendar days of student enrollment.

To ensure accuracy, it is imperative that all student records are verified in CALPADS prior to test administration so that students are not mis-identified. If CALPADS indicates that the student has already received the CELDT or Initial ELPAC, the student should not be re-tested unless the school site identifies a reason to do so.

The Initial ELPAC assessment will occur within 30 calendar days of enrollment. Based on the student's overall performance on the initial ELPAC, they may be classified as

- An English Learner (EL) and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP).
- Initially Fluent English Proficient (IFEP)

Parents are notified using the initial parent notification letter either for an English Learner or Initial Fluent English Proficient available through PowerSchool when the student's scores and classification are determined, within 30 days of enrollment (20 United States Code (U.S.C.) Section 6312). Home office notifies the school leader(s) responsible for Initial ELPAC testing and ELD services when new Initial ELPAC scores become available.

Parental Notification of Initial Assessment Results

All Parents of EL students who are administered the Initial ELPAC receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of IFEP students are informed of the results of the Initial ELPAC and how it was assessed along with their student's official language classification.

Parental Exception Waivers

Per EC Section 310, the requirement to place an EL in an English Language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian.The form is available through PowerSchool student forms available through the PowerSchool Parent Portal or completed with a school staff member on site. At any time during the school year, a parent may request a change in program or placement into a general education English language classroom.
The school grants the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason is documented and provided to the parent in writing. Parents may appeal the school's decision by contacting the Interim Director of Multilingual Learning at Aspire Public Schools in writing.

Assessment - Summative ELPAC

Once a student is identified as an English Learner, the Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient.

The Summative ELPAC will be used to annually assess EL students' progress towards mastery of the English language and reclassification, and will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

The four areas tested by the ELPAC are Listening, Speaking, Reading and Writing and the overall scaled score falls within levels one through four. The figure below illustrates how ELPAC performance levels correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging.[1] The Appendix includes descriptions for each ELPAC level and Framework Level.

[3]Improving Education for English Learners: Research-based Approaches (CDE, 2010)

[1] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.[2]

Regardless of proficiency-level, all ELs are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Three corresponding levels of support match each language level: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the CA ELD Standards at each proficiency level. However, the descriptors are not intended to prescribe program placement or curriculum choices; schools are encouraged to utilize multiple sources of data to develop a linguistic support program for each EL student.

Redesignation Procedures & Reclassification (Exit) Criteria

Policy for Reclassifying and Initially Classifying English Learners:

The policy for reclassifying English Learners is below:

[2] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Aspire Public Schools Reclassification Criteria

Reclassification is the process whereby a student is reclassified from English Learner (EL) to Fluent English Proficient (RFEP) based on state and district criteria. In order to reclassify, a student must meet ALL of the criteria listed below.

#1: Score of "4" on the Summative ELPAC

Score of "3" if taking the Alternate Summative ELPAC

The English Language Proficiency Assessment of California (ELPAC) is an exam given to English learners every year. This test evaluates speaking, listening, reading and writing in English. Students must score an overall "4" on ELPAC in order to reclassify. Practice questions for ELPAC are available at: elpac.startingsmarter.org.

#2: Teacher Evaluation

Teachers evaluate students on speaking, listening, reading and writing tasks in class. Teachers measure how well students express ideas clearly and communicate using academic language. Elementary students at Aspire meet the teacher evaluation criteria by receiving an ELA progress report card composite score of 2 or above. Secondary students at Aspire meet the teacher evaluation criterion for reclassification, the students must receive grades of C or better in English or an English Language Developement course.

If a student does not have a grade of 2/'C' or better, the student's instructional or Individualized Education Plan (IEP) team should identify a core class, a trained teacher, and a secondary trained observer (administrator, another classroom teacher, School Psychologist, Program Specialist, MLL Coordinator, etc) to conduct the Observational Protocol for Teachers of English Learners and submit at least 1 observation each through PowerSchool. A student must score a Level 3 or 4 for both receptive and expressive skills according to the both trained observers' OPTEL tool in PowerSchool.

#3: Parent/Guardian Consultation

School administrator(s) consult with parents/guardians by reviewing student data and asking for input. Secondary students are encouraged to give input whenever possible. Reclassified students receive letters from their school sites to celebrate this academic and linguistic achievement. These students must be progress monitored for four years after reclassification.

For students with disabilities, this conversation takes place during an IEP meeting and documented within the IEP notes.

#4: Basic Skills Assessment

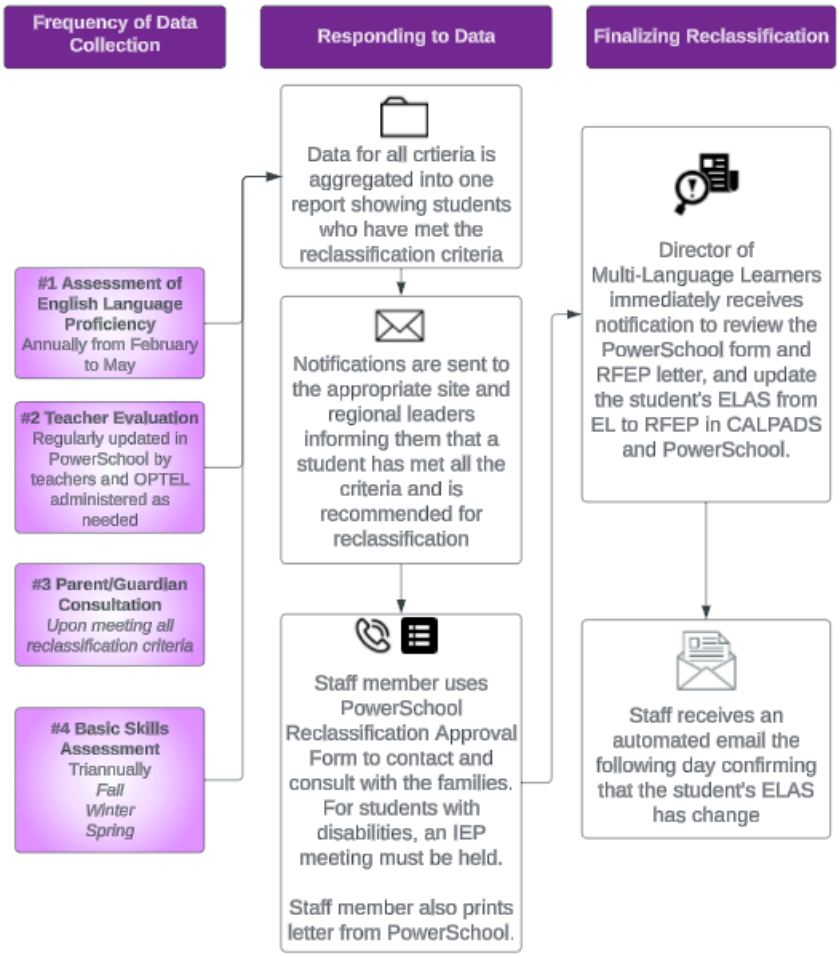
Student performance in basic skills is compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. A student can show proficiency using any one of the following assessment benchmarks: *(Read more about the rationale for each requirement here)*

Assessment	Grade Level(s)	Requirement *(Read more about the rationale for each requirement here)*
mClass	TK-2	At or above benchmark
iReady Reading	3-11	Scoring at or above the average English Only (EO) scale score for their region minus the standard deviation, grouped by grade level and Special Education Indicator (as appropriate) after each iReady testing window. See thresholds here.
SBAC ELA	3-8, 11	Score of 2 (Standard Nearly Met) or above
iReady Reading	12	Early on grade level placement or above as determined by the threshold score below for 12th grade.
CAA for ELA	3-8, 11 for Students with Disabilities on Alternate Curriculum	Level 2 or above
Brigance	TK-12 for Students with Disabilities on Alternate Curriculum	Composite Score=85+/Percentile Score=16+ in the following areas: Overall Language Development (Expressive), Overall Language Development (Receptive), Overall Academic Cognitive (Literacy and Mathematics) (Reference)

We believe that biliteracy is an asset that deserves frequent appreciation in order to promote student competence and confidence. All Aspire students are encouraged to pursue the California State Seal of Biliteracy upon graduation from high school.

Last updated: June 26, 2025

The process below demonstrates the process by which we identify students for reclassification:



Annual Language Classification/Status

Parents of ELs are notified each year of their child's current language classification. A student remains an EL until he or she has met the criteria listed above for reclassification. These letters can be accessed through PowerSchool and contains the following information:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Chapter 3: Program Options

English Learner Placement

Aspire Public Schools offers two programs by default:

- Structured English Immersion (SEI)
- English Language Mainstream (M)

Structured English Immersion (SEI) Program is a language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD. The integration of English Learners with their non-English Learner peers through an SEI model improves access and equity for all our students to grade level curriculum, instruction, and assessment. It also emphasizes for our teachers the importance of utilizing the ELA/ELD Framework.

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 **ELD** Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 **ELD** Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

English Language Mainstream is the program for English Only (EO), Initial Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) students. Families of English Learners may request a placement in only ELM using the English Learner Services Waiver outlined above.

For both program offerings, teachers have an EL Authorization/CLAD certification. Teachers are assigned to Designated ELD based on student and program need, including English Learner enrollment data and Summative ELPAC scores.

After enrolling a new student with Aspire in CALPADS, it can take 3-5 business days for state assessment scores to begin populating in reports from the California Educator Reporting System (CERS). Even upon enrollment in CALPADS, there may be errors that keep us from accessing the student's score reports. Home office monitors the MLL Data Quality Dashboard daily to ensure errors are rectified that impede our access to scores. Once scores become available, home office notifies the school leaders to ensure students are placed in the appropriate English Language Development (ELD) course or block based on assessment data. Student placement can change throughout the course of the school year based on progress monitoring or by parental waiver available through PowerSchool student forms.

Instructional Program for ELs with Disabilities

ELD instruction is mandatory for all English Learners, including those with IEPs, and occurs until they are reclassified. English Learners with disabilities receive ELD in the general education classroom with students of similar age/grade and language proficiency whenever possible. For English Learners with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development. The requirements for instructional time and grouping previously described for designated and integrated ELD apply to English Learners with disabilities.

The IEP team decides placement of English Learners with special needs based on individual student needs. At

the IEP meeting, the team discusses the instructional components that have been identified to meet the student's individual needs and monitors the student's progress in ELD, which include IEP goals in the area of English Language Development, as well as accommodations/supports and services. In order to determine whether a student is making adequate progress in ELD, the IEP team uses assessments used by the classroom teacher and others appropriate for the student's disability.

If the team determines that the student is not making adequate progress in ELD due to the impact of disability, the IEP team reviews and revises the student's individualized goals, as well as accommodations/supports and services, including consideration of whether the student should receive ELD in a specialized education setting.

State Seal of Biliteracy

While our language programs offered do not explicitly support multilingual development, our secondary schools offer language courses and some secondary school sites have opted into the State Seal of Biliteracy program[3]. This program honors those students who graduate from high school mastering listening, speaking, reading and writing in English and at least one other language. Throughout the school year, and especially at the beginning of the second semester, regional program managers supporting secondary and postsecondary success check to see if students meet the State criteria. Regional teams then submit information to the state and Aspire's Registrar to ensure the state affords the student a special seal to be affixed on the high school diploma. For those students who were ELs, this program celebrates the students' mastery of their home language and acquisition and mastery of English as well, as biliteracy is a competency that will enhance college and career opportunities.

[3] https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp

Chapter 4: Access to Core Curriculum

As mentioned previously, it is our goal that ELs have access to rigorous, standards-based curriculum. This section of the master plan will describe how Aspire schools will adopt curricular and programmatic strategies to support EL students' mastery of the English language, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and access to college and career readiness.

To better access the core curriculum, all ELs receive Integrated ELD, which is taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

As outlined by the State, key components of Integrated ELD include:

- Effective instructional experiences for ELs throughout the day and across disciplines,
- Are interactive and engaging, meaningful and relevant and intellectually rich and challenging,
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence,
- Builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge."[4]

[4] ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

Chapter 5: ELD

ELD instruction is both embedded into grade level standards and includes explicit language instruction tied to the ELD framework (2014). Current research indicates that providing explicit ELD instruction is valuable for ELs, and there is evidence that ELD instruction should include interactive activities that require critical thinking and collaboration among students.[5] Further, EL instruction should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.[6]

As such, explicit language instruction is taught to all English Learners through ***Designated ELD***. The following sections describe our program by grade span in greater detail.

K-5th Grade. In Kindergarten (K) through 5th grade all general education teachers with ELs in their classroom provide ELD two to four times per week at 30-45 minutes per session. This may vary based on students' needs. Students are grouped based on grade-level or grade-span, and then further grouped by language proficiency level. Schools utilize lessons based on ELD Standards.

Secondary. In 6th through 12th grade, Designated ELD is built into the schools' master schedules, taught by teachers with proper authorization and students receive letter grades for the courses. The overall goal of our EL program in secondary, whose student population is mainly comprised of Long Term English Learners (LTEL)s and some Newcomers, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

At minimum, students at all ELD levels are placed into designated ELD courses called ELD 1, 2, or 3, or Academic ELD. These Designated ELD courses correspond to students' EL proficiency levels (Emerging, Bridging, Expanding). Curriculum and lessons are based on the ELD standards, and include opportunities to speak informally while also using academic language.

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[5] Van Lier, L. and Walqui, A. Language and the Common Core Standards (2012)

[6] Noguera, P. (2012) taken from https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices- %20ELLs%20V2.pdf

Chapter 6: Professional Learning

Professional Development and Implementation of English Language Development strategies

Teachers and administrators are required to receive professional development opportunities to support ongoing learning for serving English Learners, as defined in the English Learner program instrument provided through Federal Program Monitoring Reviews:

- Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
    - Designed to improve the instruction and assessment of EL students;
    - Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students;
- Effective in increasing children's ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher, as appropriate. (20 U.S.C. Section 6825[c][2][A–D])

To provide these professional development opportunities, we prioritize the following topics of professional developments:

School and Regional Administrators (including SPED Admin)	Teachers
● EL Master Plan overview ○ Updates (overall plan, RFEP policy, etc) ● MLL program evaluation and data analysis ● ELA/ELD Framework ● EL Roadmap	● Designated ELD curriculum ● Understanding and analyzing the Initial and Summative ELPAC and reclassification ● EL progress monitoring using internal and external data ● Integrated ELD strategies ● In their first two years of teaching receive Induction support which offers a module on teaching English Learners ● Observation and feedback

Each school has devoted time for professional development and is responsible for scheduling time to cover the topics above for teachers. The regional team is responsible for scheduling and providing training for administrators. All topics covered during PD are aligned with the regional strategic plan and school site LCAP.

Chapter 7: Family/School Partnership

Overview
Aspire believes that parents and guardians are the most important partners in the educational achievement and outcomes for our students. Our families bring diverse experiences that strengthen each of our school communities; the hopes and dreams of each family drive our commitment to educating our scholars.

We know that families of ELs seek opportunities to ask questions, learn about instructional programming and be thoughtful decision-makers in their student's lives. We believe in making our systems knowable, linguistically appropriate and culturally relevant, in effort to familiarize families with structures that may seem unfamiliar. To this end, several processes enable active participation for families of EL students.

Communication with Parents
Required written parent notifications include the following:

- Initial Identification
- Program Options
- Program Placement
- Progress expectations at each grade level
- Annual ELPAC data
- Reclassification criteria
- Graduation requirements

Translation and Interpreters
Communication with all parents of ELs in their primary language is essential to upholding our standards of parent engagement. In addition, per State law, if 15% of the student population or more speak a single primary language other than English, all notices and records sent to the parent must be in the primary language (EC 48985a). This includes written parent communication such as progress reports, IEPs, discipline notices, school board meeting agendas and notices. Oral interpretation will be provided to families so that they can meaningfully access important information for the schools. School sites have processes for offering oral interpretation to site-based activities. Regional and Home office staff will ensure that oral translation is provided for regional events.

ELAC
In accordance with State law EC 35147, any school that has 21 or more ELs must have an English Learner Advisory Committee (ELAC). The committee should be composed of guardians or parents of ELs at the same percentage as their children represent the student body, or more. The members must be elected by parents or guardians of English learners. Parents that are employees of the school may not sit on the ELAC.

The responsibilities of the ELAC are as follows:

- Advising the principal and staff in the development of a site plan for English learners
- Assisting in the development of the schoolwide needs assessment
- Ways to make parents aware of the importance of regular school attendance

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) or fulfill the responsibilities of a DELAC within a school site ELAC. The responsibilities by type of DELAC is as follows:

Any ELAC established at a site with 21 or more English Learners, must:	Any DELAC, must:
● Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) ● Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements. ● Review and comment on the school district reclassification procedures. ● Review and comment on the written notifications required to be sent to parents and guardians.	● Provide each ELAC the opportunity to elect at least one member to the DELAC ● Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans. ● Conducting a district wide needs assessment on a school-by-school basis. ● Establishment of district program, goals, and objectives for programs and services for English learners ● Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP) ● Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements. ● Review and comment on the school district reclassification procedures. ● Review and comment on the written notifications required to be sent to parents and guardians.

To support members in fulfilling their responsibilities, D/ELAC members receive training. This training is planned in partnership with committee members, and funds from appropriate resources are used to meet the costs of providing the training.

Schools are encouraged to hold ELAC meetings at times that are beneficial to parents and provide childcare.

Chapter 8: Assessment and Student Monitoring

Overview

This section focuses on the ways that Aspire will monitor the implementation of processes and procedures, as outlined in this Master Plan. The ultimate outcome of ongoing monitoring is the timely progress of EL students towards reclassification and to ensure that research-based instructional programs and school site operations are effectively implemented. Ultimately, timely reclassification reflects our coordinated efforts to bolster academic achievement and language acquisition in our EL scholars.

Progress Monitoring

During an annual data review, each EL student's progress is measured against Aspire reclassification criteria. This happens one time a year, at minimum. In addition, progress of ELs is monitored through analyzing subgroup data on Aspire-adopted assessments in Math and ELA. Data analysis indicates which students may be on or off track to reclassify, and which students may need additional supports and scaffolds to master language in the content areas. This annual data review is intended for all instructional staff supporting an English Learner, the student, and families to analyze student progress towards reclassification and identify strategies to support the student's continued progress. For EL students with disabilities, the annual data review is intended to take place with the IEP team.

This review includes data from ELPAC assessments, as described in Chapter 2. It also includes Aspire adopted assessments to measure reading and math. See below for a description of all the relevant assessments used for progress monitoring according to Aspire's Assessment Framework:

Internal Assessments				
Assessment	**Required Grades**	**Purpose**	**Required Frequency**	**Description**
NA	TK	NA	NA	At this point there are no transitional kindergarten assessments org wide. Refer to the regional instructional leadership team.
mCLASS (DIBELS 8)	K-2	Universal Screener & Quasi Diagnostic	3x per year	mCLASS is an online data system that provides DIBELS 8th Edition measures to assess the acquisition of early literacy skills and knowledge. Its 3 principle uses are: to identify students who may be at risk of reading difficulties by screening up to three times per year; to document students' progress of reading skills as a consequence of special intervention programs through progress monitoring; and to provide minimum levels of performance for all students to reach to be considered on track for becoming a reader through benchmark goals and timelines

i-Ready ELA	3-11 (available K-12)	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Lexile information and domain placements for insights into reading performance. This assessment is given to 12th graders as needed.
iReady Math	K-11 (available K-12)	Universal Screener & Diagnostic	3x per year	i-Ready Diagnostic provides teachers info on student performance relating to their grade level equivalence and national norms (percentile). It also includes Quantile info equivalence and domain placements for insights into math performance. This assessment is given to 12th graders as needed.
State required Assessments				
Assessment	**Required Grades**	**Purpose**	**Required Frequency**	**Description**
SBAC CAA	3-8,11	Summative (state required)	1x per year	SBAC is the state assessment system that is administered to all students in grades 3-8 and 11 in both ELA and Math. The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills in English language arts/literacy and mathematics, as well as how much students have improved since the previous year (student growth). On the CA School Dashboard, schools receive Academic Indicators for ELA and for math. The purpose of the CAAs is to provide an annual measure of what students know and can do using the alternate achievement standards. On the CA School Dashboard, schools receive an Academic Indicator for ELA and one for math, and CAAs are used to determine the results for these indicators
CAST CAA Science	CV and LA: 5,8,12 BA: 5, 8, 11	Summative (state required)	1x per year	CAST is the state science assessment intended to assess the NGSS standards. Students will take the CAST in the 5th and 8th grades and once in high school (see regional calendars for required HS grade level). The purpose of the CAST is to assess student knowledge and skills in science and to

				foster science education at every grade level. CAST will also be used for the Science Academic Indicator on the CA School Dashboard in future years The purpose of the Science CAAs is to provide three opportunities during K-12 to measure what students know and can do using the alternate achievement standards for NGSS. The CAA Science consists of 4 performance tasks designed to be administered throughout the year after related content is taught.
Initial ELPAC Alt ELPAC	K-12 (new TBD students)	Universal Screener (state required)	1x only	Initial ELPAC is the state assessment for identifying MLL students who are new to CA public schools. The Initial ELPAC is given once to newly enrolled students with an English Language Acquisition Status of TBD. The purpose is to identify students who need help learning in English and the Initial is used to support with placement in an English language instructional support program
Summative ELPAC Alt ELPAC	K-12	Summative (state required)	1x per year	Summative ELPAC is the state assessment for all MLL students and is aligned to the 2021 CA English Language Development Standards. The Summative ELPAC assesses yearly student growth in learning English and is used as one criteria for reclassification. Summative ELPAC data is used to calculate the English Language Progress Indicators (ELPI) for the CA School Dashboard and for federal accountability.

Each English Learner is assigned a progress monitoring form within Aspire's SIS (PowerSchool), which includes data to review including the following:

- Initial and/or Summative ELPAC scores
- CAASPP scores (for grades 3-12)
- Designated ELD schedule and grades (if available)
- Aspire-wide assessment scores for Reading: iReady (3-12), mClass (K-2)

After reviewing a student's data, educators have an opportunity to identify targeted integrated ELD strategies and assign accessibility supports for state testing. This information is used to populate an English Learner Progress Monitoring Report from PowerSchool that is distributed to families and placed in each student's cumulative file.

Along with this process, reclassified students are monitored for 4 years using the same process identified above, but with the following data points:

- CAASPP scores (for grades 3-12)
- All core content standards progress (elementary)
- All core content grades (secondary)

- Aspire-wide assessment scores for Reading and Math: iReady (3-12), mClass (K-2)

This annual data review is intended for all instructional staff supporting a recently reclassified student, the student, and families to analyze the student's access to core content and whether language may be a barrier to this access. For RFEP students with disabilities, the annual data review is intended to take place with the IEP team. If any of these data points suggest that a student is falling behind, the team has the opportunity to re-integrating the student back into Designated ELD and/or offering targeted Integrated ELD support again. Individual reclassified students' progress monitoring report is also kept in the students' cume files.

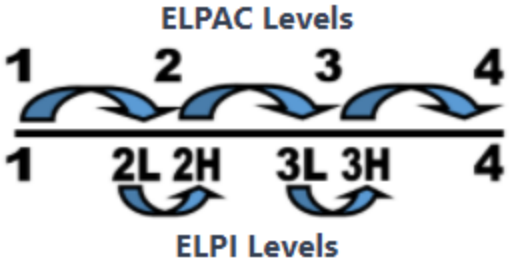
Chapter 9: Program Monitoring and Evaluation

This section will outline the system-wide accountability procedures that will ensure Aspire EL programs are effective in meeting the needs of our EL population.

Student Achievement Goals & Accountability

In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published on the CA School Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency. The graph below shows how the State of California divides the ELPAC assessment into 6 levels to show proficiency for English Learners.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Each Aspire school receives a percentage to show progress toward English proficiency. The percentage is calculated by adding the percentage of students who progressed at least one ELPI level and those that remained ELPAC level 4. Below is a sample graph shown on the CA School Dashboard for each Aspire school's ELPI performance:

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

In addition to the ELPI measures, Aspire sites track academic achievement and reclassification as a requirement of the LCAP.

1. Academic Achievement – ELs must show evidence of academic achievement at the same rate or higher as measured by Aspire-made assessments and the California Common Core State Standards Assessment (SBAC). Each school's individual charter and LCAP provide specific growth targets. Each school's LCAP must also include:
    a. Goals to improve student outcomes, identified through
        i. A needs assessment which addresses the academic and language proficiency needs of ELs.
        ii. Evidence-based strategies, actions, or services to reach goals.
        iii. Proposed expenditures based on the projected resource allocation to address the findings of the needs assessment consistent with the state priorities
2. Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years

Evaluation of Program Effectiveness

In addition to regional strategic planning, and in accordance with Federal Program Monitoring requirements, each Aspire school will annually evaluate the effectiveness of its EL program. The EL program evaluation will take place through the state required LCAP Annual Update process with additional analysis upon the release of the most current Summative ELPAC scores. The program evaluation includes the degree to which:

1. ELs are attaining English language proficiency within 5-7 years. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards including EL chronic absenteeism.
2. Necessary improvements to programs and activities for which Title III funds have been used for EL students.
3. Whether to eliminate specific EL activities proven to be ineffective.

After the release of the school's Summative ELPAC scores, staff will review students' progress on the Summative ELPAC between school years. This information is used to inform programming decisions such as Designated ELD scheduling and staffing, a focus for ongoing professional development specific to the needs of their ELs, and reclassification prior to the start of a new school year. All of these decisions are identified in alignment with the regional and school strategic plans and reported on to the Annual Aspire ELD Services Reporting form.

The LCAP Annual Update process consists of soliciting feedback, analysis, and recommendations from a variety of stakeholders including staff, students, parents, and other Aspire administrators regarding the school site strategic plan. The Annual Update analysis consists of the following components:

1. Review of the student and family survey results with an emphasis on the social and emotional learning impacts of our English Learners
2. Reclassification rates and students at risk of being identified as Long-Term English Learner
3. In depth review of site MLL program evaluation
4. Recommendations from the English Learner Advisory Committee on necessary improvements to the program
5. Evaluation of the LCAP EL Goals, Actions, Outcomes, and expenditures

Concluding the robust program evaluation process, school leaders incorporate stakeholder feedback into their LCAP Goals, Actions, Outcomes, and Expenditures for the following school year.

Appendices

APPENDIX A: GUIDING TEXTS AND RESOURCES

References

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California English Language Development standards: ELD Standards California English Language Framework content and Pedagogy: CA ELD Framework

APPENDIX B: RECOMMENDED PROGRAMS & RESOURCES

Professional Development

Quality Teaching of English Learners, West Ed

Opal Institute, Loyola Marymount University

LA Office of Education Multilingual Academic Support (MAS) Unit Alameda County Office of Education EL Department

Stockton USD Language Development Office

Instructional Program

English 3D

EL Achieve

Family Engagement

Aspire ELAC Manual (includes fillable templates)

Latino Family Literacy Project

APPENDIX C: GLOSSARY OF TERMS

The following are operational definitions from CDE that help teachers, parents and administrators understand the policies and instructional guidelines:

CALPADS: California Longitudinal Pupil Achievement Data System is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

TOMS: Test Operations Management System is a secure Web site that permits local educational agency (LEA) CAASPP (California Assessment of Student Performance and Progress) coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (Pilot 2 of embedded performance tasks); the California Science Test field test; and, for the selected LEAs, the pilot of the California Spanish Assessment. Starting with the 18-19 SY, TOMS will will be used for ELPAC testing as well.

English Language Proficiency Assessments of California (ELPAC): The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

Initial Assessment: Initial identification of students as English learners

Summative Assessment: An annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level ***Initial Fluent English Proficient (IFEP):*** Student demonstrates proficiency from the ELPAC initial assessment.

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC]; prior to the 2017–18 school year, the California English Language Development Test [CELDT]) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

English Learner "At-Risk" of Becoming a Long-Term English Learner ("At-Risk")**:** An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC **(Note: The 2018–19 determinations At-Risk of becoming LTEL [AR-LTEL] reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making AR-LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from AR-LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.);** and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be "At-Risk"; and (2) the assessment component of "At-Risk" determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above; and (3) the CAASPP-ELA component of "At-Risk" determination is not applied to students in grade 3, as outlined in Education Code Section 313.1(b)(1)(D), because the CAASPP-ELA is administered in grades 3 to 8, inclusive, and 11, so students enrolled in grade 3 on Census Day will not have prior year CAASPP-ELA test scores available. For more information see California Education Code (EC) 313.1.

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the HLS is English

or American Sign Language (ASL).

"Ever-EL": A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the HLS and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC; prior to the 2017–18 school year, the CELDT) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An EL student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC **(Note: The 2018–19 determinations of Long-Term English Learners (LTEL) reflect a significant one year increase from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.);** and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10–12, inclusive, is based solely on the ELPAC criteria outlined above. For more information see EC 313.1.

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/redesignated in California, per EC 313, as proficient in English. EC 313 criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

English Language Development (ELD): *i*s the catch-all term that describes all instructional supports for English learners. The purpose of ELD instruction is to advance English learners' knowledge and use of English in increasingly sophisticated ways.

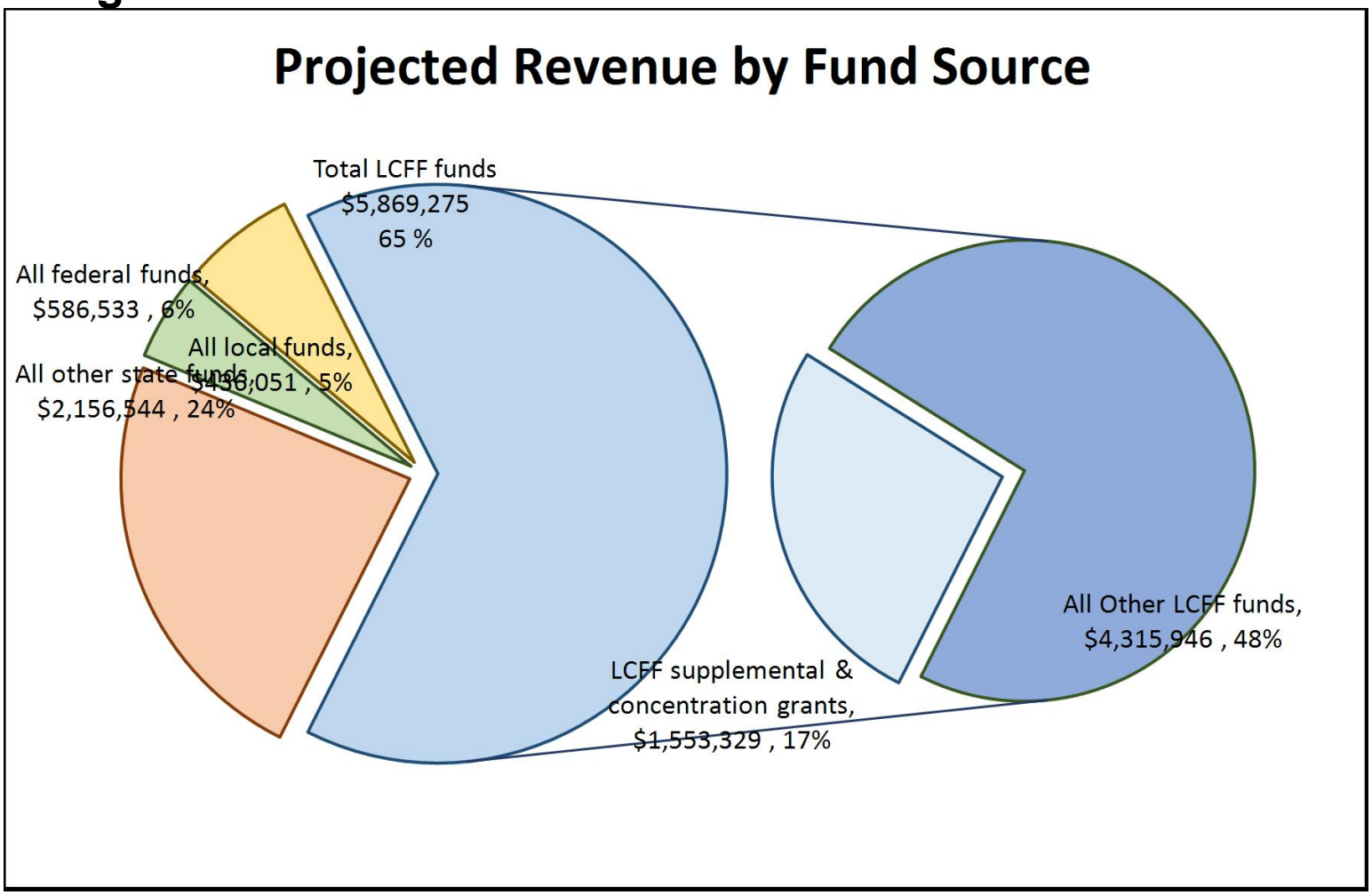
Appendix VI. LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Golden State College Preparatory Academy
CDS Code: 01612590118224
School Year: 2025-26
LEA contact information:
Deloris Brown
Principal
AspireGSP@aspirepublicschools.org
510-567-9631

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

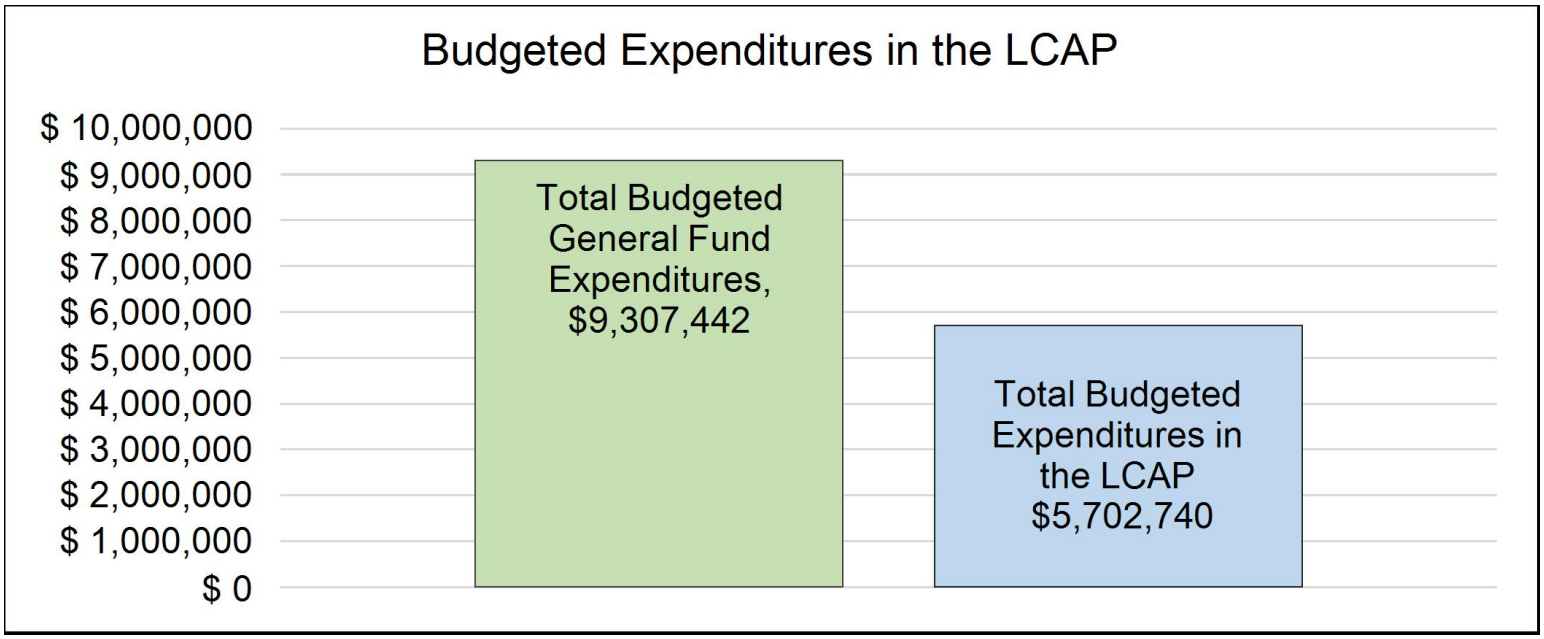


This chart shows the total general purpose revenue Aspire Golden State College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Golden State College Preparatory Academy is $9,048,403, of which $5,869,275 is Local Control Funding Formula (LCFF), $2,156,544 is other state funds, $436,051 is local funds, and $586,533 is federal funds. Of the $5,869,275 in LCFF Funds, $1,553,329 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspire Golden State College Preparatory Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Golden State College Preparatory Academy plans to spend $9,307,442 for the 2025-26 school year. Of that amount, $$5,702,740 is tied to actions/services in the LCAP and $3,604,702 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

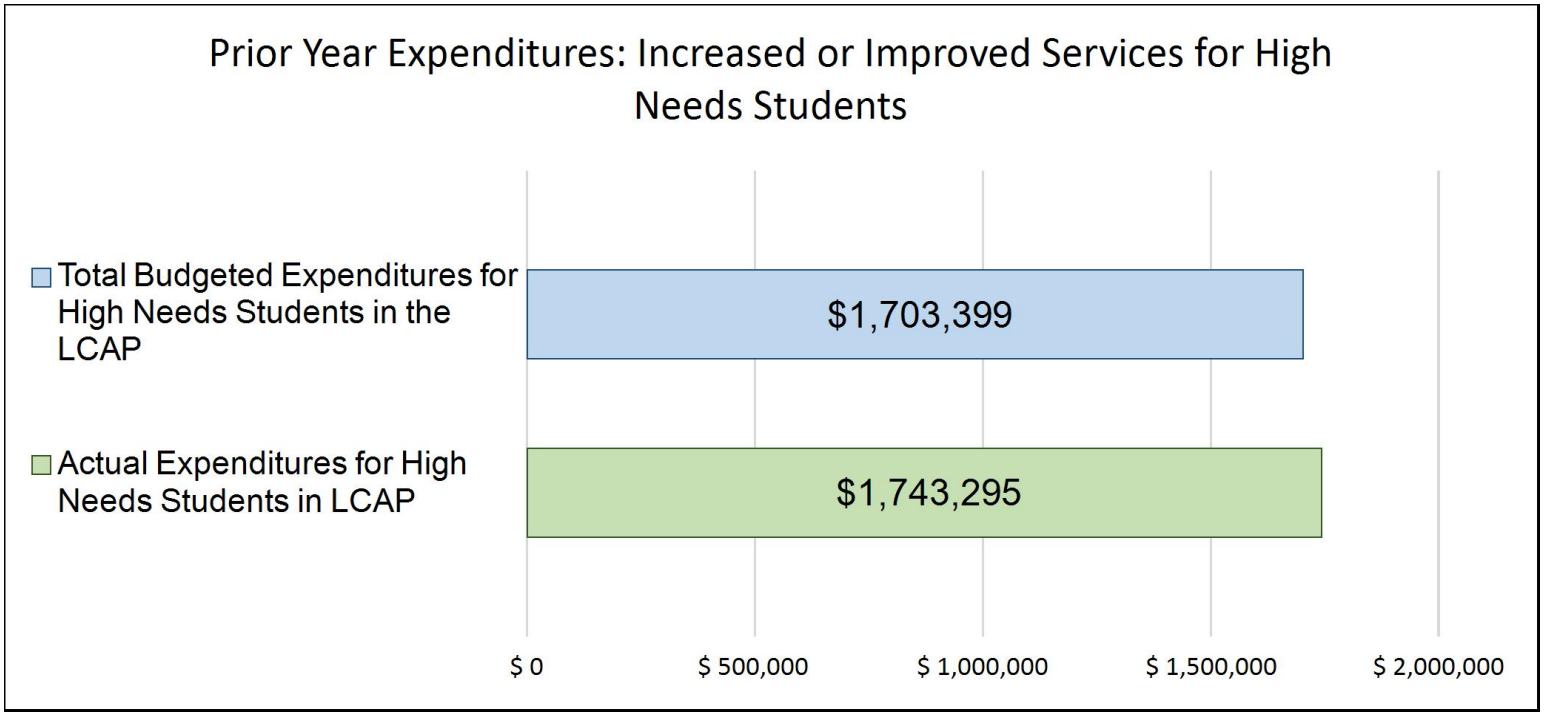
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, utilities, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Aspire Golden State College Preparatory Academy is projecting it will receive $1,553,329 based on the enrollment of foster youth, English learner, and low-income students. Aspire Golden State College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Golden State College Preparatory Academy plans to spend $$1,587,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Aspire Golden State College Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Golden State College Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Aspire Golden State College Preparatory Academy's LCAP budgeted $$1,703,399 for planned actions to increase or improve services for high needs students. Aspire Golden State College Preparatory Academy actually spent $$1,743,295 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Golden State College Preparatory Academy	Deloris Brown Principal	AspireGSP@aspirepublicschools.org 510-567-9631

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Aspire Golden State College Preparatory Academy (GSP) is a 6-12 direct-funded charter school located on 66th Avenue in East Oakland, California. GSP, part of the Aspire Public Schools network, was founded to address long-standing educational inequities in TK-12 public education and is committed to preparing students for success in college, careers, and beyond. Serving 420 students, the school's student body is 77% Latino/a and 17% African-American, with 25% of students classified as English Language Learners. Approximately 93% of students qualify for free or reduced lunch, reflecting the school's commitment to serving students from historically underserved communities.

Under the leadership of Principal Deloris Brown, GSP provides a well-rounded education through its rigorous academic curriculum aligned with California Common Core Standards, including instruction in science, social studies, music, art, and physical education. The school emphasizes the importance of developing critical thinkers, problem-solvers, and change-makers who will contribute to a more equitable and just world. GSP's commitment to fostering students' academic excellence is supported by its innovative Linked Learning Entrepreneurial Pathway, which includes a three-year course sequence in entrepreneurship and work-based learning experiences that prepare students for real-world applications and post-secondary opportunities.

GSP values strong family and community partnerships and views families as essential collaborators in the success of its students. Through initiatives like family meetings, active participation in school events, and collaborative goal-setting, families play a critical role in ensuring students are on the path toward college and career readiness.

The school's culture is guided by its core values of family, equity, growth mindset, respect/integrity, and purpose/passion, which are embedded in both instruction and community engagement. Social-emotional learning, equity-centered teaching, and restorative practices ensure that students experience a supportive environment where their voices are heard and their identities are celebrated.

GSP's vision is to prepare scholars to be critically literate, empowered leaders ready to enhance their own lives and positively impact their communities. The mission focuses on providing a rigorous, joyful academic experience that nurtures students' talents, promotes inclusivity, and addresses systemic barriers that have historically marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

Aspire Golden State College Preparatory Academy continues to be a place where students thrive academically and socially, equipped with the skills and knowledge to become future leaders, innovators, and advocates for positive change.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We do not have unspent LREBG funds from the prior year. However, with the potential for new LREBG funds to be dispersed in 2025-26, we have incorporated new actions to reflect the use of these funds per the Ed Code requirement and the required needs assessment. The rationale for each action and how it is expected to address the areas of need are included in the action descriptions in the LCAP.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: Chronic Absenteeism: Black/African American
SBAC Math: Black/African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged
Suspension: English Learner, Hispanic

Reflecting on our annual performance on the California School Dashboard, Aspire Golden State Prep has demonostrated areas of strengths and improvements that will guide our strategic priorities. One area of improvement was in our chronic absenteeism (yellow), where we decreased by 9.6%. We will continue to implement pro-active attendance interventions such as home visits, personalize communication, attendance campaign incentives, and partnering with transportation agencies. Our suspension (yellow) rate also decreased by 2.3% compared to our 2023 data. This reduction reflects our ongoing efforts to implement consistent restorative practices, trauma informed professional developement, and the work of our behavior wellness team.

Our graduation rate increased 7.2% to 98.5% (blue) as well as our College & Career (blue) indicator increased by 24.8% to a 71.2% rate. This increase reflects a committment to ensuring our students are prepared for post-secondary opportunities. In addition our English Learner Progress (Blue) increased 21.8%, highlighting our efforts in effective and targeted ELD instructions.

Despite these areas of growth and our achievements, all students, especially our historically marginalized groups, continue to face challenged in ELA and Math. English Language Art (Orange) scores declined by 11 ponts, while Math (Red) declined by 6.9 points. This data

reinforce the need to provide Tier 1 skill development in math and ELA. In addition, we will expand our Tier 2 interventions in literacy and math to focus on skill development based on student deficiencies. As a school we will continue our explicit academic vocabulary develoment, targeted scaffolding strategies, and increase access to complex, grade level appropriate practices. In math, teachers will focus on geomety and algebriac expression domains to develop students skills to master grade level material.

GSP is committed to continuous improvement to better serve our community of learners.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

GSP has continued to partner with the Alameda County Office of Education in order to develop data analysis systems, actions and services responsive to their student and community needs and interests based on continuous improvement, coaching, and support. ACOE has attended our Instructional Leadership Team (ILT), middle school grade level team meetings, and met with our Special Education team to review data. We are implementing a multi-tiered system of supports focused on improving academic achievement, student engagement and attendance, and overall school climate — with particular attention to our African American students and Students with Disabilities.

Academic Interventions:

Implementation of data-driven Tier I and small-group instruction in both ELA and Math.

Ongoing professional development for teachers focused on Tier I Instructional Strategies to improve access to grade level standard instruction and outcomes for all students, especially those with disabilities.

Increased instructional coaching and collaborative data analysis time to strengthen tiered instruction and differentiation.

Graduation and Attendance Supports:

Through data analysis identifying students at risk of not graduating or becoming chronically absent, with targeted outreach and case management.

Dedicated attendance team conducting regular data reviews, coordinating interventions and incentives, and connecting both student and families with resources.

Specific attendance re-engagement plans for Students with Disabilities, including attendance goals within IEPs, and collaboration between case managers and families to identify barriers and build individualized solutions.

School Climate and Behavior Supports:

Expansion of school-wide Positive Behavior Interventions and Supports (PBIS) with consistent expectations and restorative practices to reduce suspensions.

Social-emotional learning embedded into daily routines and wellness check-ins.

Professional learning focused on equity in discipline, culturally responsive practices, and supporting students with complex needs.

These actions are monitored through a continuous improvement cycle involving student data analysis, staff reflection, and stakeholder engagement to ensure our supports are responsive, equitable, and effective."

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Teachers at GSP participated in weekly professional development sessions, bi-weekly coaching sessions, and quarterly All-Staff professional development to strengthen instructional practices and review student academic/behavior outcomes. The instructional leadership team (ILT) meets bi-weekly to align on best practices and progress monitor school-wide priorities. In addition, teachers engaged in bi-annual Teammate Surveys (conducted in fall and spring), These engagement opportunities provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including Principal & Supporting Administrators participated in weekly Admin Team meetings and Instructional Leadership Team meetings, daily Admin Huddles, weekly professional development and staff meetings, and bi-annual Teammate Surveys. These forums focused on schoolwide planning, resource allocation, professional learning, and goals setting, ensuring alignment of the LCAP with the overall strategic direction of the school.
Other School Personnel	All school personnel, including classified staff, participated in weekly professional development sessions, regular 1:1s with admin, and bi-annual teammate surveys to provide input on school operations, student services, and professional growth needs. Additionally, staff engaged in regional professional development sessions twice a year, ensuring alignment with best practices across the network. These

Educational Partner(s)	Process for Engagement
	engagement efforts were critical in shaping GSP's approach to inclusive school culture, operational efficiency, and equitable access to support services.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, monthly Parent Workshops and Coffee/Dinner w/ the principal meetings. These sessions captured parent feedback on barriers to engagement, family preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation
Students	Students were engaged through bi-annual Student Surveys (conducted in fall and spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences. Additionally, students participated in quarterly Townhalls to discuss school-wide goals and expectations, while providing students with an opportunity to provide feedback and suggestions on school wide priorities. Students were able to reflect, provide feedback, and identify key areas of improvement.
SELPA (Special Education)	GSP consulted regularly with SELPA representatives through quarterly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services. SPED Department meets weekly and engages in professional development for Education Specialists, Instructional Assistance, and other service providers.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The engagement process with educational partners led to updates in the development of the LCAP, reflecting the feedback gathered from instructional staff (teachers and instructional assistance) admin members, non-instructional staff, families, students, and SELPA representatives. Based on the feedback from the GSP community, the LCAP was revised to expand multi-tiered systems of support (MTSS) b integrating additional academic and behavioral intervention programs and providing targeted professional development focused on classroom management and trauma-informed practices. Classroom teachers & Administrators also highlighted the need for increased focus on Mathematics Achievement and interventions. This includes potential intervention programs, additional tutoring opportunities, stronger i-Ready personalized Learning instructional implementation, and the continued integration of data-driven instructional practices.

Parents and families, through surveys and meetings, identified barriers to engagement, prompting the addition of flexible family engagement options, including evening meeting times (after 5:15pm), virtual participation options, and translated materials to support our non-English

speaking families. Parents have also expressed interest in receiving academic support strategies specifically for home usage of I-Ready and IXL, which will encompass how families can reinforce our instructional priorities at home.

Consultation with SELPH representatives informed changes related to ensuring that students with special needs received equitable support, such as improving the alignment of Individualized Education Programs (IEPs) with schoolwide goals and enhancing collaboration between general and special education staff.

By incorporating this feedback, we will ensure that the LCAP reflects the collective input of our educational partners and prioritizes initiatives that directly support student achievement and engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To advance teacher instructional quality and student academic performance across our educational community, emphasizing the integration of culturally responsive pedagogy and practice and research-based strategic instructional teaching and data analysis practices. This instructional priority will lead to culturally responsive classrooms and educators equipped with the skills to facilitate learning and foster a community of independent student learners. We will see increases in student academic proficiency levels and growth rate as measured by mclass, iReady and SBAC.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -58.8 African American/Black: -85.1 English Learners: -89.6	2023-2024 SBAC ELA DFS All Students: -69.8 English Learner: -111		2025-2026 SBAC ELA DFS All: -43.80 African American/Black: -70.10	All Students: -10.9 African American/Black: -35.7 English Learners: -21.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -58.9 Hispanic/Latinx: -55.6 Students with Disabilities: -152.5	Long-Term English Learner: -123.5 Socioeconomically Disadvantaged: -72 Black/African American: -120.8 Hispanic: -57.1 Students with Disabilities: -130.2		English Learners: -74.60 Socioeconomically disadvantaged: -43.90 Hispanic/Latinx: -40.60 Students with Disabilities: -137.50	Hispanic/Latinx: -1.5 Socioeconomically Disadvantaged: -13.1 Students with Disabilities: -22.7
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -137.7 African American/Black: -164.4 English Learners: -158 Socioeconomically disadvantaged: -136.4 Hispanic/Latinx: -133.9 Students with Disabilities: -184.6	2023-2024 SBAC MATH DFS All Students: -144.6 English Learner: -174.3 Long-Term English Learner: -205.1 Socioeconomically Disadvantaged: -145.2 Black/African American: -173 Hispanic: -139.3 Students with Disabilities: -189.6		2025-2026 SBAC Math DFS All: -122.70 African American/Black: -149.40 English Learners: -143 Socioeconomically disadvantaged: -121.40 Hispanic/Latinx: -118.90 Students with Disabilities: -169.60	All Students: -6.9 African American/Black: -8.6 English Learner: -16.3 Long-Term English Learner: -47.1 Socioeconomically Disadvantaged: -8.8 Hispanic/Latinx: -5.4 Students with Disabilities: -5.0
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 6.44% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 38 points below		2025-2026 Science Test 11.44% Met or Exceeded	Met or Exceeded decreased by 1.31% (6.44% to 5.13%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: 32.4 points below Hispanic: 31.1 points below Students with Disabilities: 35.4 points below English Learner: 37 points below Long-Term English Learner: 38.4 points below Socioeconomically Disadvantaged: 32 points below 5.13% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 37% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 58.7% of ELs making progress towards English language proficiency LTEL: 61.7% of LTELs making progress towards English language proficiency		2025-2026 ELPI 43.30% of ELs making progress towards English language proficiency	ELs increased by 21.7%. No baseline data for LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 11.2%	2023-2024 RFEP Rate: 24.53%		2025-2026 RFEP Rate 15% or above	Increased by 13.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4		2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	No Change
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4		2026-2027 Average Rating: 4 or above	Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change) Programs to Support Staff Improvement in ELA & ELD Instruction: 0 (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4			
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 50% Grade 6: 52% Grade 7: 41% Grade 8: 55% iReady Math % of students that met annual typical growth All Students: 33% Grade 6: 41% Grade 7: 34% Grade 8: 23%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 52% Grade 6: 42% Grade 7: 46% Grade 8: 53% Grade 9: 63% Grade 10: 52% Grade 11: 55% SY 2024/25 (iReady Math)		2026-2027 iReady Reading % of students that met annual typical growth All Students: 65% Grade 6: 67% Grade 7: 56% Grade 8: 70% iReady Math % of students that met annual typical growth All Students: 48%	iReady Reading – % of Students that Met Annual Typical Growth (Change from SY 2023-2024 to SY 2024-2025) All Students: +2% Grade 6: -10% Grade 7: +5% Grade 8: -2% iReady Math – % of Students that Met Annual Typical Growth (Change from SY 2023-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			% of students that met annual typical growth All students: 47% Grade 6: 42% Grade 7: 37% Grade 8: 36% Grade 9: 68% Grade 10: 50% Grade 11: 48%		Grade 6: 56% Grade 7: 49% Grade 8: 38%	2024 to SY 2024-2025) All Students: +14% Grade 6: +1% Grade 7: +3% Grade 8: +13%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	No Change
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 91.3%	2023-2024 High School Graduation Rate 98.50%		2025-2026 High School Graduation Rate 94.3%	Increase 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 46.40% Black/African American: Data not displayed English Learner: Data not displayed Socioeconomically Disadvantaged: 46.20% Hispanic: 46.70% Students with Disabilities: Data not displayed	2023-2024 College and Career Readiness All Students: 71.20% English Learner: 41.20% Long-Term English Learner: 43.80% Socioeconomically Disadvantaged: 71.20% Hispanic: 71.70%		2025-2026 College and Career Readiness All Students: 55.40% Black/African American: Data not displayed English Learner: Data not displayed Socioeconomically Disadvantaged: 55.20% Hispanic: 55.70% Students with Disabilities: Data not displayed	• All Students increased by 24.80%. • Socioeconomically Disadvantaged increased by 25.00%. • Hispanic increased by 25.00%. • No baseline data to compare to for Black/African American. • No baseline data to compare to for English Learner. • No baseline data to compare to for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities.
1.13	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 26% of students who passed AP with 3 or higher	2023-2024 35% Passed AP with 3 or higher		2025-2026 60% of students who passed AP with 3 or higher	9% Increase
1.14	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 60%	2023-24 A-G Completion Rates 66.15%		2025-2026 A-G Completion Rates 100%	Increased 6.15%
1.15	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 39.40% Math: 4.55%	2023-2024 % Met & Exceeded ELA: 43.55% Math: 6.56%		2025-2026 % Met & Exceeded ELA: 44.40% Math: 9.55%	ELA: +4.15% Math: +2.01%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

For the 2425 SY, Aspire GSP implemented overwhelmingly the majority of planned actions as outlined in our LCAP goals with a few adaptations based on student need.

Planned Actions Implemented into Practice
Professional Development: Site whide PD alinged with foundational literacy and math best practices. Quarterly step-back data discussion protocols implemented as well.

Curriculum and Instructional Materials: All core content areas were equipped with standards-aligned and board approved curriculua. Supplemental tools such as IXL and Accelerated Reader were introduced S2 to support ELA & Math instruction across grade levels.
Master Scheduling & College Readiness: The master schedule contributed to prioritizing designated ELD, dual enrollment, credit recovery, interventions, and and SPED push/pull out systems of support. However, Peralta encountered significance scheduling challenges of course offerings.
Assessment & Monitoring: Data Step Backs, IABs, and i-Ready diagnostics were administered consistently. Progress monitoring cycles were systematized allowing for teachers to adjust instruction based on data.
Black Excellence: Pro-Black Coordinator's consistent impact on school community with Black History Month programming and PD implementation culturally relevant practices.

Difference From Original Plan
We were unable to administer round 2 of IABs due to staffing shortages but instead implemented SBAC/ELCAP prep materials for students througout S2.

Challenges
Peralta limited the dual enrollment course offerings available to GSP.
Chronic Absenteeism continues to increase for specific groups (students w/disabilities, black students, and ELs). Limited interventions has led to costly transportation partnerships to get students to school.
Lack of growth on Math SBAC scores.
Staffing shortages throughout the school year and budget limitations for retaining credentialed teachers.

Successes
Significant growth made in college and career indicator, english learner progress, and graduation rates.
Consistently implementation of school-wide priorities and professional development to shift instructional culture and expectations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

SPED Expenditures: Expenses increased under SPED due to the higher service needs of students with IEPs.

English Language Spending: Expenses aligned with the revised Title III revenue projections, reflecting accurate allocation based on updated funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, all actions were effective in making progress toward each goal. More specifically our standards aligned curriculum and targeted professional development contributed to growth of English language learners and graduation rates. Instructional progress monitoring and data chats allowed us to implement data cycles for teachers to implement strategies, pre/post assessment, and review data in grade level and PLC meetings. GSP's college and career readiness indicators increased because of our dual enrollment course offerings.

Some barriers did exist in our progress toward each goal. Specifically, our A-G completion rate continues below 80% due to the credit recovery needs. Chronic absenteeism increased among key demographic groups and limited our academic interventions/engagement. Moving forward, we will continue targeted interventions in ELA, Math, and credit recovery while implementing an early warning system to monitor academics, attendance, and behavior.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

GSP will continue to provide opportunities for intervention, acceleration, and enrichment for our subgroups: students with IEPs, MLLs, and black students. We have adjusted our goals slightly to capture the current context.
We will continue the priorities of Academic Vocabulary, Student Discourse, and ELPAC/SBAC prep to increase student access and success toward grade level standards.
GSP will continue to explore additional dual enrollment institutions to keep our CCI indicator in blue and attain Linked Learning Silver Certification. Lastly, we will continue differentiated professional development to provide sustainable learning for all teachers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Continue with implementation of annual curriculum to ensure that all core subjects have standards-based, culturally relevant and board approved curriculum. Purchase needed curriculum replacements to ensure that ELD classes have standards-aligned and board-approved curriculum Provide professional development for continued curriculum implementation Replace/repair Chromebooks so that we continue to maintain 1:1 device ratio and students can access to regular grade level content . Purchase personalized instruction and the teacher toolkit curriculum (iReady) Provide grade level and content planning time for lesson planning, unit development and data analysis On-going analysis of curriculum with Regional Instructional Team (implementation and access) in accordance with the Williams Act	$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Requirements for textbooks and curriculum		
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Provide ongoing, comprehensive professional development for all stakeholder groups aligned to instructional programs, research-based strategies, and culturally relevant pedagogy, with a focused emphasis on improving outcomes for English Learners (ELs) and Students with Disabilities (SWDs) in ELA. Ensure access to high-quality, ongoing professional development designed and facilitated by the Regional Instructional Team. Areas of focus include: Foundational literacy and numeracy EL instructional strategies SWD supports, including accommodations and modifications Culturally and linguistically responsive teaching practices (e.g., Science of Reading) Leverage the updated Aspire Schools Leadership Framework (ASLF) as a coaching and development tool, integrating Culturally Responsive Teaching (CRT) into both the Culture of Learning and Essential Content domains. Establish a shared understanding of culturally relevant pedagogy, its connection to critical literacy, and its role in liberatory education to deepen instructional practice and stakeholder capacity. Develop and implement department-specific goals to accelerate ELA & Math achievement for ELs (Multilingual Department) and SWDs (Special Education Department). Continue the partnership with a local restorative justice (RJ) organization to provide ongoing PD focused on trauma-informed practices, the neuroscience of student support, and a mindset of connection over compliance to strengthen schoolwide culture.	$747,000.00	Yes
1.3	Instruction (Master Scheduling)	Continue to create and refine an equitable master schedule that ensures all students have access to core academic content, A-G aligned courses, and enrichment opportunities (e.g., PE, visual and performing arts, dance, and music), with instructional minutes aligned to both state requirements and the CTE pathway continuum.	$2,404,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure the master schedule includes: Middle school intervention blocks and high school credit recovery opportunities that do not limit student access to enrichment or elective courses. Targeted ELA & Math intervention time for English Learners (ELs) and Students with Disabilities (SWDs) to accelerate literacy and math development. Designated English Language Development (ELD) courses embedded in the school day to support EL progress toward reclassification. Dual enrollment blocks to allow students to participate in college-level coursework through the CCAP agreement with Peralta Community College District. Co-teaching and co-planning structures that maximize collaboration between General Education and Education Specialist teachers to improve access, inclusion, and academic outcomes for SWDs. Work collaboratively with the CTE support staff and site administrative teams each semester to: Counsel students on available CTE pathways. Analyze student performance data and revise scheduling to increase access and success in CTE courses. Expand CTE course offerings to meet increased demand among EL, FY, SWD, and LI students. Track progress through increased CTE participation, completion, and improved College and Career Indicator (CCI) rates for these subgroups. Partner with the Regional Expanded Learning Program After School Director to provide targeted after-school ELA academic support for ELs and SWDs.		
1.4	Instruction (Assessment)	Establish and implement a progress monitoring protocol (Data Step Backs) across grade levels and content areas, conduct a six-week data analysis (data-driven strategic next steps and planning), focusing on ELL and students with disabilities achievement in ELA. Provide regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Tiering of students aligned to data to leverage specific support to help students master standards, analysis of proficiency and growth rates. Disaggregate assessment data to hone in on EL and SWD ELA strengths and areas for growth, which will inform the next steps in instructional planning. Administer Interim Assessment Blocks (IAB) twice a year. Design and implement beginning-of-chapter assessments, beginning-of-unit assessments, and diagnostic assessments to backward plan lesson cycles and measure growth using the end-of-unit assessments. Design and implement end-of-chapter assessments, end-of-unit assessments, and exit tickets to reflect the testing question items on the SBAC/ELPAC.		
1.5	Black Excellence	Implement culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. Explicitly teaching Black History beyond the surface approach throughout the academic year. Provide access to ongoing comprehensive professional development designed and led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes, and Perceptions that Impact Learning for Black Students. This is in support of reducing anti-Blackness. We will partner with the National Equity Project to build our staff capacity and expand our equity consciousness. Conduct quarterly learning walks and instructional rounds to review the instructional program, specifically focusing on Black students' academic achievement (including SEL work). Expand the budget for Black Excellence programming. Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.). Conduct field trips for our BSU students to Historically Black Colleges and Universities. Support Black scholars identified as ELs and SWDs with additional ELA & Math programming to accelerate reading growth.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Conduct empathy interviews with Black scholars to create personalized incentive plans to reduce the chronic absenteeism rate for scholars designated as chronically absent.		
1.6	English Learners	Continue to prioritize Designated ELD into the master schedule for ELs. Ensure instructional staff know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL). Continue to provide specific coaching and training on strategies for Integrated EL support, focusing on differentiated instruction and assessments to enhance their learning experience with documentation of agenda, presentation, and sign-in/out sheets, specifically in ELA. Develop and keep a record of systematic opportunities for observation and feedback of PD-implemented instructional strategies with a focus on ELA achievement. Maintain our system to ensure newly enrolled English Learners are identified and placed into Designated ELD within 30 days of enrollment. Provide opportunities for instructional staff to analyze local and state assessments by individual English Learner growth and their progress towards reclassification, documenting EL progress monitoring for each student in their cume file. Meet 100% on-time completion of the Initial ELPAC. Meet or exceed 95% completion on the Summative ELPAC. Provide all state-required communication to families and keep a copy of each communication in each student's cume file. Ensure all student records are up-to-date in PowerSchool and students 'cume files. Ensure all eligible students for reclassification are identified and reclassified before Summative ELPAC testing. Monitor the progress of individual students who have reclassified within the last four years and document this progress monitoring in the students' cume file. Upon receiving all summative ELPAC scores, engage in a school-level MLL program evaluation to adjust instruction for the upcoming school year. Develop systematic opportunities for instructional staff to observe and give feedback to each other by implementing Designated and Integrated ELD during instructional rounds and weekly instructional leadership team	$16,000.00	

Action #	Title	Description	Total Funds	Contributing
		observations. Implement newcomer intake questionnaires in PowerSchool to support newcomer transition. Expand newly launched newcomer programming. Progress monitor and maximize students' eligibility for the State Seal of Biliteracy and communicate requirements regularly, including AP Spanish testing and ELL reclassification. Ensure appropriate, differentiated accommodations for assessments such as IAB, iReady, SBAC, ELPAC, Exhibitions, and Socratic Seminars. Work with instructional staff to determine which English Learners are growing, maintaining, or regressing on the Summative ELPAC and monitor their growth on internal reading assessments throughout the year to intervene in language development. Work with instructional staff to understand English Learners' MLL indicators, monitor their progress on internal reading assessments throughout the year, and intervene in language development. Work closely with the regional Multilingual Learners Program Coordinator to co-plan sessions and ensure the implementation of best practices in ELD instruction and support. Conduct empathy interviews for ELs to create personalized incentive plans to reduce the chronic absenteeism rate for scholars designated as chronically absent. Host RFEP celebrations. Host ELAC meetings quarterly		
1.7	Long-Term English Learners	Implement specialized intervention programs focused on advanced language acquisition and academic language development for LTELs. Monitor LTELs ELA data and create intervention plans to accelerate reading growth. Develop and integrate curricula that reflect the diverse background of LTELs, promoting engagement and connection to learning. Utilize data analysis to tailor instruction to the specific needs of LTELs and monitor progress. Prioritize LTEL students within our MTSS system. Work closely with the families of LTEL students to ensure they know and	$0.00	

Action #	Title	Description	Total Funds	Contributing
		understand the path towards and impact of reclassification. Provide professional development specific to the needs and teaching strategies of LTEL students. Provide intensified social-emotional support for LTEL students.		
1.8	SPED	Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, co-planning, data analysis, and collaboration. Create a section in unit plans and week-at-a-glance lesson documents to plan ELA supports and accommodations for SWDs. Conduct a program review and co-teach self-assessment with the Program Specialist. Based on the self-assessment, create one to two goals to accelerate reading growth for our students with disabilities. Continue funding Special Population Administrator to provide leadership in staying complaint with IEP services and systematize processes that support co-teaching. Provide continued professional development on our co-teaching inclusion model, IEPs, and accommodations. Review current practices to ensure data step backs are built into your schedule to monitor the success and threats of new models and partnerships. Create ELA & Math goals as a department with clear, research-based strategies for SWDs. Sustain our SpEd schedule to ensure all SAI and BIS minutes are fulfilled. Train and continuously coach SpEd instructional aides to provide high-quality BIS support.	$1,087,000.00	No
1.9	College & Career Readiness	Ensure all students can access college courses within their high school pathways through our CCAP with Peralta Community College District. Sustain the College and Career Access Pathway that guarantees dual enrollment courses on our campus.	$390,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Start one new partnership with a college/university to provide courses aligned to our engineering pathway for our students. Build credit recovery sections into the master schedule. Address students failing multiple courses through team meetings to intervene before reporting periods. Ensure all students needing Credit Recovery take at least one course per semester to recover any necessary units through partnerships. Expand our College and Career Readiness Center's scope to include more internship and Work-Based Learning opportunities. Create College and Career Readiness Department goals to support SWDs' success in reaching achievement in postsecondary life. Secure Peralta Community College courses that will support ELA growth for ELs and SWDs. Achieve Linked Learning Silver Certification for our Linked Learning Business Entrepreneurship Pathway. Provide in-person summer school options for students wanting to accelerate learning through the Peralta Summer Institute. Provide professional development on Grading For Equity. Provide teachers with additional professional development, coaching, and ancillary writing curriculum support throughout the year to help align their instruction, assignments, and grading with the College and Career Teachers continue to provide exemplars and rubrics that define general, cross- disciplinary literacy expectations that must be met for English learner (EL), Strengthen and expand Career Technical Education (CTE) pathways aligned with regional labor market demand. Continue building and sustaining partnerships with industry leaders to provide students with exposure to high-wage, in-demand careers through job site visits, mentorship, and guest speakers.		

Action #	Title	Description	Total Funds	Contributing
		Coordinate field trips to local institutions of higher education to expose students to postsecondary options. Students with Disabilities (SWD), Foster Youth (FY), and Low Income (LI) students to be college and career-ready. Partner with colleges and industries to coordinate services quarterly, with counselors and site administrative teams, who will counsel students and review student needs and performance to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English learner (EL), Students with Disabilities (SWD), Foster Youth (FY), and Low Income (LI) students, to increase dual enrollment and work-based learning internships for EL, FY, SWD, and LI students, and to increase their achievement, as evidenced by increased A-G, CCI, and Golden State Seal Merit Diploma rates. Provide all students with guided tours to Colleges, Universities, and Career-related destinations each semester to increase their access to higher education and future careers and occupations.		
1.10	Title I	To enhance academic performance across all student groups, with a focus on aiding ELs and SWDs in ELA & Math, our strategy involves utilizing Title I funds for the following positions: Counselor, College Academic School Support Manager This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions, we aim to provide targeted interventions that directly contribute to student success, specifically for ELs and SWDs in ELA. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged	$224,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal on the development of adult learners will lead to the attraction and retention of teammates. We will see growth in positive responses to our Teammate Survey questions on Coaching, Feedback & Development. Additionally, weekly or biweekly observation and feedback coaching cycles for all teachers and ed specialists will lead to growth in educator instructional practice which will increase student attendance and academic performance outcomes. To assemble and sustain a team of exceptional educational professionals through strategic initiatives aimed at recruitment, development and retention. We will focus on enhancing our team's development by implementing structured models and systems that provide continuous professional growth opportunities. This will include individualized coaching, team coaching, and the formation of vibrant Communities of Practice (CoPs), which will foster a culture of lifelong learning and collaborative innovation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 49.80% fully credentialed	2022-23 50.98% Fully Credentialed		100% fully credentialed	Increased by 1.18%
2.2	Teacher Sense of Safety and School	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey		2026-2027 Aspire Teammate Survey	School Climate: -9.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (Aspire Teammate Survey)	School Climate: 40% responded favorably Belonging: 71% responded favorably Well-being: 47% responded favorably Staff-Leadership Relationships: 26% responded favorably Cultural Awareness and Action: 45% responded favorably	School Climate: 31% responded favorably Belonging: 57% responded favorably Well-being: 38% responded favorably Staff-Leadership Relationships: 26% responded favorably Cultural Awareness and Action: 40% responded favorably		School Climate: 60% responded favorably Belonging: 91% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 46% responded favorably Cultural Awareness and Action: 65% responded favorably	Belonging: -14.00% Well-being: -9.00% Staff-Leadership Relationships: No Change Cultural Awareness and Action: -5.00%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 89.3% Retention	Retention Rate 75.00%		2026-2027 to 2027-2028 Retention 90% Retention	Decreased by 14.30%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, GSP implemented effective actions and practices to achieve Goal 2. PD was delivered regularly and aligned to school priorities, with a focus on supporting students w/disabiliities, MLLs, and black students in meeting/achieving grade level standards. We were able to provide differentiated coaching structures to support our instructional priorities. Lastly, we were able to secure 2 Alder residents in our pipeline development.

Coaching was implemented consistency by having a half time instructional coach for humanities coherence. Principal monitored all PLP goals and observation/feedback cycles.

Challenges encountered due to staff transitions and heavy workloads that limited admin office hours. The regional team decided to not offer regional affinity groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions taken have been effective in aligning our strategic priorities to our daily practice.

Professional development was effective in moving our instructional priorities to live in daily classroom practices, evidence by our walkthrough data.
All strategies outlined in GSP's strategic plan were implemented. These actions led to a decrease in suspension rates and some growth in lowering our chronic absenteeism rates.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We removed the Affinity Groups action due to inconsistent implementation across the nation. Will explore site based affinity group options for teammates.

We will require weekly rotating office hours amongst supporting admin and principal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coaching	Maintain our school site differentiated coaching model to ensure that teachers are receiving coaching & feedback cadence according to teacher strengths, needs, goals, and school instructional priorities.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF). Implement Teachboost to monitor the frequency of coaching and bite-sized coaching points. Teachers create goals using the Aspire Student Learning Framework (ASLF) and have mid-year and end-of-year debriefs to monitor growth. Admin team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end-of-year debriefs with principals. Implement weekly walkthrough schedule using the ASLF to align coaches, identify coaching trends, and inform staff of professional development. Develop admin and lead teacher coaches in the Instructional Leadership Team (ILT) by regularly using consultancies, anchor texts, and coaching data analysis. Coach teachers on strategies to accelerate growth in ELA for English Learners (ELs) and Students with Disabilities (SWDs). Create instructional priorities that will promote ELA & Math achievement for ELs and SWDs. Share coaching and walkthrough trends in the weekly Staff Newsletter. Identify coaching training for coaches to deepen their coaching practices.		
2.2	Professional Development	Lead staff professional development on the Teachboost platform for all teachers and ed specialists coaching and PLPs. Lead staff professional development on the Aspire Student Learning Framework (ASLF) so that teachers and coaches are aligned on the framework for rigorous, high-quality instruction. Conduct weekly instructional walks with the instructional leadership team to inform our school's instructional priorities and plan PD accordingly. Complete two instructional rounds with teachers and ed specialists to inform the creation of instructional and PD priorities, focusing on EL and SWD achievement. Use evidence and research-based practices to inform the creation of our PD content. Gather PD feedback to adjust future PD topics and content. Host an inaugural PD fair where staff exhibits their teaching strategy or	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		pedagogical practice that others could potentially implement within their space. Create a professional development series to deepen ELA content knowledge to support ELs and SWDs. Lead staff professional development on strategies to reduce chronic absenteeism for all scholars.		
2.3	Teammate Retention	Staff input sessions on school culture and climate. Weekly staff survey to monitor staff culture and climate. Open office hours with the admin team. Listening Meetings with staff to conduct empathy interviews. Share teammate survey results and leadership's next steps after each survey administration to improve results. Adjust the master schedule to ensure adequate and protected teacher collaboration and planning time (at least ninety minutes per day) Offer paid opportunities to plan during breaks. All teammates write one wellness goal during their Professional Learning Plan (PLP). Establish clear school site onboarding practices to support new teachers new to the profession or role and new to the district. Create opportunities through events that foster authentic team-building activities to deepen our sense of belonging and community. Maintain our Culture Committee to prioritize staff wellness.	$90,000.00	Yes
2.4	Affinity Groups	Ensure all teammates have ability to attend regional professional development.	$0.00	No
2.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, conferences, etc.). Work towards securing 1-2 Alder Residents each year to build on teacher retention efforts.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing such that schools are working to improve and clear Teacher Misalignments.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To elevate and personalize student learning experiences for all subgroups across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies and interventions. This goal on school culture and climate emphasizes the use of data to develop differentiated systems of support that will lead to improved student engagement and chronic absenteeism rates, and lower suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 40.10% African American/Black: 66.70% Hispanic/Latinx: 32.80%	2023-2024 Chronic Absenteeism Rate All Students: 30.50%		2025-2026 Chronic Absenteeism Rate All: 31.10% African American/Black: 57.70%	All Students: -9.60% Black/African American: -9.60% Hispanic/Latinx: -12.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 37.50% Socioeconomically disadvantaged: 39.60% Students with Disabilities: 44.40%	English Learner: 25.00% Long-Term English Learner: 33.30% Socioeconomically Disadvantaged: 31.00% Black/African American: 57.10% Hispanic: 20.80% Multiple Races/Two or More: 33.30% Students with Disabilities: 51.40%		Hispanic/Latinx: 23.80% English Learners: 28.50% Socioeconomically disadvantaged: 30.60% Students with Disabilities: 35.40%	English Learners: -12.50% Socioeconomically Disadvantaged: -8.60% Students with Disabilities: +7.00%
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 12% African American/Black: 21.8% Hispanic/Latinx: 10.4% English Learners: 16.1% Socioeconomically Disadvantaged: 11.8% Students with Disabilities: 16.7%	2023-2024 Suspension Rate All Students: 9.70% Black/African American: 24.10% Hispanic: 6.10% Multiple Races/Two or More: 12.50% Students with Disabilities: 19.80% English Learner: 3.80% Long-Term English Learner: 4.30%		2025-2026 Suspension Rate All Students: 6% African American/Black: 15.8% Hispanic/Latinx: 4.4% English Learners: 10.1% Socioeconomically Disadvantaged: 5.8% Students with Disabilities: 10.7%	All Students: -2.3% Black/African American: +2.3% Hispanic/Latinx: -4.3% English Learners: -12.3% Socioeconomically Disadvantaged: -2.1% Students with Disabilities: +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 9.70%			
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 91.44%	2024-2025 P2 Attendance Rate 93.92%		2026-2027 Attendance Rate 94.44%	Increased 2.48%
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0.22 %		2025-2026 Pupil Expulsion Rate 0%	.22% Increase
3.5	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Good	No Change
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey Teacher Student Relationships: 1st Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships: 1st Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 3rd Quintile		2026-2027 Aspire Student Survey Move up 1 quintile	Teacher Student Relationships: No change (remains in 1st Quintile). Sense of Belonging: No change (remains in 1st Quintile). School Climate: No change (remains in 1st Quintile). School Safety: -1 Quintile (from 2nd to 3rd).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 81% responded favorably Family Engagement: 9% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 87% responded favorably Family Engagement: 24% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 34% responded favorably	Aspire Family Survey – Change from SY 2023-2024 to SY 2024-2025 Barriers to Engagement: +6% Family Engagement: +15%
3.8	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or above	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 44% responded favorably “The school provides a safe environment for my child.” 45% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 81% responded favorably: "The school provides a safe environment for my child." 69% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."		2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	The school provides a safe environment for my child: +37.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: +24.00%
3.10	Dropout Rate (CDE Dataquest)	2022-2023 Dropout Rate 7.25% (5 of 69)	2023-2024 Dropout Rate 1.50%		2025-2026 Dropout Rate (0)	Decreased by 5.75%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, GSP implemented all planned actions aimed at strengthening student and staff welnness, improving attendance, deepening family engagement, and increasing community engagement. There were still barriers and challenges, but overall actions were implemented as planned.

Family engagement meetings were held consistently. Attendance team was formed with meetings weekly to plan and track monthly attendance data and incentives.

SEL curriculum and materials were implemented in advisory, but principal created content each week. Student Leadership implemented events to increase students' sense of belonging and culture on campus. However, Mindful Life Project only provided programming to MS students.

Behavior Wellness Team met regularly to review student data and coordinate systems of support for students and teammates.

Enrollment outreach efforts increased by attending recruitment fairs and maintaining targeted marketing strategies. Despite efforts, enrollment continue to be a challenge due to external factors.

Chronic absenteeism continues to increase despite tiered interventions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, GSP's actions toward Goal 3 were effective. Specifically, consistent family and community engagement activities provided families with consistent communication and updates toward our school-wide priorities.
Regular SSC/ELAC meetings, Coffee/Dinner w/the principal, and targeted family meetings created stronger family-school partnerships. However, the same families usually participated in such meetings.

The attendance team met regularly to track attendance data and discuss tiered interventions. However, chronic absenteeism didn't shift significantly. Home visits efforts were inconsistent due to teammate capacity and workload. Some incentives were implemented but did not reverse absenteeism trends.

SEL curriculum was implemented and advisory structures, however principal created content each week, with little integration of SEL into academic attendance supports.

MTSS PD was delivered only twice throughout the school year, limiting staff understanding of tiered supports.

Despite enrollment efforts, enrollment continue to be a challenge.

Overall, Goal 3 actions were effective in strengthening family relationships, SEL implementation, and facility safety. However chronic absenteeism and enrollment outcomes did not make significant improvements.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

GSP will make a few targeted adjustments across attendance, SEL, MTSS, family engagement, and enrollment systems based on our Dashboard and internal data.

* Attendance team launch during Summer 2025 to target students for early outreach and home visits. Continue to have grade level and PLC meetings devoted to review attendance and outreach.
*Expand Mindfulness Integration 6-12th grade during advisory and Townhalls.
* Deliver schoolwide MTSS PD quarterly and align staff to tiered supports, intervention systems, and MTSS matrix.
* Increase Family Engagement events to prep staff and students on Charter Renewal process. Black Family Advocacy and ELAC/SS meetings occur monthly to keep parents engaged and updated on school wide priorities.
*Continue enrollment efforts to include canvassing and attending monthly recruitment events.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement & Outreach	Continue to hold monthly Principal Chats with families. Continue to survey families to include feedback in strategic planning. Hold quarterly "Lunch with Scholar," inviting families to eat lunch with their children to reduce the chronic absenteeism rate. Hold quarterly SSC/ELAC meetings, which include student performances, food, child care, translation, and door prizes to discuss academic data, culture and climate, ELA growth for ELs and SWDs, and chronic absenteeism strategic action steps. Continue meeting with our Black Family Advisory group for family members of Black students to provide input on our school culture and climate. Hold monthly parent meetings to discuss strategies to improve ELA & Math outcomes for English Learners and SWDs. Hold monthly middle and high school parent meetings to update families and gather input.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Attendance	Maintain an attendance team that will develop an attendance plan, monitor progress, and lead intervention strategies to reduce chronic absenteeism and promote greater ADA for all students. Ensure the attendance team reviews attendance data weekly. During data reviews, focus on attendance rates specifically for ELs, SWD, Foster Youth, and low-income students who have been identified in red for Chronic Absenteeism on the CA school Dashboard. In addition, these actions will be implemented to support the work underway as part of our differentiated assistance qualification. Increase family communication when students are absent (including personal communication such as a text and phone call for every absence and conducting home visits for students with chronic absenteeism). Hold empathy interviews for students with chronic absenteeism. Maintain school-wide attendance incentive programs (perfect attendance certificates, grade-level competitions, most improved attendance). Include information on the importance of attendance to families during Back-to-School events, BOY newsletters, First Day Packets, and student handbook, and discuss attendance during SLCs. Conduct home visits and outreach to students with chronic absenteeism and truancy during the summer. Maintain SART systems to create Attendance Support Plans and attendance contracts.	$145,000.00	Yes
3.3	SEL	Provide SEL curriculum materials and resources for teachers. Provide SEL lessons on attendance to reduce the chronic absenteeism rate for all scholars. Provide teachers with a suggested SEL focus, cadence, scope, and sequence grounded in SEL data. Provide time for teachers and grade-level teams to review Panorama SEL data and modify SEL units from a data-informed perspective. Provide regular planning time for advisory teams to internalize and adjust SEL units during grade-level meeting times. Leverage student government to promote a more positive student experience, climate, and culture. Maintain weekly student choice clubs. Continue to develop Adult SEL to promote staff wellbeing. Incorporate mindfulness for students and staff.	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Analyze the SEL data with particular attention to ELs and SWDs to create support plans.		
3.4	MTSS & PBIS	Continue providing professional developement on Tier 1 instructional strategies rooted in trauma informed and culturally responsive practices. Continue MTSS team meetings during the Student Wellness Team PLCs, which reinforce learning on creating systems to look at multiple data sources to monitor the progress of the universal program and additional supports, COST, SST, and intensified supports. (One example is creating a school-tiered instruction Matrix (TIM).) Implement MTSS priorities to improve ELA & Math outcomes for ELs and SWDs. Implement MTSS priorities to reduce chronic absenteeism rates for all scholars. Work with regional academic teammates (senior directors and program managers) to co-facilitate PD on topics that will provide professional development on MTSS to school site teammates. Provide professional development on MTSS to schools. Review safety agreements and support plans regularly to update support for scholars. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Hispanic Students in Suspension. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$0.00	No
3.5	Enrollment	Maintain a site Enrollment Team, which will develope a student enrollment plan and lead student recruitment efforts. Increase social media outreach and presence to promote ongoing enrollment. Expand our brand recognition regionally and nationally.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Attend at least one community event per month to advertise our school. Hold at least two Open House events during the open enrollment period and another in May for late applicants. Hold a community events like First Fridays to attract community members/families. Partner with existing families to assist with recruitment efforts and offer incentives (i.e., school swag and gift cards). Identify school recruitment fairs to participate in. Hold information sessions for current Aspire families. Create a feeder pattern for surrounding elementary schools to increase enrollment numbers. Partner with local elementary and middle schools to create opportunities for students and families to participate in Open House/Information sessions. Identify local youth organizations (e.g., school programs, sports) to conduct information sessions and distribute marketing materials.		
3.6	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) School Ratings are at least “Good”. Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)	$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure student access to targeted academic support and social-emotional resources to accelerate learning recovery and improve student outcomes for identified subgroups in areas identified by LREBG the needs assessment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to ensure that all students, particularly identified subgroups, have equitable access to targeted academic support and social-emotional resources. This goal addresses the learning recovery needs identified through the LREBG needs assessment, aiming to accelerate learning recovery and improve student outcomes by providing comprehensive support in areas most impacted by the pandemic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -58.8 African American/Black: -85.1 English Learners: -89.6 Hispanic/Latinx: -55.6 Socioeconomically Disadvantaged: -58.9 Students with Disabilities: -152.5	2023-2024 SBAC ELA DFS All Students: -69.8 English Learner: -111 Long-Term English Learner: -123.5 Socioeconomically Disadvantaged: -72 Black/African American: -120.8		2025-2026 SBAC ELA DFS All: -43.80 African American/Black: -70.10 English Learners: -74.60 Socioeconomically disadvantaged: -43.90 Hispanic/Latinx: -40.60	All Students: -10.9 African American/Black: -35.7 English Learners: -21.4 Hispanic/Latinx: -1.5 Socioeconomically Disadvantaged: -13.1 Students with Disabilities: -22.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -57.1 Students with Disabilities: -130.2		Students with Disabilities: -137.50	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All: -137.7 African American/Black: -164.4 English Learners: -158 Socioeconomically disadvantaged: -136.4 Hispanic/Latinx: -133.9 Students with Disabilities: -184.6	2023-2024 SBAC MATH DFS All Students: -144.6 English Learner: -174.3 Long-Term English Learner: -205.1 Socioeconomically Disadvantaged: -145.2 Black/African American: -173 Hispanic: -139.3 Students with Disabilities: -189.6		2025-2026 SBAC Math DFS All: -122.70 African American/Black: -149.40 English Learners: -143 Socioeconomically disadvantaged: -121.40 Hispanic/Latinx: -118.90 Students with Disabilities: -169.60	All Students: -6.9 African American/Black: -8.6 English Learner: -16.3 Long-Term English Learner: -47.1 Socioeconomically Disadvantaged: -8.8 Hispanic/Latinx: -5.4 Students with Disabilities: -5.0

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A - New Goal & Action 2025-26

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A - New Goal & Action 2025-26

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A - New Goal & Action 2025-26

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A - New Goal & Action 2025-26

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, and personalized interventions based on diagnostics Expanded Learning Supports – After-school literacy intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using The English Language Arts/English Language Development Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts Family Engagement – Literacy workshops, take-home literacy activities, high-interest texts, and community partnerships These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs that align to science of reading help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – After-school and summer intersession literacy programs offer additional instructional time for students needing extra support.	$22,370.00	No

Action #	Title	Description	Total Funds	Contributing
		Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized interventions based on diagnostics Expanded Learning Supports – After-school math intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using The 2023 Mathematics Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts Family Engagement – Math workshops, take-home math activities, and community partnerships These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application. Providing Extended Learning Opportunities – After-school and summer intersession math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.These actions align with	$22,370.00	No

Action #	Title	Description	Total Funds	Contributing
		allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,553,329	$177,070

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.990%	0.000%	$0.00	35.990%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** ELA scores: ELs improved from -95.00 to -89.60; Low-income from -71.90 to -58.90. Math remains a struggle. ELs and low-income students show modest gains in ELA but continue to struggle in Math.	This action addresses the decline by procuring up-to-date, standards-aligned curriculum, adaptive blended learning programs, and organizing professional development. It equips teachers to enhance outcomes for struggling students by providing rigorous educational content tailored to their needs. Implementing this action LEA-wide ensures uniform quality in educational resources and teaching strategies, vital for standardizing high educational standards across all classrooms.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Instruction (Professional Development and Culturally Relevant Pedagogy) **Need:** ELA scores: ELs improved from -95.00 to -89.60; Low-income from -71.90 to -58.90. Math remains a struggle. ELs and low-income students show modest gains in ELA but continue to struggle in Math. **Scope:** LEA-wide	Provides professional development in culturally relevant pedagogy, enhancing teachers' abilities to engage diverse students effectively, thus addressing disparities. LEA-wide training ensures all teachers can support diverse student backgrounds, promoting inclusivity and improving academic outcomes universally.	Metric (1.1 & 1.2) SBAC
1.9	**Action:** College & Career Readiness **Need:** Current data indicates severe challenges for socioeconomically disadvantaged students in maintaining College & Career Indicator (CCI) readiness. Their readiness scores have seen a drastic reduction, dropping from 96.20% to 46.20%, a significant decrease of 50 percentage points. This substantial decline highlights an urgent need for targeted educational support and interventions to halt further deterioration and boost their readiness for post-secondary opportunities. Addressing these issues comprehensively is crucial to improving educational outcomes and ensuring equitable access to future opportunities for	This action is aimed at directly enhancing students' academic preparedness and exposure to college-level work, which helps improve their CCI readiness by giving them firsthand experience and potentially early credits in higher education. Integrating credit recovery sections and mandating credit recovery courses ensure students who are behind can catch up on essential credits, a critical factor for maintaining eligibility and readiness for college-level study. This setup prevents academic delays from affecting their long-term educational goals. Additionally, the focus on professional development in equitable grading and creating effective feedback mechanisms empowers teachers to support all students more effectively, particularly helping those from disadvantaged backgrounds to understand and navigate the academic requirements needed for college	Metric (1.11) Graduation Rates Metric (1.12) College & Career Readiness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these students, thereby fostering an environment where all students can succeed. **Scope:** LEA-wide	success, thus directly contributing to better CCI scores	
2.3	**Action:** Teammate Retention **Need:** A high teammate retention rate is crucial for unduplicated students, such as English learners, foster youth, and low-income students, because consistent staff presence helps build strong relationships and creates a stable learning environment. Unduplicated students often require sustained support to overcome academic barriers, and continuity in staffing ensures that educators are better acquainted with each student's needs, learning history, and challenges. This continuity allows staff to provide tailored support, foster trust, and implement strategies effectively, thereby improving academic and socio-emotional outcomes. **Scope:** LEA-wide	Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships, tailored support, and a stable school climate that is essential for their success.	Metric (2.3) Retention Rate
3.2	**Action:** Attendance **Need:**	Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted strategies, including direct family communication, attendance incentives and interventions. A	Metric (3.1) Chronic Absenteeism Metric (3.3) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Slight improvements in absenteeism but increased suspension rates, especially for English Learners (to 16.10%). **Scope:** LEA-wide	schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.	
3.3	**Action:** SEL **Need:** The Aspire Student Survey reveals that only 38% of students feel a sense of belonging, and just 45% have positive teacher-student relationships. Safety perceptions remain low, with only 50% of students feeling safe at school. This highlights challenges that disproportionately affect unduplicated students, who make up 84% of the school's population. Addressing these concerns requires a comprehensive approach to Social-Emotional Learning (SEL) to improve the school climate, support strong relationships, and create a safer environment. **Scope:** LEA-wide	Providing curriculum materials and resources ensures that teachers have what they need to deliver high-quality SEL instruction. Reviewing Panorama SEL data and modifying SEL units helps tailor instruction to identified student needs. Regular planning time for advisory teams ensures consistency in implementing SEL strategies. Student leadership clubs like service, environment, and safety crews offer students opportunities to engage in meaningful activities and develop leadership skills, fostering a stronger sense of belonging. Monthly family education experiences help reinforce SEL concepts at home and strengthen school-family connections. Developing Adult SEL empowers staff to model positive behaviors, contributing to a healthier school environment.	Metric (3.6) Student sense of safety and connectedness
3.6	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to survey data, 50% feel safe at school and 44% of families believe the school	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent	Metric (3.6) Student Sense of Safety Metric (3.6) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially. **Scope:** LEA-wide	presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

These funds are allocated towards essential salary support to maintain our current staff levels and towards comprehensive professional development programs. By using the funds to cover part of the existing salaries, we ensure that our schools do not lose valuable staff members due to budget constraints. Concurrently, the investment in professional development enriches our staff's skills and teaching capabilities, enhancing both job satisfaction and educational outcomes. This dual approach of financial support and professional growth not only stabilizes our workforce but also directly contributes to sustained, high-quality service for our students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - single school LEA	N/A - single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	N/A - single school LEA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,315,946	1,553,329	35.990%	0.000%	35.990%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,686,000.00	$567,740.00	$150,000.00	$299,000.00	$5,702,740.00	$4,838,740.00	$864,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$105,000.00	$105,000.00				$105,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$672,000.00	$75,000.00	$747,000.00				$747,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$2,307,000.00	$97,000.00	$2,071,000.00	$333,000.00			$2,404,000.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.6	English Learners						Ongoing	$16,000.00	$0.00				$16,000.00	$16,000.00	
1	1.7	Long-Term English Learners						Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	SPED	Students with Disabilities	No			All Schools	Ongoing	$800,000.00	$287,000.00	$1,028,000.00			$59,000.00	$1,087,000.00	
1	1.9	College & Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$280,000.00	$110,000.00	$50,000.00	$190,000.00	$150,000.00		$390,000.00	
1	1.10	Title I	All	No			All Schools	Ongoing	$224,000.00	$0.00				$224,000.00	$224,000.00	
2	2.1	Coaching	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.2	Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.3**	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$90,000.00	$90,000.00				$90,000.00	
2	**2.4**	Affinity Groups	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.5**	Pipeline Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.6**	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$145,000.00	$0.00	$145,000.00				$145,000.00	
3	**3.3**	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$350,000.00	$0.00	$350,000.00				$350,000.00	
3	**3.4**	MTSS & PBIS	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	Enrollment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
4	**4.1**	ELA	All	No			All Schools	2025-26	$22,370.00	$0.00		$22,370.00			$22,370.00	
4	**4.2**	Math	All	No			All Schools	2025-26	$22,370.00	$0.00		$22,370.00			$22,370.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,315,946	1,553,329	35.990%	0.000%	35.990%	$1,587,000.00	0.000%	36.771 %	**Total:**	$1,587,000.00
								LEA-wide Total:	$1,587,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$105,000.00	
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income	All Schools	$747,000.00	
1	**1.9**	College & Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
2	**2.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$90,000.00	
3	**3.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$145,000.00	
3	**3.3**	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	$350,000.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,441,564.00	$5,822,927.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Grade Level Curriculum	Yes	$300,376.00	$299,258
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$574,534.00	$579,605
1	**1.3**	Instruction (Master Scheduling)	No	$2,489,284.00	$2,560,272
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	Black Excellence	No	$0.00	$0.00
1	**1.6**	English Learners		$13,128.00	$15,760
1	**1.7**	Long-Term English Learners		$0.00	$0.00
1	**1.8**	SPED	No	$977,437.00	$1,244,180
1	**1.9**	College & Career Readiness	Yes	$83,575.00	$91,000
1	**1.10**	Title I	No	$223,380.00	$224,484
2	**2.1**	Coaching	No	$0.00	$0.00
2	**2.2**	Professional Development	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Teammate Retention	Yes	$117,919.00	$125,354
2	**2.4**	Affinity Groups	No	$0.00	$0.00
2	**2.5**	Pipeline Development	No	$0.00	$0.00
2	**2.6**	Teacher Credentialing	No	$0.00	$0.00
3	**3.1**	Family and Community Engagement & Outreach	No	$0.00	$0.00
3	**3.2**	Attendance	Yes	$223,336.00	$243,000
3	**3.3**	SEL	Yes	$234,895.00	$234,507
3	**3.4**	MTSS & PBIS	No	$0.00	$0.00
3	**3.5**	Enrollment	No	$0.00	$0.00
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	$203,700.00	$205,507

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,519,685	$1,703,399.00	$1,743,295.00	($39,896.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Grade Level Curriculum	Yes	$265,440.00	$264,322		
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$574,534.00	$579,605		
1	**1.9**	College & Career Readiness	Yes	$83,575.00	$91,000		
2	**2.3**	Teammate Retention	Yes	$117,919.00	$125,354		
3	**3.2**	Attendance	Yes	$223,336.00	$243,000		
3	**3.3**	SEL	Yes	$234,895.00	$234,507		
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	$203,700.00	$205,507		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,268,237	$1,519,685	0.000%	35.605%	$1,743,295.00	0.000%	40.843%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Appendix VIII. APS Bylaws

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FILED
Secretary of State
State of California
JUN 24 2013

CERTIFICATE OF AMENDMENT AND RESTATEMENT
OF THE
ARTICLES OF INCORPORATION

James Willcox and James Cleveland certify that:

1. They are the Chief Executive Officer and the Secretary, respectively, of Aspire Public Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are hereby amended and restated as set forth in the attached Articles of Incorporation, which are incorporated by this reference as if set forth in full in this Certificate.

3. The foregoing amendment and restatement has been duly approved by this corporation's Board of Directors.

4. This corporation has no members.

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

DATED: 6/20/2013, 2013

James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013

James Cleveland, Secretary

ARTICLES OF INCORPORATION
OF
ASPIRE PUBLIC SCHOOLS

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), including and not limited to operating and managing public charter schools.

ARTICLE III

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member (if any) of this corporation, or to the benefit of any private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax-exempt status under Section 501(c)(3) of the Code.

Appendix VIII. APS Bylaws

THIRD AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS, a California Nonprofit Public Benefit Corporation

ARTICLE 1: OFFICES

Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 22nd Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2 Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable

purposes and which has established its exempt status under Internal Revenue Code §501(c)(3).

ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

ARTICLE 5: DIRECTORS

Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) elect and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

Section 5.2 Number of Directors

The number of Directors shall be not less than three (3) nor more than eleven (11), with the exact authorized number of Directors to be determined by the Board from time to time.

Section 5.3 Term of Office; Election.

(a) The Directors shall each serve until the later of June 30th of the final year of their term, or the date his or her successor is elected. A term may not exceed four (4) years. A Director may choose and be elected to serve another term.

(b) Directors shall be elected by a majority vote of the Directors at a Board meeting, including the vote(s) of any Director whose term of office expires with that meeting.

(c) The Chairperson of the Board shall be selected by a majority vote of the Directors at the last meeting of the fiscal year. The Chairperson shall serve a four (4) year term.

(d) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(e) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(f) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

Section 5.4 Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 5.5 Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5.6 Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section 5.7 Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

Section 5.8 Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

Section 5.9 Non-Discrimination

This Corporation shall not discriminate on the basis of race, religion, national origin, gender, age or sexual orientation in hiring, firing or admissions.

ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 6.1 Place of Meetings

Meetings shall be conducted at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been identified notice in compliance with the provisions of the Ralph M. Brown Act.

Section 6.2 Meetings

All meetings of the Board of Directors shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet at least four (4) times a year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. Meetings shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

Section 6.3 Regular Meetings

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 6.4 Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the President , or any two (2) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

Section 6.5 Quorum

During open session, a majority of the directors then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of

a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 6.6 Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act are followed:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Corporation's schools operate;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.7 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 7.1 Place of Board of Directors Meetings

Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within or outside of California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 7.2 Meetings by Telephone or Other Telecommunications Equipment Any

Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(i) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting;

(i) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 7.3 Regular Meetings

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors shall hold regular and special meetings for purposes of organization and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 7.4 Authority to Call Special Meetings

Special meeting of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or the Secretary, but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special meeting exists.

Section 7.5 Notice of Meetings

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

Section 7.6 Waiver of Notice and Consent to Hold Meetings

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

Section 7.7 Action Without Meeting

Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

ARTICLE 8: COMMITTEES

Section 8.1 Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of at least two (2) or more

Directors to serve at the pleasure of the Board. Meetings of committees pursuant to Article 6 of these bylaws shall comply with the provisions of the Ralph M. Brown Act, including those provisions concerning advisory committees as set forth therein. Minutes of each such meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

Section 8.2 Executive Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

Section 8.3 Compensation Committee and Compensation Review

At any time this Corporation compensates its President or CFO, the Corporation shall have a Compensation Committee consisting of at least two (2) Directors and exclusively of Directors. The Compensation Committee shall review the compensation of the President and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on

its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the President or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

Section 8.4 Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least 2 (two) Director and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 8.5 Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

Section 8.6 Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

ARTICLE 9: OFFICERS

Section 9.1 Officers

The Corporation shall have the following Officers: President), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of President and Secretary, and President and CFO.

Section 9.2 Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 9.3 Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

Section 9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 9.5 Vacancies in Office

A vacancy in any Office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

Section 9.6 Responsibilities of Officers

(a) President). The President has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The President shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

(b) Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be

given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

(c) Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositors as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the President and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

ARTICLE 10: RECORDS AND REPORTS

Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the President shall furnish or cause to be furnished a written report to all Directors containing the following information:

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

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

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

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

(e) Any transaction during the previous fiscal year involving more than $50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than $50,000; and

(f) Any other information required under these Bylaws.

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

Section 10.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of $2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate. For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.

ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 11.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

Section 11.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 12.1 Contracts with Directors and Officers

(a) No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest

are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

(b) The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

Section 12.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 13: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

ARTICLE 14: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Section 15.1 Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine

gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

Section 15.2 Electronic Transmission

Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms “written”, and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Third Amended and Restated Bylaws consisting of sixteen (16) pages were adopted as the Bylaws of the Corporation by the Directors of the Corporation on June 18, 2025, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on June 18, 2025.

_____
Secretary, Aspire Public Schools

Appendix IX. APS Conflict of Interest

CONFLICT OF INTEREST CODE FOR THE

ASPIRE PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the **Aspire Public Schools("Aspire").**

Members of the Board and the Chief Executive Officer must file their statements of economic interests electronically with the **Fair Political Practices Commission**. All other individuals holding designated positions must file their statements with **Aspire.** All statements must be made available for public inspection and reproduction under Government Code Section 81008.

CONFLICT OF INTEREST CODE FOR THE

ASPIRE PUBLIC SCHOOLS

APPENDIX A

DESIGNATED POSITIONS

Designated Positions	**Disclosure Categories**
Chief Executive Officer	1, 2
Chief Operating Officer	1, 2
Chief of Staff	1, 2
Chief Equity and People Officer	2
Executive Director	1, 3
Managing Director	3
Superintendent of Equitable Instruction	3
Director of Finance	2
Executive Director, Aspire Foundation	2
Director of Employee Relations	3
Senior Director of Technology Operations	3
Senior Director Data & Systems	2
Director of Operations	1, 2
Vice President, Program Supports	3
Senior Director of Student Services	3
Financial Analyst	2
Finance Manager	3
Facilities and Real Estate Manager	3
Business Manager	3
Principals	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure requirements in this conflict of interest code subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant/new position, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

CONFLICT OF INTEREST CODE FOR THE

ASPIRE PUBLIC SCHOOLS

The following positions are NOT covered by the code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

- Members of the Governing Board
- Chief Financial Officer
- Controller

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

CONFLICT OF INTEREST CODE FOR THE

ASPIRE PUBLIC SCHOOLS

APPENDIX B

DISCLOSURE CATEGORIES

Category 1: Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction or located within two miles of an existing school.

Category 2: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by Aspire Public Schools.

Category 3: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by the designated position's department. For the purposes of this category, the term department refers to the specific area of responsibility for the following positions: Executive Director; Managing Director; Superintendent of Equitable Instruction; Director of Employee Relations; Director of Technology Operations; Vice President, Program Supports; Director of Student Services; Finance Manager; Facilities and Real Estate Manager; and Business Manager. For the purposes of this category, a Principal's department is their entire school.

This is the last page of the conflict of interest code for the Aspire Public Schools .

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the Aspire Public Schools was approved on 8/9/23 .

This code will become effective on 9/8/23 .

Sukhdip Brar Digitally signed by Sukhdip Brar Date: 2023.08.09 13:43:58 -07'00'

Sukhi K. Brar
Assistant Chief Counsel
Fair Political Practices Commission

Appendix X. Proof of Tax Exempt Status

Internal Revenue Service

Date: January 24, 2006

ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
426 17TH ST # 200
OAKLAND CA 94612-2820

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Ms. Lumpkins # 31-08344
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Janna K. Skufca

Janna K. Skufca, Director, TE/GE
Customer Account Services

Appendix XI. Uniform Complaint Procedure

Aspire Public Schools
Uniform Complaint Policy and Procedures

These Uniform Complaint Procedures ("UCP") contain rules and instructions about UCP complaints regarding any alleged violation of federal or state laws or regulations governing certain educational programs and activities offered by Aspire Public Schools ("Aspire"). Aspire developed this UCP in accordance with Title 5, California Code of Regulations, §§ 4600-4687.

This document presents information about how Aspire processes UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Aspire shall assist the complainant in the filing of the complaint.

Aspire Public Schools developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the Aspire Public Schools Board of Directors.

UCP Complaints

Not all complaints fall under the scope of the UCP. Complaints arising from the employment relationship are separately addressed by Aspire's employment policies. Many concerns, including classroom assignments, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, special education, the Brown Act, and other general education requirements, are not UCP complaints. Aspire, however, may use these complaint procedures to address complaints not covered by the UCP in its sole discretion. Only allegations within the subject matters falling within the UCP can be appealed to the CDE.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

(a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

(b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.

(c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

THE RESPONSIBILITIES OF ASPIRE PUBLIC SCHOOLS

Aspire Public Schools shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Aspire shall investigate and seek to resolve, in accordance with its approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harrasment, intimidation or bully or noncompliance with laws relating to all programs and activities that Aspire implements that are subject to the UCP.

THE UCP ANNUAL NOTICE

Aspire disseminates on an annual basis the UCP Annual Notice which is a written notice of Aspire's approved UCP complaint procedures. The notice is also made available on the Aspire Public Schools website. The notice addresses all students, employees, parents or guardians, school advisory committee members, appropriate private school officials or representatives (if applicable), and other interested parties.

The notice shall include:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;

- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the *Health and Safety Code (HSC)* a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Aspire's UCP Annual Notice is in English. If 15% or more of students enrolled at an Aspire school speak a single primary language other than English, then the annual notice will be provided in that language as well pursuant to Education Code §48985.

FILING UCP COMPLAINTS

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints*:*

The Regional Director of Student Services overseeing the Aspire charter school where the complaint originated, or their designee, is the employee responsible for receiving, investigating and responding to UCP complaints (the "Responsible Employee"):

Regional Director of Student Services, Bay Area Region
1001 22nd Ave
Oakland, CA 94606
510-434-5000
Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
3311 E. Morada Lane
Stockton, CA 95212
209-647-3047
Hugo.Vazquez@aspirepublicschools.org

Regional Director of Student Services, Los Angeles Region
5901 E. Slauson Avenue
Commerce, CA 90040

323-837-9920
Alejandra.Velez@aspirepublicschools.org

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

In no instance will the Responsible Employee be assigned to investigate a complaint in which they have a bias that would prohibit them from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the Principal of the Aspire charter school where the complaint originated or other appropriate Aspire official, who will determine how the complaint will be investigated.

Aspire will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaints. Aspire may consult with legal counsel as appropriate.

CONFIDENTIALITY AND NON-RETALIATION

Aspire will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

COMPLAINT AND INVESTIGATION PROCEDURES

A UCP complaint must be filed according to the procedures set forth herein.

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the **Aspire Public Schools** to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Step 1: Filing a UCP Complaint

A UCP complaint is written and signed. If a complainant is unable to put their complaint in writing due to a disability or illiteracy, Aspire will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form, which is attached and a copy of the form is also available on the Aspire Public Schools website.

Complaints shall be filed with the Responsible Employee at the address or email address provided herein. A pupil fees complaint may also be filed with the Principal of the Aspire charter school where the complaint originated. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will notify the complainant within five (5) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal of the Aspire charter school where the complaint originated or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until Aspire issues its final written Investigation Report, whichever occurs first.

Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the alleged violation is the date when Aspire's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, Aspire will investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any Aspire employee or member of Aspire's governing board or committee who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and Aspire to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either Aspire or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, Aspire will implement any remedial measures and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with their investigation of the complaint.

The use of mediation does not extend Aspire's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

Aspire will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable school records and/or information related to the complaint allegations. As part of their investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant or complainant's representative and Aspire's representative to present information relevant to the complaint or investigative process;
- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation;
- Review documents that may provide information relevant to the allegation; and
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or their representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of the complaint because of a lack of evidence to support the allegation.

Refusal by Aspire to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Principal Review

The Principal of the Aspire charter school where the complaint originated has discretion to evaluate the complaint and/or the Responsible Employee's (or designee's) proposed decision before a final written decision is issued, however, this is not applicable if the complaint is regarding the Principal. If the Principal elects to do so, then based on all the evidence obtained during the investigation, the Principal may approve, modify, or reject the Responsible Employee's (or designee's) proposed decision and issue a final decision that meets the requirements set forth herein. The Principal may also decide not to review the complaint, in which case the Responsible Employee's (or designee's) decision shall be final.

Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (the "Investigation Report") within sixty (60) calendar days of receipt of the complaint, unless the complainant agrees to extend this date. Aspire's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

This Investigation Report will contain the following elements :

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:

- for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,

- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,

- With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of Aspire's expectations.

APPEAL PROCESS

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- Aspire Public Schools failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

The CDE may directly intervene in the complaint without waiting for action by Aspire when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which Aspire has not taken action within sixty (60) days of the date the complaint was filed with Aspire. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include evidence that supports such a basis.

Legal References

20 *United States Code [20 U.S.C.]* Section 6301 et seq.
34 *Code of Federal Regulations [34 CFR]* Sections 106.8, 34 CFR 299.10-11
California *Education Code* [*EC*] Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200-8498, 8235.5, 8235–8239.1, 8261, 8482–8484.65, 8500–8538, 17002(d), 17592.72, 32280–32289, 32289, 33126(b)(5)(A), 33126(b)(5)(B), 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010–49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1–51228.3, 52059, 52075, 52300-52462, 52334.7, 52355, 52451, 52460–52462, 52500-52617, 54440–54445, 54445, 56100(a), 56100(j), 60010, 64001, 65000.
California *Government Code [GC]* Sections 11135, 11136, 12960
California *Penal Code [PC]* Section 422.55, 11166
California *Code of Regulations Title 5 (5 CCR)* Sections 4600-4640, 4690-4694

Adopted by the Aspire Public Schools Board of Directors: _____

ASPIRE PUBLIC SCHOOLS
UCP COMPLAINT FORM

This UCP Complaint Form may be used to file a complaint subject to Aspire's UCP. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing of a complaint is prohibited.

Response requested: ☐ Yes ☐ No

Name *(optional for pupil fee & LCAP complaints)*	
Mailing Address (optional):	
Phone Number (optional):	
Email Address (optional):	

Issue of complaint (please check all that apply):

☐ Pupil Fees
☐ Local Control and Accountability Plans ("LCAP")
☐ Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities
☐ Other Complaint Re: Programs and Activities

Date(s) and location (school name, address, and room number or location) of problem: Describe specific nature of the complaint in detail (please feel free to use other side or attach other documents):

Signature: _____ Name (please print): _____ Date: _____

Please file this complaint with the appropriate Responsible Employee below based on your school's location.

For Bay Area schools:
Regional Director of Student Services
1001 22nd Ave., Oakland, CA 94606
[Pamela.Saberton@aspirepublicschools.org]

For Central Valley schools:
Regional Director of Student Services
3311 E. Morada Lane, Stockton, CA 95212
[Hugo.Vazquez@aspirepublicschools.org]

For Los Angeles schools:
Regional Director of Student Services
5901 E. Slauson Ave., Commerce, CA 90040
[Alejandra.Velez@aspirepublicschools.org]

Appendix XII. Discrimination and Harassment Policy

Employee Handbook
2024 Update

1001 22nd Avenue, Ste. 100
Oakland, CA 94606

Phone: 510-434-5000

Website: www.aspirepublicschools.org

4875-9264-5038.1 / 048747-1028

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK. YOU WILL RECEIVE AN ELECTRONIC COPY OF THIS ACKNOWLEDGEMENT FORM VIA DOCUSIGN OR IF YOU ARE A NEW HIRE UPON YOUR NEW HIRE ONBOARDING. THIS COPY IS FOR REFERENCE OR USE WHEN ELECTRONIC SUBMISSION IS NOT AVAILABLE.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from Aspire.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Aspire's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with Aspire.

I understand that any and all policies or practices can be changed at any time by Aspire except for employment at-will status, any agreement to arbitrate, and any written confidentiality agreement.

I understand that other than the Chief Executive Officer, no person has authority to enter into any agreement with me, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Chief Executive Officer has the authority to make any such agreement and then only in writing signed by the Chief Executive Officer.

Employee's Signature: _____ Date: _____

You will receive a copy of this acknowledgement form electronically. In the event electronic submission is not available, please sign/date, tear out, and return to Aspire, and retain this Handbook for your reference.

NOTE: This handbook is not available in Spanish thus if you require support in understanding a policy or need support with clarification of policies, please contact HR@aspirepublicschools.org.

NOTA: Este manual no está disponible en Español, por lo tanto, si necesita ayuda para comprender una política o si necesita ayuda para aclarar las políticas, comuníquese con HR@aspirepublicschools.org.

TABLE OF CONTENTS

INTRODUCTION TO HANDBOOK 2
CONDITIONS OF EMPLOYMENT 4
Employment At-Will 5
Child Abuse and Neglect Reporting 5
Criminal Background Checks 6
Tuberculosis Testing 6
Immigration Compliance 6
Professional Boundaries: Staff/Student Interaction Policy 7
Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation 11
Whistleblower Policy 16
Drug and Alcohol Free Workplace 16
Confidential Information 17
Conflict of Interest 17
Smoking 18
THE WORKPLACE 19
Meal and Rest Periods 20
Lactation Accommodation 21
Attendance and Tardiness 21
Time Cards/Records 21
Use of Email, Voicemail and Internet Access 22
Personal Business 24
Health and Safety Policy 31
Security Protocols 32
Occupational Safety 32
Accident/Incident Reporting 32
Reporting Fires and Emergencies 32
EMPLOYEE WAGES AND HEALTH BENEFITS 34
Payroll Withholdings 34
Overtime Pay 34
Wage Attachments and Garnishments 35
Medical Benefits 36
COBRA Benefits 36
PERSONNEL EVALUATION AND RECORD KEEPING 39
Employee Reviews and Evaluations 39
Personnel Files and Record Keeping Protocols 39
HOLIDAYS, TIME OFF, AND LEAVES 41
Holidays 41
Paid Time Off (PTO) 42
Unpaid (Personal) Leave of Absence 43
Sick Leave 43
Family Care and Medical Leave 44
Pregnancy Disability Leave 49
Industrial Injury Leave (Workers' Compensation) 53
Military and Military Spousal Leave of Absence 54
Jury Duty or Witness Leave 55
Voting Time Off 55
School Appearance and Activities Leave 56

Bone Marrow and Organ Donor Leave 56
Victims of Abuse Leave 57
Returning From Leave of Absence 57
DISCIPLINE AND TERMINATION OF EMPLOYMENT 59
Rules of Conduct 59
Off-Duty Conduct 60
Termination of Employment 60
INTERNAL COMPLAINT REVIEW 62
Internal Complaints 62
Policy for Complaints Against Employees 62
General Requirements 63
AMENDMENT TO EMPLOYEE HANDBOOK 64

APPENDIX A - HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM
APPENDIX B - INTERNAL COMPLAINT FORM

Dear Aspire Teammate: We are happy you are part of Aspire! Reading this letter means you have signed up with over 2000 mission-driven teammates like you that wake up each morning dedicated to changing the odds for young scholars and their families.

Aspire was founded in 1998 in an effort to transform the inequitable racial, social, and gender outcomes that our communities (predominantly Black and Latinx) persist through. As an anti-racist organization, we each commit to actively disrupting the racialized student outcomes and experiences that are a product of a system that does not adequately educate everyone.

Our purpose is to prepare our scholars for success in college, career, and life. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post-secondary lives. Every day, our community of students, families, teachers and staff comes together to learn, work, and play in an environment grounded in our values of **Bienestar (Well-Being), Culture of Belonging, Community Partnership, Agency & Self-Determination, and Joy.**

Our **EQUITY BELIEFS** guide our work – individually and collectively. They are a bit of our "secret sauce," if you will. Being part of Aspire means committing with everything you have to…

- **Understand** the significant difference between equity and equality.
- **Develop** school environments where all students are actively and meaningfully engaged in rigorous instruction.
- **Interrupt** the "school to prison pipeline" policies and practices that are directly and indirectly pushing the most at-risk students out of school and on a pathway to the juvenile and criminal justice systems.
- **Engage** families as partners in meaningful ways in our work.
- **Build** the capacity of diverse teams that are reflective of our students.
- **Nurture** an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional, and often difficult.

We appreciate that our Equity Commitments require a lot. Do not worry, we are a learning culture, here to support one another's growth. Expect to develop new tools in the work, to appreciate our communities more deeply, to refine your lens toward inequities in our institutions, and to understand yourself better. That all IS the work.

Aspire commits to doing its part in maintaining a culture that allows us all to do our best work. When we fall short, which we at times will, we promise to learn and improve. The following Employee Handbook captures our formal policies and practices that guide how we treat one another with professionalism and respect. We update the Handbook continually to ensure we comply with all federal, state, city and local employment laws and regulations.

Our ask of you. While we have guidelines, rules and standards in this Handbook, none substitute for good judgment, common sense, personal integrity and upholding strict ethical standards in our daily work. If you have questions about anything in (or not in) this Handbook, please contact your Manager, Principal, or the Human Resources Department. We are here to help and learn. During our orientation process, we review some of the key policies in this Handbook. However, it is your responsibility to carefully review and model the information to help us create and maintain a safe, healthy and productive work environment. Aspire is honored to have you join our team. Our 17,000+ scholars and families are counting on us.

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Aspire Public Schools (hereinafter referred to as "Aspire" or the "School"). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the Aspire. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Aspire or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the Aspire is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Aspire also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of Aspire, and it is intended for personal use and reference by employees of Aspire. Circulation of this Handbook outside of Aspire requires the prior written approval of the HR Regional Director or HR Director/Representative.

Employees must sign the acknowledgement form via UKG/MyHRT. Employees will receive an electronic copy to sign via email. A copy of the acknowledgement form is included for reference within this handbook.

Aspire Values

Bienestar (Well-being) Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.

Culture of Belonging We seek to be known and seen at Aspire, where we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one another with empathy and understanding- no matter one's background or cultural history. Each person is valued and has a place in this community.

Community Partnership We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement.

Agency and Self Determination Each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills, and power to access and make choices for their families and post

secondary lives.

Joy We strive to make Aspire and our communities a joyful place to learn, work, and be, together. Our work to shift outcomes is hard, yet we persist, and have gratitude and pride in the journey. Joy makes it all possible!

Let's Communicate – If You Have a Question

We encourage you to discuss questions or concerns regarding this Handbook, your job, or any work-related issues you may experience with us. We cannot address any of your questions or concerns unless we know about them.

If you have a problem, please speak to your immediate Supervisor as soon as possible. Your immediate Supervisor is the person responsible for what takes place in your immediate work area and may be in the best position to help you.

If you prefer not to speak to your immediate Supervisor, or if you feel your Supervisor cannot or has not satisfactorily resolved the issue, contact your Regional Human Resources Director directly or contact the Human Resources team at HR@aspirepublicschools.org.

Finally, if you feel the need to speak to other members of management, we encourage you to contact our Sr. Director of Human Resources, or Chief of Operating Officer.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

Aspire is an equal opportunity employer. It is the policy of Aspire to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Aspire will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact their school principal, supervisor or hr@aspirepublicschoools.org and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Aspire may require medical substantiation of any accommodation request. Aspire will then engage in an interactive process with the individual to identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Aspire will make the

accommodation.

Employment At-Will

Employment with Aspire Public Schools is at-will unless state law provides otherwise. This means that employment may be terminated for any or no reason, with or without cause or notice at any time by the employee or by Aspire. Nothing in this Employee Handbook or any oral statement shall limit the right to terminate at-will. This at-will employment policy is the sole and entire agreement between the employee and Aspire regarding the fact that employment with Aspire is at-will. **Only the Chief Executive Offer of Aspire has the authority to enter into an employment agreement that alters the fact that employment with Aspire is at-will, and any such agreement must be in writing signed by the Chief Executive Offer of Aspire.**

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Aspire will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of Aspire year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at Aspire will be required to submit to a criminal background investigation (DOJ and FBI). No condition or activity will be permitted that may compromise Aspire's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at Aspire include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with Aspire, the employee must immediately report as much to the Principal, their immediate Supervisor or Human Resources.

A conviction means that the employee has been found guilty of a crime, or that the employee entered a guilty or a "no contest" plea or received a deferred adjudication on a guilty or "no contest" plea to an alleged crime. A crime means an activity that is a violation of a law, whether a felony or a misdemeanor, other than a minor traffic-related offense.

If an employee is arrested or convicted of a crime, Human Resources may suspend the employee to review and assess the employee's suitability for continued employment.

Volunteers Transitioning to Aspire Employment

Volunteers who become employees at Aspire Public Schools must complete a DOJ/fingerprints background screen.

Volunteers who become employees at Aspire Public Schools must provide a new TB test and/or TB Questionnaire if the TB test/questionnaire on file precedes the date they became volunteers by more than three (3) months.

Re-hired Employees

If there is a gap of greater than three (3) months between an employee's termination and rehiring, the employee must complete a new DOJ/FBI fingerprints background screen and redo a Tuberculosis testing or TB Assessment Questionnaire.

Safety Trainings/Courses

At the beginning of every school year, Aspire requires all employees to complete a series of trainings to ensure safety, and Charters and EdCode compliance. Employees who fail to complete the required trainings by the allotted time provided by HR are ineligible to serve in a school setting may be placed on unpaid leave.

Tuberculosis Testing

All employees of Aspire must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Employees who fail to renew their TB clearance are ineligible to serve in a school setting may be placed on unpaid leave. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination, is a condition of initial employment with Aspire and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to Aspire will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to

conducting work with School students.

Immigration Compliance

Aspire will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Aspire will not check the employment authorization status of current employees or applicants who were not offered positions with Aspire unless required to do so by law.

Aspire shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Aspire shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, Aspire shall not allow a federal immigration enforcement agent to enter any nonpublic areas of Aspire without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, Aspire will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

Aspire recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

<u>Corporal Punishment</u>

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to

strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from another point of view (whether the student, their parent/guardian, your administrator, another colleague, etc.). The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator or Human Resources. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to report the situation to the administration (Executive Director, Human Resources Department or Student/Family Services Directors) any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. In partnership with the administration, each instance will be appropriately investigated by the qualified

assigned investigator.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from Aspire.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Giving students a ride to/from school or school activities.
(l) Any use of racial slurs, even when quoting language used by other individuals.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has written parent and supervisor permission.)

(a) Being alone in a room with a student at school with the door closed.
(b) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any off site or after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).

(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal/Supervisor about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Professional Boundaries Considerations for Distance Learning (When Applicable)

- Before beginning virtual lessons or office hours, staff will need to inform students' families that there may be times in which students are video-conferencing or electronically communicating with other students, parents, or caregivers and they may need to monitor/supervise these communications.

- When video conferencing and conducting virtual lessons staff members should dress professionally in accordance with Aspire's Personal Appearance Policy.

- When video conferencing and conducting virtual lessons staff members should ensure that their backdrop is professional, and make sure that everything in their camera's view is appropriate for students and families to see.

- Before video conferencing and conducting virtual lessons, staff members should ensure they have their students' parents' and/or caregivers' contact information.

- Staff members should use and encourage their students to use good virtual etiquette, including muting their microphones when not speaking to minimize background noise.

- When video conferencing and conducting virtual lessons staff members should not hesitate to ask students to get their parents or caregivers to come to the students' computer screen to confirm they are monitoring/supervising.

- Staff members should copy students' parents and/or caregivers on emails or other forms of communication when appropriate.

- Staff members should provide recordings to students who might need to watch a lesson more than once, or for students who are not able to attend the lesson at the scheduled time.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Aspire is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Aspire's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Aspire does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which Aspire does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or direct Supervisor. The Principal or direct Supervisor must report to Human Resources.

When Aspire receives allegations of unlawful harassment, discrimination, or retaliation, Human Resources will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed; sensitive information will be strictly shared on a need-to-know basis in order to ensure an appropriate resolution of the complaint. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Aspire is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

<u>Prohibited Unlawful Harassment</u>

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Aspire is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every year thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every year thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal/Immediate Supervisor. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form." Complaints that are within the scope of Title IX will be investigated in accordance with Aspire's Title IX policy and procedures. It is the duty of the Principal/Immediate Supervisor to report any claims that have been reported to them to Human Resources.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

o Rape, sexual battery, molestation or attempts to commit these assaults and

o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting,

grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Aspire policy.

Violence in the Workplace

Because workplace violence is a growing concern at schools and offices across the country, Aspire is committed to providing a safe, violence-free workplace and school environment. Aspire has a zero-tolerance policy and strictly prohibits all employees (including contract and temporary), students, parents, consultants, customers, visitors, or anyone else on Aspire premises or engaging in an Aspire related activity from behaving in a violent or threatening manner.

As part of this policy, Aspire seeks to prevent workplace violence before it begins and reserves the right to deal with behavior that suggests a propensity towards violence even prior to any violent behavior occurring. Aspire does not allow fighting, threatening words, or violent conduct. Weapons of any kind are strictly prohibited and not allowed on Aspire property. No employee may commit or threaten to commit any violent act against a co-worker, applicant, student, vendor, or student's family. This includes discussions of the use of dangerous weapons, such as bombs, guns, or knives, even in a joking manner.

Employees who are subjected to or threatened with violence or are aware of another individual who has been subjected to or threatened with violence are to report this information to their Supervisor or Human Resources.

All threats should be taken seriously. Please bring all threats to our attention so that we can deal with them appropriately. All threats will be thoroughly investigated, and all complaints which are reported to management will be treated with as much confidentiality as possible.

Examples of workplace violence include, but are not limited to, the following:

1. Threats or acts of violence occurring on Aspire premises, regardless of the relationship between the parties involved in the incident;

2. Threats or acts of violence occurring off Aspire premises involving someone who is acting in the capacity of a representative of Aspire;

3. Threats or acts of violence occurring off Aspire premises involving an employee if the threats or acts affect the business interests of Aspire;

4. Threats or acts of violence occurring off Aspire premises of which an employee is a victim if Aspire determines that the incident may lead to an incident of violence on Aspire premises; and

5. Threats or acts resulting in the conviction of an employee or agent of Aspire, or of an individual performing service(s) for Aspire on a contract or temporary basis, under any criminal code provision relating to violence or threats of violence which adversely affects the legitimate business interests of Aspire.

Examples of conduct that may be considered threats or acts of violence under this policy include, but are not limited to the following:

1. Threatening physical or aggressive contact directed toward another individual;

2. Threatening an individual or his/her family, friends, associates or property with harm;

3. The intentional destruction or threat of destruction of Aspire or another's property;

4. Harassing or threatening phone calls;

5. Surveillance;

6. Stalking;

7. Veiled threats of physical harm or like intimidation; and

8. Communicating an endorsement of the inappropriate use of firearms or weapons.

Anti-Bully Policy

Aspire believes that a safe and civil environment is necessary for employees to be successful and productive. Bullying, like other disruptive or threatening behaviors, is conduct that disrupts both an employee's ability to positively contribute to Aspire and Aspire's ability to create a safe and healthy school environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying is expected of all employees, vendors, contractors and with any other individuals with whom our employees regularly interact with.
"Bullying" is conduct that meets all of the following criteria:

- Is directed at one or more employees;
- Substantially interferes with work/prevents work from being accomplished; and
- Adversely affects the ability of an employee to contribute in a positive manner in the workplace by placing the employee in reasonable fear of physical harm and/or by causing emotional distress.

Examples of bullying behavior may include, but are not limited to:

- Spreading malicious rumors, gossip, or innuendo;
- Excluding or isolating someone socially;
- Purposefully intimidating a person;
- Making jokes that are obviously offensive;
- Belittling a person's opinions; and
- Tampering with a person's personal belongings or work environment.

Aspire expects all employees to conduct themselves in a manner that displays proper regard for the rights and welfare of others. Employees who believe they have been subjected to bullying (or who have witnessed such actions) are expected to report such activity to their immediate Supervisor or Human Resources.

Prohibiting Student Bullying and Intimidation

Aspire believes that all students have a right to a safe and healthy school environment. Aspire, Aspire schools and community have an obligation to promote mutual respect, tolerance and acceptance.

Aspire will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes, but is not limited to, direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name calling; and social isolation or manipulation.

Aspire expects employees to immediately report incidents of bullying to the Principal/Supervisor, Human Resources or designee. Employees who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period whether on or off campus, and during a school-sponsored activity.

Whistleblower Policy

Aspire requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within Aspire. As representatives of Aspire, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all

applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Aspire has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Aspire to raise serious concerns about the occurrence of illegal or unethical actions within Aspire before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of Aspire have a responsibility to report any action or suspected action taken within Aspire that is illegal, unethical or violates any adopted policy of Aspire, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to Aspire or any individual at Aspire and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who Aspire believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace

Aspire is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Aspire stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School or Aspire premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, Supervisor, Human Resources or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, Aspire may take whatever corrective action appears appropriate

according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Fraud, Dishonesty and False Statements

Employees and applicants are prohibited from providing false, dishonest, or misleading information on any application, medical history record, leave request, invoice, paperwork, time card or time sheet, time entry, investigative questionnaire, workplace injury report, or any other Aspire document. Employees are likewise prohibited from making any materially dishonest or false statement to an employee, vendor, student, or student's family with respect to the performance of the employee's job duties. Under the law, an employee may be held personally liable for making misrepresentations to students or their families. It is also against the law and against Aspire policy for an employee to provide, or assist a customer in providing, false or misleading information on a credit application or regarding credit status to any financial institution.

Any employee found to have made a false, dishonest, or misleading statement or omission as detailed above will be subject to immediate termination of employment. If you observe any such violations, please report them to Human Resources or another member of management immediately.

Employment of Relatives

No one with supervisory responsibility will hire or recommend for hire any family member, defined as a parent, grandparent, spouse, domestic partner, significant other or individual with whom the employee is romantically involved, child, sibling, or any corresponding in-law, step relative, adoptive relative, or anyone residing on a permanent basis in the supervisor's home.

No employee will be directly supervised or evaluated by a family member as described in paragraph one of this policy. Additionally, family members may not be employed under the same immediate supervisor. Employees hired prior to adoption of this policy are exempt from this guideline, except when the proximity of family members as described in paragraph one of this policy is deemed by the Aspire Public School Governing Board to be detrimental to the operation of Aspire, or where the proximity of family members could create an actual or potential conflict of interest.

The hiring of family members as described in paragraph one of this policy is also prohibited if it results in a conflict of interest with vendors of Aspire.

In the event of a lack of candidates, a need for specialized skills, or unique circumstances, the restriction against hiring family members, as described in paragraph one of this policy, may be waived in the best interest of Aspire upon recommendation of a member of the Aspire-Wide Leadership Team accompanied by the approval of the Board or Aspire's General Council.

When other qualified candidates have not applied, task assignments of short duration (generally less than sixty (60) working days), may be exempt from these guidelines, in consultation with your Regional Human Resources Representative.

Smoking

All Aspire locations are no smoking facilities.

Protective and/or Restraining Order Procedures

Initial Notification to Principal (or Supervisor for Non-School Sites)

Upon a teammate learning that a restraining or protective order is in place to protect a student or against a student, the teammate shall notify the School Principal or Admin Designee.

If a teammate has a restraining or protective order in place for their own safety, the teammate shall notify the School Principal, Supervisor (for Non-School Sites) or Admin Designee.

The Principal (or Supervisor for Non-School Sites) shall request a copy of the protective order and Aspire shall verify that it has been issued by an appropriate court of law.

Initial Notification to Regional Office

For restraining or protective orders protecting students or against students, the Principal shall notify the Regional Director of Student Services.

For restraining or protective orders in place for teammate safety, the Principal (or Supervisor for Non-School Sites) shall notify the Regional Human Resources Director.

Development and Implementation of Safety Plan

For restraining or protective orders protecting students or against students, the Principal shall create a safety plan to protect the student while in the care of the School in partnership with the Regional Director of Student Services. As part of the plan, an image of the individual who is not allowed on campus must be distributed confidentially to any Front Office staff or Administrator responsible for allowing visitors to enter campus strictly on a need-to-know basis.

For restraining or protective orders protecting teammates, the Principal (or Supervisor for Non-School Sites) shall create a safety plan to protect the teammate while on Aspire Property in partnership with the Regional Human Resources Director. As part of the plan, an image of the individual who is not allowed on campus must be distributed confidentially to any Front Office staff or Administrator responsible for allowing visitors to enter campus strictly on a need-to-know basis.

Emergency Protocol related to Violations of Restraining or Protective Orders

In the event that an individual approaches campus and is not to be on campus related to a restraining or protective order, the Front Office, Teammate or Administrator shall immediately inform the individual that they are prohibited from being on campus and shall advise that law enforcement will be called immediately if they do not leave the premises.

The teammate aware of the violation shall immediately report the suspected violation to the Principal, Supervisor (for Non-School Sites) or their Admin Designee. In cases of imminent emergency, crisis or emergency response protocol shall be adhered to with possible involvement by law enforcement.

The Principal or Admin Designee should then immediately report the violation to the Executive Director who will inform the Regional Human Resources Director or Regional Director of Student Services as

appropriate.

The Principal or Admin Designee shall notify the teammate or the parent/guardian of the student for whom the restraining order was issued so that they can take appropriate legal action in response to the intrusion.

THE WORKPLACE

Payroll Classifications

All employees of Aspire fall into certain legally recognized payroll classifications. You should be aware of which classification(s) may apply to your position, as this affects the conditions of your employment such as eligibility for overtime and company-sponsored benefits. If you have questions, submit them to your Supervisor or Human Resources.

Nonexempt Employees

Nonexempt (hourly) employees are classified under state and federal wage and hour regulations and are paid an hourly wage and eligible for overtime wages in compliance with the federal Fair Labor Standards Act and state and local law. Nonexempt employees must record their hours worked.

Exempt Employees

Exempt (salaried) employees include all employees who are classified by Aspire as exempt from the overtime provisions of the federal Fair Labor Standards Act and state and local law. Exempt employees are generally paid a salary.

Regular Full-Time Employees

Regular full-time employees are those who are normally scheduled to work and do generally work thirty (30) hours or more per week, as determined by Aspire in its sole discretion. Regular full-time employees are eligible for company-sponsored benefits. As used herein, “full-time” is a general employee classification used by Aspire for a variety of purposes. Employees not classified by Aspire as “full-time” may still be eligible for medical insurance coverage, depending on their position and hours of service. Consult the applicable plan document for all information regarding eligibility, coverage and benefits. It is the plan document that ultimately governs your entitlement to benefits.

Regular Part-Time Employees

Regular part-time employees are those who are normally scheduled to work and do generally work fewer than thirty (30) hours per week. Part-time employees are generally not eligible for company-sponsored benefits, unless otherwise required by applicable law or applicable plan documents. However, part-time employees who are regularly scheduled for between twenty (20) and twenty-nine (29) hours per week, and who have worked for at least one (1) year at thirty (30) or more hours per week, are eligible for benefits at a prorated cost (see below) in accordance with Aspire policy and applicable law.

Part-Time Benefited Employees

Part-time Benefited employees who have been employed by Aspire for at least one (1) year as a full-time employee, and who then drop to .5 FTE or greater (twenty (20) or more hours) are eligible for the same insurance benefits as regular full-time employees, at a slightly higher cost. Paid Time Off benefit will be reduced to 50% of FTE. Notwithstanding, if required by applicable law, sick leave will accrue at a rate of one (1) hour for every thirty (30) hours worked for nonexempt (hourly) employees.

Temporary Workers

Temporary employees are employed to work for an anticipated limited period of time of up to one year, but not limited to completion of special assignments or projects, summer employment, seasonal help, or internships. These positions are *not* intended to be a part of continuing operations. Temporary employees are not eligible for Aspire paid benefits except for those legally mandated, and temporary employees remain employed at-will at all times.

Interim Workers

Interim roles cover 90%+ of a business critical role caused by a Leave, termination or resignation or support a business critical role that has been determined to be needed for up to a year in a regular capacity due to grants or business need. Interim assignments should aim not to exceed 1 year, when covering for immediate need. Interim roles are benefit eligible. Interim employees placement is *not* intended to be permanent or ongoing.

Long Term & Substitute Teachers

Long Term & Substitute Teachers are temporary teaching staff who work only on an "as needed" basis and are not eligible for benefits except for those legally mandated. In most instances, substitute staff will be provided by a third party (outsourced) and are generally, not Aspire employees.

Work Week and Work Schedules

Workweek

Aspire operates on a seven (7) day workweek beginning at 12:00 a.m. Sunday morning and ending at 11:59 p.m. Saturday. The normal full-time work schedule is forty (40) hours in a workweek. Alternative schedules may be available for certain positions and in accordance with applicable law. Overtime may be required from time to time, however all overtime work must be pre-approved by your Supervisor. Working overtime without your supervisor's approval may result in disciplinary action, up to and including termination.

Work Schedules

Scheduling is done according to the needs and requirements of the job, particular school and/or location. Your Supervisor will assign you your individual work schedule. From time to time, an employee's work schedule may require changes to meet business requirements. Should this become necessary, your Supervisor will give you reasonable advance notice of your new schedule.

Aspire expects you to be at your workstation at the start of your scheduled shift and ready to perform your work. If you are not, you are considered tardy.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of

work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Aspire mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Recovery Periods for Employees

Aspire provides employees working in conditions exceeding 80 degrees Fahrenheit with the opportunity to take an uninterrupted cool-down period of at least five (5) minutes as needed to avoid overheating. Employees are permitted to access the provided shaded area and drinking water at any time to avoid heat illness. Cool-down periods are counted as hours worked. You are not required to record your cool-down periods. It is our policy to relieve employees of all duty during cool-down periods. As such, no supervisor is authorized or allowed to instruct you to waive or skip a cool-down period. You should immediately report a manager's or supervisor's instruction to skip, shorten, or work during a cool-down period to Human Resources.

Aspire pays one-hour of premium pay to non-exempt employees at their regular rate of compensation for each day during which they are required by Aspire to work during one or more recovery periods or if Aspire has not otherwise provided them with an opportunity to take one or more recovery periods on a work day in accordance with this policy. Because this should be an exceptional occurrence, if you are aware of such a situation, please be sure to bring it to our attention. The one-hour premium will not apply in situations where an employee personally chooses not to take a discretionary recovery period or to deviate from Aspire's schedules or policies providing discretionary recovery periods as required by law.

Out-of-Town Travel

Non-exempt employees will be paid their regular rate of pay for all time spent on out-of-town travel, regardless of whether the travel occurs during or outside of normal working hours. Time spent driving, flying, or otherwise traveling to and from the out-of-town location is compensable, and including time spent waiting to purchase a ticket, waiting for luggage, waiting for a plane to take off and other like circumstances.

However, when an employee takes a break from travel to eat, sleep, or participate in other personal activities, such time is not compensable. Therefore, non-exempt employees should record all hours either working or traveling, so they are properly compensated. Exempt employees are not required to record this time, exempt employees will be paid their regular salary. Exempt and nonexempt employees are both eligible for travel related reimbursements.

Accommodations for Pet/Animals

Generally, pets/animals on Aspire property are strictly prohibited. However, in some circumstances Aspire may be required to accommodate requests for pets/animals under the American with Disabilities Act and its amendments. Qualified employees may be permitted to bring an animal on Aspire property if the employee makes an accommodation request, in accordance with Aspire's Accommodations for Physical and Mental Disabilities Policy. Just like an accommodation for a medical or physical condition, once the employee puts in a request, Aspire will engage in an interactive process with the employee.

Lactation Accommodation

Aspire accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Aspire will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects Aspire's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their Principal or immediate Supervisor as soon as possible, preferably the night prior but no later than 2 hours before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep their Principal or immediate Supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with Aspire. Absence for more than three (3) consecutive days without notifying the Principal or immediate Supervisor will be considered a voluntary resignation from employment.

Time Cards/Records

By law, Aspire is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize Aspire's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from

and returns to Aspire premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact their Supervisor to make the correction and such correction must be initiated by both the employee and the Supervisor.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School/work errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with Aspire.

Teacher of Record

Aspire is committed to serving all students and acknowledges that many of our employees have made the choice to enroll their own student/child within the Aspire schools. Aspire holds that a parent/guardian may not be the teacher of record for their own child unless there are no other qualified instructors to provide the instruction. Any such exception must be authorized in writing by Aspire. Parent/s/Guardian/s of a student with an IEP (Individualized Education Plan) may not provide direct instruction/service to his/her own child. The IDEA (Individualized Disabilities Education Act) outlines that members of the IEP team must serve in one designated role, thus a parent/guardian cannot serve a dual role in the IEP team meeting.

Use of Email, Voicemail and Internet Access

Aspire will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal files or email or voicemail messages without the latter's express permission.

4. Aspire staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. Aspire retains a copy of all passwords; passwords unknown to Aspire may not be used. System security features, including passwords and delete functions, do not neutralize Aspire's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

5. Employees should not use personal devices or email accounts for Aspire/School-related communications. Such communications should only take place using Aspire/School-issued devices and via the employee's email account.

6. Aspire is aware that employees may be the parent/guardian of a student in the Aspire school system. An employee's position within Aspire should not be used to influence other employees to take specific actions related to the employee's child. As a result, communication related to the personal student matters of an employee's child, and/or other non-related business, should not be conducted on Aspire email.

Personal Phone Calls and Cell Phone Usage

Aspire issues or pays for individual cellular phones for employees who are required to be in close contact with Aspire or the office at all times. While cell phones are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use for the safety of themselves and others.

All employees are required to be professional and conscientious at all times when using Aspire issued or personal cell phones during work hours. Senior Leadership Team members, Principals, Directors and employees requiring a cell phone due to the nature of their role are eligible for Aspire issued cell phones. For employees in these positions, requests should be addressed in the hiring process and approved by the employee's Manager or Supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org. Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones with no cost to either the organization or the employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. In that case, once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire for this amount.

Usage of Aspire-Issued Cellular Phones

It is Aspire's policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misuse of your Aspire cell phone service.

If you are not issued an Aspire cell phone you are discouraged from using your own personal cell phone for business use. For example, teachers should avoid giving out their personal cell phone numbers to students or parents and instead provide their work/school assigned telephone number.

Personal cell phone use is not permitted during working time. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working. Employees using their personal cell phones while on their meal or rest break should not be in work areas or in areas where their conversation would be disruptive to the study or work of others.

Lost, Damaged, or Stolen Cellular Phones

Our corporate contract with Verizon **does not** include cellular phone insurance, so employees should make every effort to protect and look after their Aspire-issued cellular phones. In the event your phone is lost, damaged, or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

Upon separation from Aspire

Upon termination of your employment, you must return your Aspire-issued phone or any phone that is paid for by Aspire to the Information Technology Department so it can be re-issued to another staff member or e-wasted if deemed necessary. All cellular phones paid for by an employee may be kept by the employee. However, Aspire has the right to remove all data collected, downloaded, and/or created for or related to Aspire's business. Cellular phone service dedicated to an existing employee will be shut off immediately following the last day of employment with Aspire.

Cellular Phone Or Zoom Use and Driving

Aspire has a zero-tolerance policy regarding the improper use of a cell phone while driving:

- For the safety of our employees and others, it is imperative that you pull over and stop at a safe location to dial, receive or converse on the cell phone, or to attend a Zoom/Virtual call. You may also set up the call to utilize the hands-free option on the cell phone or a headset/earpiece device to participate in a call or Zoom meeting.

- Sending, writing, or reading text-based communications on your cell phone while driving an Aspire vehicle or a personal vehicle on Aspire time is prohibited.

- Absolutely no texting while driving is allowed.

- Violation of this policy will result in disciplinary action up to and including termination of employment.

If an employee receives a traffic citation for violation of the law, the employee will be responsible for all fines and other liabilities.

Personal Telephone Calls and Texting

The use of personal cell phones for placing or receiving calls, sending or receiving text messages, checking voicemail, or any other form of communication should be made and received during non-work times.

Aspire Bulletin Boards, Orgwide Emails and Online Sites

Aspire bulletin boards, orgwide emails from leadership or Human Resources and online company sites (e.g., MyAspire, Aspire/school site websites, Aspire's Facebook (social media page) are Aspire information channels. Employees are responsible for regularly checking and reading the bulletin boards, including emails and for following the rules, regulations and instructions posted there. All Aspire bulletin boards are official bulletin boards. Postings on bulletin boards are subject to approval and should be

confined to matters that are related to Aspire/school business.

Personal Business

Aspire's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects. See also Personal Phone Calls and Cell Phone Usage policy.

Solicitation and Distribution

Our primary goal at Aspire is to provide our students with the best education and service possible. In order to allow employees to perform their job duties and provide our customers with their undivided attention, Aspire has established rules applicable to all employees and nonemployees that govern solicitation and distribution of written material and access to Aspire property for the support of any organization. Strict compliance with these rules is required.

- Employees may engage in solicitation activities only during non-working times. Employees must not solicit, promote, or support for any cause or organization during their working time or during the working hours of other employees at whom such activity is directed;

- Employees may distribute or circulate any written or printed material only in non-work areas during non-working times. Employees are prohibited from distributing or circulating any written or printed material in work areas at any time;

- Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on Aspire property; and

- Off-duty employees are not permitted in work areas.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for Aspire; it does not include break periods, meal periods, or periods in which an employee is not performing and is not scheduled to be performing services or work for Aspire.

<u>Exceptions to Solicitation Prohibition</u>

Solicitation of monetary or other forms of contribution is permitted with the prior written approval of Human Resources only when the solicitation is in support of an effort that is directly related to the operation of Aspire or worksite, as, for example, holding a Aspire/school fundraiser for a trip or for scholarships that can benefit any eligible student.

Social Media

This policy governs employee use of social media. Social media can mean many things, including all means of communicating or posting information or content of any sort on the Internet, whether or not associated or affiliated with Aspire. This Social Media Policy applies to your own social media account and/or what you post on someone else's social media account.

Social media includes any online tools used to share content and profiles, such as: personal web pages; message or bulletin boards; chat rooms; social networking websites (e.g., Facebook, Instagram, LinkedIn, Snapchat, TikTok, etc.); micro-blogging communities (e.g., Twitter, etc.); postings of videos on YouTube and similar media; blogs and other online journals, diaries, opinion pages; public profiles; and apps, as well as any other form of electronic communication. The lack of explicit reference to a specific site or type of social media does not limit the application of this Policy. Social networking also includes permitting or not removing postings by others where a staff member can control the content of postings, such as on a personal profile or blog.

Aspire respects the rights of all employees to use social media. Aspire recognizes that you may use social media off-duty or as a part of your work. However, because communications by Aspire employees on social media could, in certain situations, negatively impact business operations, customer relations, or create legal liability, it is necessary for Aspire to provide these guidelines. These guidelines are intended to ensure employees understand the types of conduct that are prohibited. This policy is not interpreted or applied so as to interfere with the rights of employees to discuss or share information related to their wages, hours, or other terms and conditions of employment. Employees have the right to engage in or refrain from such activities.

Employees engaging in the use of social media are subject to all Aspire's policies and procedures, including, but not limited to: (1) protecting trade secrets and confidential information related to Aspire's operation; (2) safeguarding Aspire property; (3) prohibiting unlawful discrimination, harassment and retaliation; and (4) governing the use of Aspire computers, telephone systems, and other electronic and communication systems owned or provided by Aspire.

Violations of this policy may result in disciplinary action, up to and including termination. If you have any questions about this policy, contact your Supervisor or Human Resources.

Employees should know that Aspire has the right to and will monitor the use of its information technology and other equipment and systems, as well as any publicly accessible social media. Employees should expect that any information created, transmitted, downloaded, exchanged, or discussed on publicly accessible online social media may be accessed by Aspire at any time without prior notice.

Keep in mind that any of your online conduct that adversely affects your job performance, or the performance of fellow employees, may result in disciplinary action up to and including termination of employment. Additionally, employees may be asked to remove any content that does not meet the rules and guidelines of this policy and/or that may be unlawful. To assist you in making responsible decisions about your use of social media, Aspire has established these guidelines for appropriate use of social media.

<u>Guidelines</u>

The same principles and guidelines found in Aspire's policies and Values apply to your activities online, including but not limited to those policies that pertain to Workplace Violence, Harassment, Staff/Student Interaction, and Standards of Conduct. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved.

- Understand that what you think is private in the online world often has the possibility of

becoming very public—without your knowledge or consent. Carefully review your privacy settings or establish separate accounts for private personal use and work.

- Recognize that as a public employee, your conduct could mistakenly be viewed by others as representing Aspire, even when you're using your personal account. The power of social networking is that these sites instantly connect you with colleagues and anyone associated with the people or institutions you list.
- Take time to reflect before you post; once you post content, you usually cannot pull it back.
- If you have connected with, or "friended", students on a social networking site, consider removing the connections, as it is difficult to control the content from you and others on your social profile that the students are able to view. Maintaining online connections with students can also put other colleagues in your social networks at risk, because the students with whom you are connected may be able to read your colleagues' posts. If you're concerned about the implications of removing "friends," include a message that explains you are doing so in response to an Aspire policy.

Employees are prohibited from the following:

- Engaging in activities that involve the use of social media to violate other established Aspire policies or procedures.
- Disclosing on social media Aspire's trade secrets or proprietary and confidential information.
- Using social media to post or to display comments about co-workers, supervisors, customers, vendors, supplies, or members of management that are obscene, physically threatening or intimidating, or otherwise constitute a violation of Aspire's workplace policies against discrimination, retaliation, or harassment.
- Posting or displaying on social media content that is an intentional public attack on the quality of Aspire's services in a manner that a reasonable person would perceive as calculated to harm Aspire's business and is unrelated to any employee concern involving wages, hours, or other terms and conditions of employment.
- Any unauthorized disclosure, use, and dissemination of personal information regarding minors is forbidden and may result in disciplinary action, including termination of employment.
- Only post approved photographs of staff and students. Appropriate permissions for public use must be obtained and will be held by Aspire.
- Do not post or share student information, including grades.
- Never disclose Aspire's confidential information, including information or content about students, even if not directly named.
- Do not comment as an Aspire representative or on behalf of Aspire on anything related to legal matters, litigation, or any parties to litigation involving Aspire without the appropriate approval.
- Do not save student photos in your personal or work phone unless authorized by the school Principal in association with approved social media posts for Aspire or for reasons related to an investigation of a student-related incident.
- Consult with your school site administrator, principal, or Human Resources regarding media releases prior to releasing information.

Social Media Guidelines When On-Duty

When you engage in social networking, please keep in mind that we have spent substantial time and resources building Aspire's reputation and goodwill. Use the following guidelines when using social media for purposes of performing your job responsibilities:

1. Social networking for personal purposes should not be conducted while you are on working time.
2. Social networking sites can be used to add value to our instructional efforts. Content should be relevant and help achieve Aspire's purposes or goals.
3. Be professional. Review Aspire's Mission Statement as well as our Values. Every day, our community of students, families, teachers and staff come together to learn, work, and play in an environment grounded in our Values of Bienestar (Well-Being), Culture of Belonging, Community Partnership, Agency & Self-Determination, and Joy to help guide expectations of professional judgment and communication when expressing your opinions in connection with your performance of your job responsibilities.
4. Use group sites or pages whenever possible to connect with students or families for student generated content.
5. You are reminded that you should have no expectation of privacy while using Aspire equipment or facilities for any purpose at any time, including authorized blogging and other social media activity. Your public postings may be subject to review by anyone, including Aspire.

Social Media Guidelines When Off-Duty

Be mindful that your postings, even if done off-premises and off-duty, could have an adverse effect on you, Aspire and its stakeholders, fellow employees, students, families and the communities we serve. Use the following guidelines when using social media off-duty:

1. Express only your personal opinions. Never represent yourself as a spokesperson for Aspire, unless you have been authorized to do so by the Director of Communications. If the content you are posting endorses Aspire's services, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of Aspire. If you do publish a blog or post online related to the work you do or subjects associated with Aspire, make it clear that you are not speaking on behalf of Aspire if that will not be obvious from the content or context of your posts. It is best to specifically post "#notanofficialspokesperson" or state "The postings on this site are my own and do not necessarily reflect the views of Aspire."

2. You are strongly discouraged from inviting students and families to join social networks or to be "friended" by students. Insofar as such behavior occurs, exercise good judgment about any content that is shared on the site, as you will be held responsible for any exposure/access by students and families to content, including words or pictures, that violates this policy or any other Aspire policy.

3. Keep in mind that bloggers and commentators are personally responsible for their content on blogs and social networking sites and can be held personally liable for commentary that is considered maliciously false, obscene, or confidential by any third party.

Duty to Report and Prohibition Against Retaliation

We all have a shared responsibility to ensure the safety of staff and students. Aspire policies and classroom guidelines, along with state and federal laws regarding educational privacy, apply in online settings. If you believe that anyone is violating this policy, it is your responsibility to speak up. Please submit any complaints to your School Administrator or Human Resources, HR@aspirepublicschools.org. All reports shall be as confidential as possible under the circumstances, in accordance with applicable law. It is the duty of the administrator to report the matter appropriately to ensure that a fair, prompt

and thorough investigation takes place by Human Resources.

Aspire prohibits taking adverse action against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy, or for cooperating in an investigation regarding a violation of this policy, will be subject to disciplinary action, up to and including termination of employment.

These guidelines will continually evolve as new technologies and social networking tools emerge, so please review them on a regular basis. If you need clarification of any aspect of these guidelines, contact your Principal or your Human Resources representative.

Personal Appearance

Aspire strives to maintain a professional atmosphere, which is achieved partly through the image employees present to our students, students' families, visitors and communities. We expect all employees to use good judgment with respect to their dress and appearance and to present a neat, well-groomed appearance, and a courteous disposition. As such, Aspire expects that your grooming, hygiene and dress will be appropriate to the work area and work performed. If your department or school has dress requirements specific to your position, your Supervisor or Principal will discuss them with you. While Principals and Department Directors are responsible for maintaining their school's or department's grooming standards, good personal hygiene and cleanliness of attire is mandatory and is your responsibility. We feel that these qualities are an important factor in making a favorable impression on students, their families, and your co-workers. Here are some guidelines:

- Clothing and Jewelry: You should wear clean, work attire that is appropriate for your job duties. A general rule to follow is to groom and dress within the standards normally observed in business and educational communities. Ill-fitting, revealing, and offensive clothing are unacceptable. Employees who report to work in unacceptable attire may be requested to leave work and return in acceptable attire. Such time away from work will be without pay.
- Scents and Odors: Some students and employees may be sensitive to strong perfumes, colognes, or odors. In order to maintain a respectful workplace where consideration is shown for the health and comfort of students and fellow employees, you are asked to wear scents in moderation.
- Casual Dress Days: Your Supervisor or Principal may set one day a week as casual dress day at the discretion of the location or department leadership. Aspire or college-themed clothing is encouraged. General appearance and attire must still present a professional, business-casual image.

It is your Supervisor's responsibility to determine if your dress and hygiene meet location standards. If they do not, you may be asked to go home and change. Nonexempt employees will not be paid for the time taken off for this purpose. Noncompliance with the dress and hygiene standards may result in corrective action, up to and including termination of employment.

If you have questions about this policy, direct them to your Supervisor, Principal or the Human Resources department.

Recording of Conversations Prohibited

Applicable laws and Aspire policy prohibit the recording of any communication without the consent of all

parties to the communication. Recording any communication, whether face-to-face, on the telephone, or otherwise, without prior consent of all parties to the communication is strictly prohibited. Recording of conference calls using technology such as Zoom is also prohibited without the consent of all parties. Employees are also prohibited from taking photographs or copying for their own use confidential business documents not related to employee wage or working conditions at any time.

Employees who violate this policy are subject to disciplinary action, up to and including immediate termination of employment.

In limited situations, Aspire may tape or record Aspire business or educational presentations, Aspire training for a specific business or educational purpose, or for other business-related purposes. Participants will be informed that the training or conversation is being recorded.

Religious Neutrality

As a public charter school, Aspire cannot promote the agenda of any religious denomination or religiously affiliated entity. It is both proper and important for teachers to objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with society, literature, or the arts. Instruction shall identify principles common to all religions and foster respect for the multiple creeds practiced by the peoples of the world.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden at Aspire. Instruction about religion must not favor, promote or demean the beliefs or customs of any particular religion or sect.

Staff must be highly sensitive to their obligation not to interfere with the religious development of any student in whatever tradition the student embraces. Staff must not endorse, encourage or solicit religious or anti-religious expression or activities among students. Staff must not lead students in prayer or participate in student-initiated prayer. However, staff must not prohibit or discourage students from praying or otherwise expressing their religious belief as long as this does not disrupt the classroom.

School and classroom decorations may express seasonal themes that are not religious in nature.

Aspire does not intend to impose restrictions on freedom of dress and adornment which may violate an individual's civil rights, or which impose particular codes of morality or religious tenets. Appropriateness and moderation in all things, concern for the health and safety of students and staff, and the avoidance of distractions to the educational process are the guiding principles of the employee dress code.

Media Contact

To ensure that Aspire communicates with the media in a consistent, timely and professional manner about company matters, we ask that you do not respond to media inquiries on Aspire’s behalf without authorization. You should notify the Director of Communications, Vice President of Advancement, or your Regional Executive Director that you have been contacted by the media whenever you are asked to speak on behalf of Aspire. This rule does not prevent you from speaking with the media, but you should not attempt to speak on behalf of Aspire unless you have specifically been authorized to do so by the Director of Communications.

Employment Verification and References

Aspire policy permits the Human Resources Department to provide official references by verifying only the dates of employment and title of the last position held for current and former employees. No other Supervisor, Manager, Director, or employee is authorized to release official reference information, so all requests for official references on behalf of Aspire must be forwarded to the Human Resources Department. Current or former employees requesting verification of employment or their salary or wages must put their authorization in writing and submit it to the Human Resources Department. No additional information will be provided in response to an official request for a reference.

In some cases, a recommendation letter may be needed. Please consult with Human Resources to review the circumstance(s) and request prior to engaging with the individual that has requested the information.

Health and Safety Policy

Aspire is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with Aspire's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Principal or Supervisor any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, Aspire will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

Aspire has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Principal. Employee desks or offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal or Supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety

Aspire is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every supervisor org wide. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Aspire that accident prevention shall be considered of primary importance in all phases

of operation and administration. Aspire's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Aspire safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on Aspire premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, Aspire shall withhold applicable taxes from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. The Federal Insurance Contribution Act ("FICA") requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Aspire. Employees who participate in a California State Retirement Plan may be exempt from Social Security taxes.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

5. California State Retirement Plans: Aspire will deduct a percentage of your wages for the State retirement plan associated with your job through California STRS or California PERS

6. Employees may also have deductions made to their paychecks when a wage overpayment occurs. Aspire may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. Aspire also reserves the right to exercise any and all other legal means to recover any additional amounts owed. Aspire shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Payroll or Human Resources departments to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the HRIS (MyHRT) or contacting the Payroll department. The HRIS system maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Payroll department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Aspire will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Supervisor. Aspire provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Payroll

Pay Periods and Paydays

Aspire's pay schedule is based on twenty-four (24) pay periods per year. Paychecks are normally distributed on the 15th and the last day of each month. Employees should pick up their own paycheck on the normally scheduled payday. Pay statements can be accessed through UKG , the HR Resources System (MyHRT). Aspire encourages all employees to sign up for direct deposit.

Exempt employees are paid on the 15th of the month, for the pay period from the 1st to the 15th of that month, and on the last day of the month, for the pay period from the 16th to the last day of that month**.**

Non-exempt employees are paid on the 15th of the month, for the pay period beginning the 24th of the prior month and ending the 8th of the current month, and on the last day of the month, for the pay period from the 9th to the 24th.

If a payday falls on a Saturday or a Sunday, you will be paid on the prior Friday. If a payday falls on a holiday, you will be paid the day before the holiday.

Please review your paychecks and pay stubs regularly. If you believe an error has been made on your paycheck, report the discrepancy to Payroll immediately.

Wage Attachments and Garnishments

Under normal circumstances, Aspire will not assist creditors in the collection of personal debts from its

employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Aspire, by law, to withhold part of an employee's earnings in their favor.

Bonuses

Bonuses are determined on a yearly basis considering the financial state of the organization and Board of Director approval. Bonuses are not guaranteed. Employees must be employed at the time a discretionary bonus is issued in order to be eligible. Additional guidelines will be provided should we have bonuses in any given year.

Discussion of Wages

No employee is prohibited from disclosing the amount of his or her wages. Aspire will not terminate, demote, suspend, or otherwise discriminate or retaliate against an employee who makes such a disclosure or because an employee exercises his or her rights, or aids or encourages other employees in exercising their rights, under California's Equal Pay Law. This policy does not require disclosure of wages.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if the employee is classified regular full time working at least thirty (30) hours per week.

Employees who change status from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change if they have worked in a full time capacity for over a year.

Part-time Benefit Eligibility

Aspire continues to provide benefits for regular part-time employees who previously worked at least one (1) full year as a regular full-time employee and who drop down to work between twenty (20) and twenty-nine (29) hours per week. Part-time-benefited employees generally are eligible for all the same benefits as full-time employees, but at slightly different costs. Additionally, part-time-benefited employees receive a reduced paid sick leave benefit and a reduced PTO benefit.

Dependent Children and Partner Benefit Eligibility

Benefit eligible employees may elect to cover their dependent children, married spouse, and domestic partner. Additional costs may be assessed. Unmarried benefit eligible employees may also elect to cover their partners, if they live together in an ongoing exclusive committed relationship similar to marriage, have been together for at least six (6) months, and intend to continue sharing a household indefinitely. For more information on dependent coverage or to request forms, please email our Benefit Support team at benefits@aspirepublicschools.org.

Temporary Employees or part time working under 29 hours

Employees classified as temporary or regular employees working under 29 hours are not eligible for

medical benefits.

Benefit Package

Please review Aspire's benefit guide for detailed information about Aspire's benefits. For more information about eligibility or for more information about any of these benefits, contact the Benefits team at benefits@aspirepublicschools.org.

When Coverage Starts

Employee coverage will begin on the first day of the month following their hire date. Benefit enrollment is processed through a third party vendor. For additional information please reference the benefit guide or contact Benefits@aspirepublicschools.org. This information serves as a request for coverage, and authorizes payroll deductions necessary to pay for coverage.

COBRA Benefits

When medical, dental plans or voluntary benefits end through Aspire employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and Aspire's previous contribution plus an administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.
- eligibility under FMLA/CFRA is exhausted.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer

commences a bankruptcy proceeding and those individuals lose coverage.

Aspire will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying Aspire within thirty (30) days of the event. Aspire will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;

- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;

- Aspire stops providing group health benefits;

- The employee (or the employee's spouse or child) become entitled to Medicare; or

- The employee has been receiving extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their immediate Supervisor. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions; further note that Aspire's practice is not to compensate based on performance but rather different objective pay criteria, generally years of experience in a role. Salary increases and promotions are solely within the discretion of Aspire and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their Supervisor, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their Supervisor within the first ninety (90) days of employment.

Potential for advancement will be based largely upon job performance. On a periodic basis, the Supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Aspire's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep their Supervisor or Human Resources advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Aspire to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Aspire will restrict disclosure of personnel files to authorized individuals within Aspire. A request for information contained in the personnel file must be directed to the Principal, Department Director or Human Resources. Only Human Resources is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Aspire will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator,

administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Professional Development and Performance Review

At Aspire, we encourage the professional development of all employees. If you are an educator, Aspire provides summer training before the start of Aspire year, on-site coaching and modeling throughout Aspire year, day-to-day instructional leadership and access to external workshops. Extensive training and attentive mentorship cultivate additional skills. For employees who are not educators, Aspire provides you with periodic formal and topical training sessions as well.

All supervisors are strongly encouraged to facilitate Professional Development Discussions with each employee as part of an ongoing, year-round development process. These reviews may be formal or informal, and verbal or written. The purpose of the review is to support you in your role. Outside of annual reviews, the role of the supervisor is to give timely feedback throughout the year.

In addition, Aspire encourages employees to pursue external professional development opportunities such as workshops or additional certifications. Aspire may cover the cost of this professional development or may provide current employees with financial assistance in the form of Tuition Reimbursement as part of its benefits package. We encourage you to talk with your immediate supervisor about additional development opportunities and specific career paths. Aspire pays nonexempt employees for time spent attending required development courses and training(s) in accordance with applicable law.

HOLIDAYS, TIME OFF, AND LEAVES

Holidays

Aspire's calendar reflects any and all holidays observed by Aspire. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Cesar Chavez
- Independence Day
- Labor Day
- Veteran's Day
- Indigenous Peoples' Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during Aspire year, such as days during Aspire's calendared breaks, shall not be paid time for nonexempt employees in active status. Aspire respects employee's observance of religious holidays not listed above in the Aspire-wide calendar in alignment with our value of Culture of Belonging; you may take off a recognized religious holiday if your religion requires observance of the particular day. To ensure appropriate work coverage in service of our scholars, employees must request the day off in advance by written notice to the Principal or Department Supervisor. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e., PTO, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Requesting and Approval of Leaves

Aspire outsources leave administration through New York Life (formally known as Cigna). Employees may request leaves directly through New York Life and contact HR@aspirepublicschools.org for support.

<u>Requesting and Approval of Regulated Leaves</u>

- Contact HR at HR@aspirepublicschools.org
- New York Life is authorized to approve all leave requests in accordance with Federal and State laws. New York Life has the authority to approve or deny regulated leaves based on eligibility and dependent on required certifications. New York Life will work with Aspire when necessary to determine eligibility.
- Human Resources will support the process including managing processing sick or PTO accruals and requests for accommodations.
- Communicate with your Supervisor in advance for logistics and planning.

Requesting and Approval of Personal Leaves

- If you want to request a Personal Leave, you must complete the Personal Leave Request Form and have your Manager, Supervisor or Principal sign it.
- Submit the request form to Human Resources.
- Ultimate approval is determined by your Supervisor according to business needs. In some instances, the Regional Executive Director will need to support the approval of a Personal Leave request.
- The maximum time Aspire will approve a personal leave is thirty (30) calendar days (including weekends and holidays).
- Personal Leaves are not protected by Federal or State Laws.
- PTO may be accessed during a personal leave only; not sick time. Unless the personal leave is related to a medical reason.

Paid Time Off (PTO)

Aspire grants Paid Time Off ("PTO") to provide benefit-eligible employees with the flexibility to meet both work and personal needs. PTO requests should be submitted at least two weeks in advance.

While Aspire recognizes the importance of PTO as a period of rest and rejuvenation away from the job, PTO must be scheduled with due consideration for "peak traffic periods" in Aspire. With this in mind, it is expected that PTO will be taken when an employee's absence will minimize disruption. Supervisors may set "blackout dates" during which requests for PTO will be denied (e.g., during STAR testing for classroom teachers and principals, or during scheduled audits for an accountant, or during peak hiring season, etc.). Ultimately, PTO may only be taken upon approval in advance by your supervisor.

Benefits eligible employees are entitled to PTO terms based upon date of hire, length of service and status with Aspire. Eligible employees shall accrue PTO as follows:

Employee Classification/Accrual Calendar	**PTO Accrual Rate**	**PTO Accrual Cap**
249 or 235 Day Full-Time Employees (Salaried and Hourly)	12 days per school year, accruing at a rate of eight (8) hours per month.	96 hours
196 Day Full-Time Exempt (Salaried) Employees	3 days per school year, accruing at a rate of two (2) hours per month.	48 hours
187-212 Day Full-Time Employees (Hourly)	3 days per school year, accruing at a rate of two (2) hours per month.	48 hours
Part-Time Benefited Employees (Salaried and Hourly)	Half (½) of the accrual rate for the applicable full-time classification.	Half (½) of the accrual cap for the applicable full-time classification.

Any PTO taken during Aspire year or otherwise should be coordinated and cleared by the supervisor, subject to scheduling, business need and seniority. Employees must submit PTO requests through Aspire's Time and Attendance System and inform their supervisor in advance.

Full-time employees who transfer to a part-time status and who are no longer eligible for benefits will keep their accrued PTO balance, but will not receive any additional PTO. The PTO balance will remain on the books and will be available for the employee to use.

Employees who transfer into a new role in Aspire will receive PTO payout, and will start accruing at the PTO rate applicable to the new role, up to the maximum accrual cap.

Aspire retains the right to deny or schedule required use of PTO to meet student and operational needs.

PTO days should be taken when business needs or school is not disrupted; check with your supervisor or principal in advance to ensure the time can be approved.

PTO may not be utilized before it is earned (advances are not permitted). An employee whose employment terminates will be paid for accrued unused PTO. Once the PTO cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO will begin to accrue again. There is no retroactive grant of PTO for the period of time the accrued PTO was at the cap.

Unpaid (Personal) Leave of Absence

Aspire recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, Aspire may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the Supervisor and HR.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused PTO, provided that the PTO was earned prior to the commencement of leave. No PTO is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Aspire offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Designation of this person must be done within ten (10) working days of the date the employee is

provided an opportunity to designate. Thereafter, Aspire will provide to eligible employees an opportunity to re-designate a designated person on an annual basis.

Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all Aspire employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall accrue sick leave according to role and accrual calendar, at minimum, one (1) hour of paid sick leave for every thirty (30) hours worked. Part-time, temporary, and substitute employees accrue paid sick leave up to a maximum accrual of seventy-two (72) hours or nine (9) days of paid sick leave per year. When you hit this cap, accrual will stop and you will not accrue any additional sick time until your balance has dropped below seventy-two hours. However, employees who are not part-time, temporary or substitutes will not have a cap on accrual.

Sick Leave is accrued as follows:

Employee Classification/Accrual Calendar	**Sick Accrual Rate**	**Sick Accrual Cap**
249 or 235 Day Full-Time Employees (Salaried and Hourly)	12 days per school year, accruing at a rate of eight (8) hours per month.	n/a
196 Day Full-Time Exempt (Salaried) Employees	9 days per school year, accruing at a rate of (6) hours per month.	n/a
187-212 Day Full-Time Employees (Hourly)	1 hour per every 30 hours worked	n/a
Part-Time Benefited Employees (Salaried and Hourly)	Half (½) of the accrual rate for the applicable full-time classification.	n/a
Temporary/Substitutes	1 hour per every 30 hours worked	72 hours

Aspire will accept paid sick leave that a new employee accrued from their employment at a California public school district immediately preceding their employment at Aspire.

Sick leave must be taken by eligible employees in increments one (1) hour. Accrued sick leave carries over from year to year and Aspire does not pay employees in lieu of unused sick leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to Aspire may be required. Aspire will not tolerate abuse or misuse of the sick leave privilege. If Aspire suspects abuse of sick leave, Aspire may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by Aspire.

Family Care and Medical Leave

This policy explains how Aspire complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require Aspire to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by Aspire for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where Aspire has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where Aspire must only have at least five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by Aspire, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Aspire's separate pregnancy disability policy).

a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the

expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. If someone takes leave for a designated person, they may only take leave for that one identified designated person per 12 month period (may not take leave to care for multiple designated people).

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, Aspire's/Aspire's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Aspire's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave

entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, Aspire and the employee may agree to have Aspire-provided paid leave, such as Sick time or PTO, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick time or PTO at the beginning, during (to supplement pay) or end of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick time, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick time and/or PTO does not accrue during any period of unpaid FMLA or CFRA leave, unless sick time and/or PTO is being applied as a wage replacement.

- Health Benefits

The provisions of the Aspire's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the Aspire during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, Aspire will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, Aspire will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Aspire may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Aspire. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Aspire's request for certification) may result in denial of the leave request until such certification is provided.

2. Aspire will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Aspire may contact the employee's health care provider to authenticate a certification as needed.

3. If Aspire has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, Aspire may request a second opinion by a health care provider of its choice (paid for by Aspire). If the second opinion differs from the first one, Aspire will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by submitting a request to HR@aspirepublicschools.org. An employee asking for a Request for Leave form will be given a copy of Aspire's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Aspire's or Aspire's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that Aspire will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, if or when possible, the employee may be temporarily allowed to change status to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position. Transfers are not guaranteed by Aspire and are subject to availability and other school-based considerations.

7. Aspire will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, Aspire will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, Aspire will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, Aspire will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Aspire.

- Employment During Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without Aspire's written permission. An employee who accepts such employment without Aspire's written permission will be deemed to have resigned from employment at Aspire.

Pregnancy Disability Leave

This policy explains how Aspire complies with the California Pregnancy Disability Act, which requires Aspire to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $^{1}/_{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $^{1}/_{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $^{1}/_{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for Aspire. Aspire is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave may use all accrued paid sick leave and may use any or all accrued PTO at the beginning of any otherwise unpaid leave period.

2. The receipt of PTO pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. PTO and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began or if an employee is receiving wage replacement (sick

pay or PTO) from Aspire during the leave.

- Health Benefits

Aspire shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Aspire can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.

2. The employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.

- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

- There is a non-pregnancy related medical condition requiring further leave.

- Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of Aspire and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by Aspire. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by notifying Human Resources at HR@aspirepublicschools.org and their immediate supervisor. An employee asking for a Request for Leave form will be referred to Aspire's then current pregnancy disability leave policy.

2. Employees should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Aspire's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, if or when possible, the employee may be transferred temporarily allowed to change status to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position. Transfers are not guaranteed by Aspire and are subject to availability and other school-based considerations

6. Aspire will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Aspire will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. Aspire will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, Aspire will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with Aspire policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, Aspire will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Aspire.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without Aspire's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Aspire, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;

- Cash benefits, tax-free to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to your immediate Supervisor or Business Manager;

- Seek medical treatment and follow-up care if required;

- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal or Department Director (for non-school sites); and

- Provide Aspire with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is Aspire's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Aspire, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Aspire's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the immediate Supervisor or Business Manager and to Human Resources. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to Aspire's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from Aspire's approved medical facility before returning to work.

- Any time there is a job-related injury, Aspire's policy may require drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Aspire shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Aspire shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued PTO or paid time off as wage replacement during time served, provided such PTO accrued prior to the leave.

Except for employees serving in the National Guard, Aspire will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to Aspire, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Aspire shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Aspire with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Aspire employees are eligible to receive up to five (5) days of paid bereavement leave soon after the death of an immediate family member**.** Additional leave may be authorized by Aspire. If additional time is needed employees may use sick or PTO to access wages, or unpaid if sick/PTO is not available. Immediate family includes your spouse, registered domestic partner, a parent, children, sibling, grandparent, or grandchild (including step- and in-law relatives and similar relatives of a domestic

partner). Please ensure you communicate with your immediate Supervisor to make arrangements. If requested by Aspire, an employee shall provide reasonable documentation of the death of the family member.

Jury Duty or Witness Leave

For all exempt employees, Aspire will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, Aspire will provide pay for up to five (5) days in the event an employee is called to serve on a jury. Employees must provide a copy of their jury summons to their supervisor immediately after being summoned for jury duty.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Principal or Department Director at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Aspire will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of Aspire year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Aspire, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where Aspire requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., PTO or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by Aspire for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to Aspire that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. Aspire may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Aspire provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Aspire with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Aspire one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred,

including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Aspire will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Principal or Department Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give Human Resources thirty (30) days' notice before returning from leave. Whenever Aspire is notified of an employee's intent to return from a leave, Aspire will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult with Human Resources.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by Aspire. This list of prohibited conduct is illustrative only and applies to all employees of Aspire; other types of conduct that threaten security, personal safety, employee welfare and Aspire's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of Aspire. If an employee is working under a contract with Aspire which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise).
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.
23. Any other conduct detrimental to other employees or Aspire's interests or its efficient

operations.

24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While Aspire does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Aspire's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Aspire or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Aspire's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by Aspire, employees are expected to devote their energies to their jobs with Aspire. For this reason, any outside employment must adhere to the below guidelines. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our Aspire/School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School/Aspire.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School/Aspire.

- Additional employment that requires the employee to conduct work or related activities on Aspire's property during the employer's working hours or using our Aspire's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School/Aspire.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Aspire explaining the details of the additional employment. If the additional employment is authorized, Aspire assumes no responsibility for it. Aspire shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with Aspire, employees should notify the Principal or Immediate Supervisor regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused PTO, not including paid sick leave. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Obligations on Termination

When your employment with Aspire ends or at any time upon request, you must return all Aspire documents, computer records and other Aspire property in your possession or control. These items may include, but are not limited to, the following:

- Computer equipment and software;
- Company credit card(s);
- Keys and building access cards;
- Professional books and binders received during training;
- Dictionaries and other reference materials;
- Textbooks, leveled books, classroom books, library books and consumable workbooks; or
- Bulletin boards, posters, office supplies, etc.

This is true regardless of purchase method; that is, furniture, equipment and supplies are Aspire property regardless of whether they were purchased directly using a purchase order or credit card, or purchased by the employee but later reimbursed by Aspire through its expense reimbursement process.

After Termination is Processed

Upon termination of employment, access to Aspire systems, emails or information that belongs to Aspire will not be accessible under any circumstances.

Final Paycheck

If you resign with at least 72 hours' notice, you will receive your final paycheck on the last day of employment. If you resign with fewer than 72 hours' notice, your final paycheck will be available to you within 72 hours after your last day of work. Upon request, your final paycheck may be mailed to you. If you did not resign within 72 hours' notice, you may be asked if you accept for your paycheck to be sent to your home address on file, which will be performed upon your written authorization.

Rehire and Reinstatement

A former employee who has a good work history with Aspire will be considered for rehire or reinstatement. The former employee must apply for open positions using the normal process and will be considered for positions along with all other applicants.

Intent to Return

If you do not intend to return for the next school year and/or share with your Supervisor that you may be unsure about returning for a subsequent school year, Aspire reserves the right to recruit for your position. If Aspire chooses to recruit for your position, Aspire will share this information with you and give you a deadline to make a determination before Aspire begins recruiting.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of Aspire the opportunity to seek internal resolution of their work-related concerns. All employees have free access to Human Resources, the Principal, members of senior leadership or the Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under Aspire's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when an Aspire employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Supervisor or designee:

1. The complainant will bring the matter to the attention of the Supervisor as soon as possible after attempts to resolve the complaint with the employee directly have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Supervisor or designee will then confer with Human Resources to identify an appropriate and qualified investigator. The assigned investigator will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Supervisor, the complainant may file his or her complaint in a signed statement to the Human Resources Department, who will then confer with the Executive Director or Chief of Equity and People (if appropriate) and may conduct fact-finding or authorize a third party investigator on behalf of the Executive Director or Human Resources. The Executive Director or Human Resources will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, Aspire values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with Human Resources, the Executive Director (if the complaint concerns the Principal or other Senior Leader) as soon as possible after the events that give rise to the complainant's concerns. The written complaint

should set forth in detail the factual basis for the complaint.

In processing the complaint, Human Resources (or designee) shall abide by the following process:

1. The Human Resources representative or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that Human Resources (or designee) finds that a complaint against an employee is valid, Human Resources (or designee) may take appropriate disciplinary action against the employee. As appropriate, Human Resources (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. Human Resources (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Principal or other Senior Leader) or the Principal/Senior Leader or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of Aspire in effect at the time of publication.

Aspire reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Aspire that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that Aspire may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of Aspire, you may file this form with the Human Resources Team.

Please review Aspire's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Aspire will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Aspire will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Aspire will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize Aspire to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that Aspire will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by Aspire both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s):
_____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize Aspire to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by: _____ Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Aspire to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Appendix XIII. Aspire Student Learning Framework

Aspire Student Learning Framework

A tool to support student learning and educator development at Aspire Public Schools

What is the purpose of the Student Learning Framework?

The Aspire Student Learning Framework (ASLF) was created to support student learning and educator development at Aspire. This is not an evaluation tool, but rather a coaching tool. Adapted from TNTP's CORE Teaching Rubric, the ASLF is grounded in three instructional principles:

1. An explicit focus on student academic behaviors
2. Alignment of instructional activities (ie. student task) to rigorous content standards
3. Culturally Responsive Teaching

What are the components of the rubric?

There are 4 components of the rubric:

- **Domains:** The rubric includes four discrete domains: *Culture of Learning, Essential Content*, *Academic Ownership, Demonstration of Learning.*
- **Essential Question:** The essential questions are the core questions to answer about the particular domain. In an effective and culturally responsive teacher's classroom, the answer to each essential question is "yes."
- **Descriptor Language:** The rubric uses descriptors that focus on observable student actions and responses.
- **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each domain. These behaviors have been drawn from a variety of sources, including TNTP, Equity Institute's Culturally Responsive Walkthrough Tool , The Massachusetts Department of Education CRT rubric, Unbounded's GLEAM framework, Universal Design for Learning and the Ready for Rigor Framework from Zaretta Hammond's Culturally Responsive Teaching & the Brain. After each observation, we recommend that teachers and observers identify one or two Core Teacher Skills (or identify a skill not listed) to prioritize for the next coaching cycle.

How has the rubric been revised?

- In the 22-23 school year, Culturally Responsive Teaching was an organization-wide priority. With input from the Principal PAC, the Aspire-wide instructional team (AWIT) revised Domain 1 and Domain 2 of the framework in order for it to more clearly align to what we expect to see in culturally responsive classrooms.
- In the 23-24 school year, Domain 3 and 4 were revised and we decided to keep it as a single point rubric to emphasize the non-evaluative nature of the tool. AWIT received input from administrators, regional staff and educators.

How does the rubric support culturally responsive teaching practices?

Although there are many ways to approach culturally responsive teaching, we have chosen the four practice areas from Zaretta Hammond's *Ready for Rigor Framework* as a guide to highlight alignment with the rubric domains.

CULTURE OF LEARNING *Are all students engaged in learning throughout the lesson?*

Non-Evidence	Look-fors	Evidence
	• All or almost **all students are engaged** in **independent or cooperative** instructional tasks, exploration, discovery, hands-on learning or volunteering responses. • **Students feel safe** to ask questions and give and receive feedback from peers and teachers. • **Students execute** transitions, rituals, routines or procedures with limited narration from the teacher in ways that indicate self directed learning. • **Students affirm** contributions of their teammates AND collectively ignite joy	

Core Teacher Skills:

Indicator 1: Student engagement

- Arrange the classroom in a manner that allows for materials and resources to be equitably accessible to all students

Indicator 2: Safety

- Teachers clearly state, post, and maintain high and clear standards for behaviors for all students (academic and non-academic) and is a Warm Demander.
- Use principles of restorative justice to manage conflict and redirect negative behavior
- Normalize mistakes as part of the learning process (by modeling, reinforcing, providing wait time, teaching students to ask each other probing questions, and discouraging one right way)
- Teacher uses positive and reinforcing language to encourage students and reinforce their belief in them as a model for students to affirm each other

Indicator 3: Rituals, routines and procedures

- Teach, model and reinforce different cooperative grouping structures and routines
- Teach, model and reinforce topics aligned to self-management (will be seen verbally and with artifacts in the classroom)
- The rituals and routines are equitable and accessible to all students and reinforce self directed learning and academic identity
- Providing specific, concrete, sequential, and observable directions for behavior and academics

Indicator 4: Affirmation

- Intentionally develop empathy within students so they understand how their behavior impacts each other both positively and negatively
- Teach students protocols with how to give and receive feedback; teacher models receiving feedback
- Plan for strategies to affirm student contributions towards a collectivist culture and ignite joy
- Plan for igniting joy: including music, games, cheers, chants, etc.

ESSENTIAL CONTENT *Are all students working with culturally responsive content aligned to the appropriate grade-level standards that promotes rich cognitive development?*

Non-Evidence	Look-fors	Evidence
	• **Students can talk** about what they are working on, why it's important and how it connects to what they already know. • **The lesson focuses on grade level standards and the content** itself is reflective of and affirming to students' identities, global diversity, and it allows for students to interrogate the presented information. • **All activities** students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced, affirm lived experience as knowledge, and move students toward mastery of the grade-level standard(s), language goals and/or IEP goals. • **All instructional materials** students use, such as texts, questions, problems, exercises and assessments, are high-quality, accessible and appropriately demanding for the grade/course and time in the school-year, and center issues of equity, power, race and identity	

Core Teacher Skills:

Rigor (standards)

- Develop and/or use daily lesson activities that are well sequenced, promote inquiry, engagement, collaboration and relevance, moving students toward mastery of grade-level standards
- Develop and provide accommodations and modifications as needed to ensure all students are able to attain rigorous, standards-aligned learning goals
- Teacher anticipates common student misunderstandings due to deeply internalizing content and ensures strategies are in place to overcome those misconceptions
- Pace of the lesson ensures that cognitively demanding, developmentally appropriate, standards-aligned objectives receive appropriate instructional time in order to promote student mastery.

Relevance (reflecting students' world)

- Develop and/or use a long-term, sequential plan that leads to mastery of the most important content for the grade or course and is centering issues of race, equity and power.
- The teacher makes the lesson accessible by including relevant and current media, phenomena, geographic and community reference points that are familiar and known by students.
- Teachers plan lessons that encourage all students to see, question, and interpret concepts from diverse perspectives.

Responsiveness (know students as individuals, make adjustments based on them)

- Teacher considers students' IEP goals, language development and other specific learning needs in developing learning goals and preparing lessons
- Teacher identifies and responds to student misunderstandings that arise during the lesson
- Plan lessons with options for students AND support students with how to choose learning experiences
- The teacher views students' life experiences as assets and builds on students' cultural and linguistic knowledge

ACADEMIC OWNERSHIP *Are all students empowered, responsible and supported to do the thinking in this classroom?*

Non-Evidence	Look-fors	Evidence
	• **Students persist** through appropriately demanding **cognitive work** and engage in complex problem-solving during the lesson. Student agency is facilitated by **options** that align to the standard and objective. • **Students provide evidence** to support their thinking; evidence can be provided in **multiple ways**. Students use both **academic language** and **authentic expression** (i.e. their home language) to present their point of view. • **Students respond to and build upon** their peers' thinking, ideas or answers while actively constructing knowledge through **structured student talk routines** and a **variety of routines** that also include **authentic dialogue.** • **Students collaborate** with each other by providing constructive feedback to their classmates' work. Students engage in rigorous dialogue honoring convergent and divergent thinking in order to access **multiple perspectives**.	

Core Teacher Skills:

Indicator 1: Students persist, complex problem solving

- Notice when students are struggling, reaching of level of frustration and anchor back to SEL tools
- Go back to "chunk and chew" in order to break down difficult tasks into smaller parts
- Give students several options to respond to questions: writing, talking, drawing, using graphic organizers & manipulatives (when appropriate)
- Make problem-solving visuals noticeable and accessible.
- Provide equitable opportunities for support, praise, and participation.

Indicator 2: Fostering Academic Language

- View students' life experiences as assets and build on students' cultural and linguistic knowledge as they get comfortable using academic English conventions.
- Provide encouragement and affirmation to all students while moving them to use academic language
- Utilize translanguaging so that students' full linguistic repertoire is used and honored
- Recognize and affirm all languages and teach about audience for language and dialect
- Plan for the use of academic language in the 4 language domains: reading, writing, speaking and listening

Indicator 3: Helping students expand thinking through dialogue

- Use various student talk structures and routines to support student to student discourse (link resource)
- Provide opportunities for students to cite evidence to support their thinking & learning
- Pose questions that scaffold and support students to develop and complete high order thinking tasks
- Facilitate a discussion that that allows students to defend their responses
- Use probes or provide guiding questions and affirmations so that students defend their responses

Indicator 4: Fostering student collaboration and rigorous dialogue

- Create opportunities for peer collaboration and intentional peer feedback.
- Employ a variety of high ratio moves to push and extend student thinking, deepen their understanding and do more of the cognitive lift
- Provide direct instruction on how students should challenge each other's ideas and provide feedback to one another

DEMONSTRATION OF LEARNING *Do all students demonstrate that they are learning?*

Non-Evidence	Look Fors	Evidence
	• **Student responses**, work and interactions **demonstrate** that students are **on track** to achieve stated or implied grade-level standard(s), language and/or IEP aligned **learning goals.** • **Students self-evaluate** to reinforce **self-directed** learning because **expectations** for learning are **clear** (through rubrics, criteria for success, and students paraphrasing expectations). • **Students have opportunities** to demonstrate their learning in **multiple ways** using academic writing and/or explanations. • **Students challenge** the ideas in a text or lesson, explore and share alternative viewpoints & defend arguments with evidence.	

Core Teacher Skills:

**This domain assumes essential content (domain 2) is accurate and teacher understands the standards/goals of the lesson*

Indicator 1: Demonstrate learning

- Plan a variety of standards and objective-aligned formative assessments.
- Design learning activities and questions that support students progressing to the essential content.
- Monitor student learning and adjust instruction while teaching.
- Plan for key moments in the lesson to monitor for learning:
    - What are the key skills you'll be looking for?
    - When would you monitor for evidence of those skills?
    - What misconceptions would you anticipate
    - How will you take anecdotal notes?
- Utilize student data to anticipate student misconceptions.

Indicator 2: Self-evaluation

- Create/utilize exemplars of student learning that address the standard/essential content.
- Provide transparent and engaging rubrics, checklists, or criteria for success that require demonstration of the essential content.
- Involve students in creating criteria for success on assignments and projects.
- Provide reflective moments for students to self-evaluate and adjust their own thinking/work.

Indicator 3: Multiple ways of demonstrating

- Provide students with multiple options to express their understanding--and let them suggest some ways of being assessed.
- Students have the opportunity to choose to express their understanding in text, audio, video, multimedia, live presentations, and many other ways.
- Provide more than one way to answer on tasks so that students can express their understandings without barriers

Indicator 4: Challenge and defend ideas

- Provide feedback that affirms student thinking and elaboration and clarifies or prompts thinking in misunderstood content.
- Encourage yourself to see, question and interpret concepts from a variety of perspectives and intentionally do the same for students.
- Provide access to complex topics so that students may engage in critical conversations that require multiple viewpoints.

Appendix XIV. APS Student Family Handbook

BIENESTAR (WELL-BEING) | CULTURE OF BELONGING | COMMUNITY PARTNERSHIP | AGENCY + SELF-DETERMINATION | JOY

STUDENT AND FAMILY HANDBOOK 2025 – 2026

ASPIRE PUBLIC SCHOOLS

EMPOWERING MINDS.
TRANSFORMING FUTURES.

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Table of Contents

Table of Contents 2
Welcome from Aspire Leadership 6
COVID-19 Safety Protocols 7
- COVID-19 vaccines 7
- On-campus prevention 7
- Masking 7
- Testing 8

Aspire Public Schools Vision, Mission and Core Values 9
Aspire Public Schools' Non-Discrimination Statement 10
School Operations And Attendance 12
- Enrollment 12
- Class Placement 12
- Foreign Exchange Students 12
- Parent/Family Contact Information 12
- Custody Orders, Power of Attorney or Caregiver Affidavits 12
- Telephones and Calls to Students 13
- Dress Code and Uniform Policy 13
- Walking Home 14
- Late Pick Up 14
- Rideshare Guidance 15
- Attendance 15
- Excused Absences 16
- Make-up Work 18
- General Tardiness 18
- Chronic Absenteeism 18
- Withdrawal due to Excessive Unverified Absences (AWOL) 19
- Truancy 19

Health and Welfare Policies 21
- Medication and Immunization Requirements 21
- Nutrition Services 24
- Alternate Placement Options 25
- Emergency Medical Care 26
- Student Accident 26
- Illness and Contagious or Infectious Disease 27
- Suicide Prevention 28
- Type 2 Diabetes 28
- Type 1 Diabetes 31

Oral Health Assessment 33
Physical Examinations and Right to Refuse 33
Cancer Prevention Act 33
Dangers of Synthetic Drugs 34
Toileting Supports 34
Academics 36
Academic Integrity 36
Instructional Materials 37
Required Restitution 37
California Mathematics Placement Act 37
Testing 38
Family Life/HIV/AIDS Education 38
English Learners 40
Physical Education 43
Independent Study 44
Work Permit 44
Expanded Learning/Afterschool Programs 45
Elementary and Middle School Retention (Grades K-8) 45
Secondary Academics 48
Graduation Requirements 48
Diploma Pathways for Students With Disabilities 51
High School Commencement 53
Cal Grant Program for College 53
Concurrent Enrollment 54
Granting Credit from Non-Aspire Schools 55
Secondary Grading 55
Retention and Acceleration 58
Secondary Grading and Transcripts 60
Special Enrollment Circumstances: Over-Age Students 61
Student Rights And Responsibilities 63
Notice for Directory Information 63
Student Fees 65
Legally Authorized Fees and Prompt Payment 65
Married, Pregnant, Or Parenting Teens 66
School Employee Code of Conduct with Students 67
Section 504 Plan 69
Special Education 69
Homeless Children and Youth (McKinney-Vento Reauthorization of 2002) 71
Foster and Mobile Children and Youth 78

Social-Emotional School Counseling Programs 80
Extra-curricular Involvement 81
Student Behavior and Discipline 83
Notice of Regulations 83
Positive Behavior Support Systems 83
Behavior Management Cycle 84
Behavior Expectation Guidelines 84
Alternatives to Suspension 85
Discipline Policies 86
Safety Policies 107
Closed Campus 107
Harassment, Intimidation, Discrimination, and Bullying Policy 107
Transgender Harassment 127
Gender Diverse Student Supports 128
Visitor Policy 128
Searches 130
School Jurisdiction: Agency and Police Interrogation 130
Prohibited items and banned substances 130
Emergency Preparedness at Aspire Public Schools 131
Asbestos Management Plan 132
Child Abuse Reporting 132
Safe Storage of Firearms 132
Aspire Family Engagement, Rights and Responsibilities 134
School-Home communication 134
Family Engagement Activities 134
Parents' Right to Know Teacher Qualifications 134
Volunteers 135
Volunteer Drivers 136
Aspire Student Data Privacy Policy 137
USDA Civil Rights Statement 139
Public Meeting Notice 139
Know Your Rights 140
Collecting and Retaining Student Records 141
Inquiries About Social Security Numbers or Cards 141
Procedures Regarding Information Sharing 142
Annual Information Notice to Parents and Guardians General Information Policy 143
Responding to the Detention or Deportation of a Student's Family Member 143
Parental Notification of Immigration—Enforcement Actions 144
Responding to On-Campus Immigration Enforcement 144
Directory Information Policy 147

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information 147
Monitoring and Receiving Visitors onto Campus 148
Family Concern Process 149
Athletics Annual Notices 150
Uniform Complaint Policy (UCP) Annual Notice 151
Family Concern Documentation Form 154
Student Family Handbook Acknowledgement Form 156

Welcome from Aspire Leadership

Dear Aspire Public Schools Families,

Welcome to the 2025–2026 school year!

At Aspire, we believe that learning happens best in community, and this year, we're excited to build on that belief in new ways. As we continue to grow and evolve as an organization, we're deepening our regional model to strengthen connections between families, schools, and local leaders. This means more responsive decision-making, more differentiated support for our scholars, and more opportunities to celebrate what makes each Aspire region unique.

As your Executive Directors, we are honored to support your child's journey this year. While each of us leads a specific region—**Aspire Bay Area**, **Aspire Central Valley**, and **Aspire Los Angeles**—we are united by a shared mission, vision, and set of core values (pg. 08) that guide our work across all Aspire schools.

Our teams remain committed to providing rigorous academics and meaningful social-emotional learning, while expanding programs that reflect the interests, needs, and dreams of our more than 15,500 scholars. Aspire classrooms are places of curiosity, challenge, and joy, from arts and STEM to literacy and college and career exploration.

Families are a vital part of our learning communities. Whether you're joining us for the first time or returning for another year, your voice and partnership matter. We encourage you to get involved—attend events, connect with your school's staff, and reach out to your principal with ideas or questions. Your engagement helps make our schools stronger.

Please take time to review this handbook; it contains important information to support a strong and successful year for your scholar. If you have any questions, we encourage you to connect directly with your school's principal.

Thank you for being part of our Aspire community. We're honored to partner with you this school year!

Warmly,

Dr. Chris Carr
Executive Director, Aspire Los Angeles

Tony Solina
Executive Director, Aspire Central Valley

Javier Cabra Walteros
Executive Director, Aspire Bay Area

COVID-19 Safety Protocols

While the State of California formally ended its COVID-19 State of Emergency on February 28, 2023, Aspire will continue to monitor COVID-19 public health data and related state guidance throughout the year, and make adjustments as appropriate. We encourage you to reach out to your child's school and visit www.aspirepublicschools.org for the most up-to-date information about COVID-19 safety protocols.

Some safety measures implemented in response to COVID-19 will remain in place, consistent with the recommendations from the California Department of Public Health and the Centers for Disease Control. Those measures include:

COVID-19 vaccines

- We will continue to encourage scholars over the age of 5 to be vaccinated and boosted for and against COVID-19 and will follow state and local public health requirements when it pertains to students' vaccinations. We will keep you informed of any updates as they become available. In the meantime, please visit California's official vaccination website, here, to learn more about the safety and efficacy of the vaccines, and to make an appointment.

On-campus prevention

- Campuses will continue to be cleaned on a regular schedule, with special attention to high traffic and frequently touched surfaces.
- Other layered prevention measures like washing hands and limiting shared items whenever possible are also still in place across our schools and facilities.

Masking

- Effective Spring 2022 for Central Valley and Los Angeles schools and Spring 2023 for Bay Area schools, masks within our schools, facilities, and offices are recommended but not required until further notice.

Masks will be available on campuses for anyone who visits and needs an additional layer of protection. Individuals needing an additional layer of protection or who are exhibiting symptoms of COVID-19 or any other transmittable disease should stay home, test as necessary, and consult with their medical provider, and are encouraged to wear a mask

regardless of vaccination status. Masks will be readily available on campuses for anyone who visits and is in need of one.

Testing

- Consistent with guidance from the California Department of Public Health, our schools no longer require COVID Testing on a regular basis. Please check with your child's school for any updates or requirements that may be in place.

Aspire Public Schools Vision, Mission and Core Values

Our Vision, Mission, & Core Values

ASPIRE PUBLIC SCHOOLS

Our Vision

Aspire scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

Our Mission

Provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities.

Promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

Nurture our scholars' pride in their abilities, identities, and communities.

Our Core Values

- BIENESTAR (WELL-BEING)
- CULTURE OF BELONGING
- COMMUNITY PARTNERSHIP
- AGENCY + SELF-DETERMINATION
- JOY

Aspire Public Schools' Non-Discrimination Statement

Aspire Public Schools does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Aspire Public Schools adheres 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 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Board of Directors of Aspire Public Schools shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

Aspire Public Schools does not discourage students from enrolling or seeking to enroll for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Aspire Public Schools shall not encourage a student currently attending any of its school sites to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with Aspire Public Schools' policies.

Aspire Public Schools does not request nor require student records prior to a student's enrollment.

Aspire Public Schools shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

Aspire Public Schools is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

Aspire Public Schools prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Aspire Public Schools does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Aspire Public Schools does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Aspire Public Schools will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Uniform Complaint Procedures ("UCP") and the following staff member(s):

Regional Director of Student Services, Bay Area Region
1001 22nd Ave
Oakland, CA 94606
510-434-5000
Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
4202 Coronado Ave
Stockton, CA 95204
209-647-3047
Hugo.Vazquez@aspirepublicschools.org

Superintendent of Culturally Responsive Leadership Development, Los Angeles Region
5901 E. Slauson Avenue
Commerce, CA 90040
323-277-2901
Joel.Ramirez@aspirepublicschools.org

The lack of English language skills will not be a barrier to admission or participation in the Aspire Public Schools programs or activities. Aspire Public Schools prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

School Operations And Attendance

Enrollment

Parents of all admitted students will receive a Registration Packet; enrollment is not considered complete until that Registration Packet has been completed and returned. Failure to return the Registration Packet by the specified deadline may result in rescission of the offer of admission, and the spot being given to the next student on the waitlist.

Before new students can be admitted, current families are asked to complete a Registration Packet, indicating whether they plan to return the following school year. Current families matriculating to the next grade at a different Aspire school, must complete an application for admission to that school.

Class Placement

Class placements are carefully considered and created at Aspire Public Schools, with a goal of balancing classes based on a variety of factors. Parents are welcome to submit a letter describing their child's learning styles and interest, however parent requests for specific teachers are not accepted.

Foreign Exchange Students

Aspire Public Schools does not accept or enroll foreign exchange students.

Parent/Family Contact Information

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This information can be updated by parents at any point in the school year via the PowerSchool Parent Portal/App. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office.

Custody Orders, Power of Attorney or Caregiver Affidavits

We recognize that all families are unique. If you have family situations which involve specific custody or other legal documents, please let the school know so that we can support your child and family.~~rt~~

Telephones and Calls to Students

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office. **Only emergency messages will be relayed.** As appropriate, the office staff and administration will determine if a message is an emergency.

Dress Code and Uniform Policy

Aspire Public Schools' Board of Directors (the "Board") believes that appropriate dress and personal grooming contribute to a safe and productive learning environment and supports Aspire's core values of Culture of Belonging and Well-being/Bienestar. At the same time, the Board recognizes that many school systems have implemented dress codes in ways that disproportionately impact students of color, and/or adopted outright discriminatory policies regarding student dress.

To ensure that Aspire schools promote scholar safety and learning, while maintaining our commitment to our equity beliefs, the Board has taken the following position on school uniform and personal grooming policies at Aspire Public Schools:

- All Aspire schools shall adopt school uniform policies requiring their scholars to wear clothing suitable for the activities in which they participate. Such policies shall prohibit scholars from wearing clothing that presents a health or safety hazard, or causes a substantial disruption to the school's educational program.
- School policies pertaining to scholar attire must be included in student handbooks, and all parents/guardians and scholars must be made aware of where to find them. Such policies may also be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.
- Scholars shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.
- Policies regarding scholar dress or grooming shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.
- Such policies shall not discriminate against students based on hair texture or protective hairstyles, including, but not limited to, braids, locs, or twists.
- When practical, scholars shall not be directed to correct a dress code violation during instructional time or in front of other students.

The principal or designee of each school is authorized to enforce this policy and shall inform any scholar who does not reasonably conform to the dress code.

The Board grants schools the ability to institute a school-initiated dress code requiring students at the school to wear a school uniform.

School site administrators shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

REFERENCE: Board Policy 8048 Dress Code Policy

Walking Home

It is of utmost importance to keep students safe when they are dismissed from school.

Parent/Guardian Acknowledgment for students walking home

- I understand that my child will leave the school campus at the end of the school day and is not allowed to loiter on campus.
- I understand that it is my responsibility to provide afternoon transportation arrangements for my child including picking up my child from school and having him/her walk home or use public transportation. I have discussed steps my child should take if someone is bothering them, including places of refuge along the way (e.g. restaurant or office to ask for help).
- I understand that this permission for my child to walk home is sought for the benefit of my family on a purely voluntary basis and that we assume all inherent risk. Once my child leaves campus, I will not hold the school, its board members, employees, authorizer, or volunteers liable in the event an accident, injury, or other harm may occur.
- I understand that Aspire Public Schools' responsibility for my child ends when he/she is signed out on the daily roster (if applicable) or leaves campus (whichever happens first) in accordance with end-of- school-day protocols.

Late Pick Up

Aspire's expectation is that scholars are picked up on time every day. Late pickups place an undue burden on our staff, and can have an emotional and psychological impact on the student who is picked up late. That said, we understand that on rare occasions, family emergencies or other unplanned events might make a late pickup unavoidable.

General Notifying the School

If a student must be picked up late due to an unforeseen emergency, parents/guardians must contact the school by phone with as much advance notice as possible to let the staff know that their child will be picked up late that day.

Late Pick-up

School staff will attempt to contact a child's parent/guardian if a child is left on campus after dismissal ends and the parent has not notified the school. Staff may also contact individuals listed on the child's emergency contact card.

Extremely Late Pick-up

If Aspire staff are unable to make contact with the parent/guardian or individuals on the emergency contact card despite repeated efforts, the Principal or another designated member of the School Leadership Team may contact the local authorities (i.e. police or local child protective service agencies). The Principal or designee may release the child to an authorized individual the local Child Protective Services Agency or the police department.

Recurring Late Pick-up

If a child is picked up late on multiple occasions, school staff may request a meeting with the parent/guardian to determine the cause and implement supportive interventions.

Rideshare Guidance

Aspire generally recommends against using rideshare services such as Lyft and Uber for student drop-off and/or pick-up. Unaccompanied minors are currently prohibited from traveling in Lyft or Uber per those companies' own policies.

Aspire does not have a relationship or program with Lyft or Uber to transport students, and, unless stated expressly to the contrary, will not screen, monitor, or otherwise review or assess the safety of any ridesharing service or any ridesharing driver or vehicles.

If you allow and arrange for your child to be dropped off or picked up at school by a ridesharing service, you expressly acknowledge that the school and its employees have no responsibility for your decision and have no responsibility or liability to you or your child related to the ridesharing service.

Attendance

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. **Regular attendance is also preparation for entry into the world of employment.** All students and parents are accountable for regular class attendance and daily assignments.

Daily Attendance and Participation in Activities
Students must attend school on the day of a school activity or event in order to participate. Students who do not attend school the day of a school activity or event, even if the event is in the evening, may be denied the privilege of attending school activities or events on that date.

Excused Absences

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if (1) the reason for the absence is listed below **and** (2) the absence **is communicated to the school within 5 days** of the absence: [Education Code §§ 48205(a), 48205(c)]

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. [Ed. Code 48205]

2. Due to quarantine under the direction of a county or city health officer.

3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.

4. For the purpose of attending the funeral services or grieving the death of a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.

5. For any of the following reason, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

    a. To access services from a victim services organization or agency.

    b. To access grief support services.

    c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator.

6. For the purpose of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
8. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed one school day per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
10. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
11. For the purposes of attending the pupil's naturalization ceremony to become a US Citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician. [Ed. Code Section 46015]
13. Due to the student's participation in military entrance processing.
14. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people. [Ed. Code 48205]
15. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

Make-up Work

Students who are absent from school for any of the excused reasons stated under "Excused Absences," as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence [Education Code § 48205].

REFERENCE: Board Policy 7013 Make-up Work

General Tardiness

Any student who arrives at school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered "tardy." Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung are also considered "tardy."

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school, including, but not limited to those described in the following section.

Chronic Absenteeism

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. In lieu of medical verification a school principal may also allow a student to be brought to school for a school official to determine if a student is too ill to attend. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of "F" or "NC").

Students with excessive absences may be referred to the school's Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include weekly study hall.

Withdrawal due to Excessive Unverified Absences (AWOL)[1]

Students not in attendance due to unexcused absences for at least ten (10) consecutive days with no prior notice or without a response to calls, certified letters, or the truancy process may be disenrolled from the school, in accordance with the School's involuntary removal procedures. Aspire shall create a process for communication with families who meet the above seat abandonment criteria.

Students disenrolled for the above reason may be placed on the waiting list and readmitted on a space available basis.

Truancy

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

Any absence not cleared within 5 days will be marked as "unexcused". To avoid truancy, please always inform the office if your child's absence or tardy is for an excusable reason as defined above.

Notifications of Truancy

If your child is classified as truant under the California Education Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in support of your child's attendance. You will receive additional notifications after six and then again after seven total truancy events [Education Code §§ 48260, 48261, 48262].

First Notification of Truancy or Excessive Absences

- Letter #1 sent via email, regular mail, or delivered in person when a student has accrued **three (3) truancy events.**

[1] Not applicable to Foster Youth as defined by EC 48853.5 (a) and Homeless Youth as defined by Section 11434a(2) of Title 42 of the United States Code.

- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to, Weekend Makeup School.

Second Notification of Truancy or Excessive Absences

- Letter #2 sent via email, regular mail, or delivered in person.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program.

Notification of Determination of Habitual Truancy and SART

Once your child has received a third notification of truancy after accruing a seventh truancy event, your child is classified as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school's truancy abatement program

Notification of Determination as a Habitual Truant

- Letter #3 sent via email, regular mail, or delivered in person . In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified as a **Habitual Truant**.
    - SART meeting held with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
    - Student will be assigned, with or without parent consent, to the school's truancy abatement program.
    - If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire Student Attendance Review Board (SARB).

The school's SARB will consist of:

- The principal;
- The student's teacher from the school in which the student is enrolled; and
- Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

Notification of Continued Truancy and Referral to Aspire SARB

Once a student reaches an 8th truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is a final

attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney [Education Code §§ 48260, 48261, 48262].

Notification of Continued Truancy—Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event.**
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to, Weekend Makeup School.
- If the parent fails to respond within 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions.

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO's designee from the Aspire Home Office; and
- Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

Health and Welfare Policies

Medication and Immunization Requirements

Students who do not comply with the vaccination requirements shall be excluded from school, meaning, 'No shots, no school' [Health and Safety Code Section 120335]. State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. Exemptions based on personal beliefs, including religious beliefs, are no longer an option for the vaccines that are currently required for entry into school in California. Students may be exempted from this requirement for medical reasons only. As of January 2021, all medical exemptions must be issued through the California Immunization Registry- Medical Exemption (CAIR-ME) website

by physicians licensed in California (SB 276 and SB 714). Schools will only accept medical exemptions issued through the CAIR-ME system. In the event of an outbreak of a disease for which the child has not been immunized, the child will be excluded from school for the period of communicability.

Students who do not comply with the requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, Aspire Public Schools follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of Aspire Public Schools

These required immunizations include:

Child's Grade	List of immunizations required to attend school

TK/K-12 Admission	• Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses • Polio - Four (4) doses • Measles, Mumps, and Rubella (MMR) - Two (2) doses • Hepatitis B (Hep B) - Three (3) doses • Varicella (chickenpox) – Two (2) doses **NOTE:** 4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after 7th birthday. For 7th–12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. Oral polio vaccine [OPV] doses given on or after April 1, 2016, do not count MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	• Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose • Varicella (chickenpox) - Two (2) doses **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Medication

If your child needs to take any prescription medications, you must have:

1. a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such mediation, **and**
2. a written and signed note (Parent/Physician Statement) from the parent indicating the parent's desire that the school assist the student as set forth in the physician's statement.

COVID-19 Vaccine

We recommend and encourage students to get the COVID-19 vaccine and boosters as they become available to their age group.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container [Education Code § 49423].

REFERENCE: Board Policy 6006 Administering Medications and Monitoring Health Conditions

Nutrition Services

Aspire Public Schools participates in the School Breakfast Program (SBP) and National School Lunch Program (NSLP). In addition, many of our schools participate in the Child & Adult Care Food Program (CACFP), which provides snack and supper meals to students enrolled in after school programming.

Universal Meals Program

All Aspire schools will make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. For LCFF funding purposes, families will be asked to complete an alternative income form. The completion of these forms may bring significant additional funding for the school, and qualify students for individual benefits such as college application waivers, AP testing fee waivers and Pandemic-Electronic Benefits (P-EBT) benefits. Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy

Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Dietary modifications can be made for students who meet the criteria and have a completed medical statement submitted for evaluation. Should your child require a special diet, please request a Medical Statement to Request Special Diet form at the school's main office.

Aspire Public Schools allows students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Aspire Public Schools may develop additional policies regarding the types of water bottles that may be carried. Aspire Public Schools adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus. Aspire Public Schools shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Student Wellness Policy: All stakeholders are able to participate in the development, review, update and implementation of the local School Wellness Policy. A copy of our Student Wellness Policy may be found on the Aspire Public Schools website at www.aspirepublicschools.org

REFERENCE: Board Policy 5001 Free and Reduced Price Meals

Alternate Placement Options

Should your child experience an illness or medical emergency that prohibits them from physically attending school, the following alternate placement options are available for

consideration. Please reach out to your school's main office if you would like to discuss one of the options below for your student.

- **Home Hospital Instruction** - The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary** disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Home & Hospital Instruction for a student with a temporary disability and/or illness is also available through the district of residence where the student is hospitalized or in the home recuperating and should the student choose that option they may remain dually enrolled in Aspire during that time to maintain their enrollment with Aspire.
    - **Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes and after which a student can reasonably be expected to return to regular day classes without special interventions. "Individual instruction" means instruction provided to a student in a hospital or other residential health facility (excluding instruction in state hospitals), in the student's home, or under other circumstances prescribed by the State Board of Education. Source: http://www.cde.ca.gov/sp/eo/hh/*

- **Homebound Instruction** - This is a placement that is solely available to students with an IEP or 504 plan. Homebound Instruction or Instruction in the Home and is considered a placement on the continuum of services for special education students. If a student with an IEP/504 is deemed unable to access their educational program due to a temporary or ongoing medical disability, the school is obligated to continue to provide a program of special education and related services to the student during that time. Home Instruction is also an educational program option available to students with disabilities who are hospitalized for medical or psychiatric purposes or who cannot be educated in the public school setting due to significant health or mental health needs which may not be temporary in nature.

Emergency Medical Care

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

Student Accident

Aspire is committed to the safety of all students while they are in school. However, student accidents may occur during the school day. These situations are unfortunate and we try our best to support the student and family when these accidents occur.

Student accidents are documented and reported to our insurance. The school will also provide families with a claim form for accidents that are considered “severe”. If your child has an accident at school that you consider severe and would like to submit a claim, please contact your school’s Business Manager as soon as possible.

All required documentation must be submitted by the parent/guardian in order to process a claim.

Steps to submit a student accident claim:

1. School fills out top portion of claim form and gives to parent
2. Parent is responsible for completing the remainder of the form, then submit the claim to NAHGA Claim Services, P.O. Box 189, Bridgton, ME 04009; or Email: claims@nahga.com
3. Parent compiles and submits the below documentation to NAHGA Claim Services :
    a. Itemized bill
    b. Explanation of Benefits from your insurance
    c. or Statement of No Insurance
4. Parent submits completed claim form along with supporting documents to insurance (school can assist if needed/requested)

    *After submission, the processing time of a claim is approximately 5-10 business days. To check the status of a claim, email or call NAHGA Claim Services; claims@nahga.com , 800-952-4320

Illness and Contagious or Infectious Disease

For the safety and protection of all, students should not attend school with any of the symptoms below and may be sent home if they display these symptoms at school:

1. Fever of 100℉ or higher
2. Diarrhea, vomiting or nausea
3. Severe sore throat
4. Eyes that are red, swollen, crusting or draining (conjunctivitis)
5. Untreated, draining ears or earache

Students who have been ill with a fever need to be fever-free, without the use of medication, for 24 hours before returning to school. Students experiencing diarrhea or

severe nausea and/or vomiting must be kept at home for 48 hours after they no longer have symptoms. Protocols for illness and outbreaks are based on the directions from the Public Health Department and Centers for Disease Control and Prevention. A student suspected of having a communicable disease will be sent home and parents will be asked to consult a physician and provide a written note from the physician indicating that the student may return to school.

Suicide Prevention

Aspire recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, Aspire has developed prevention strategies and intervention procedures, which are outlined in Aspire Public Schools' Suicide Prevention Policy [Education Code § 215].

If you are aware of someone who is struggling with, or considering suicide, please immediately contact your local community resources such as a local hospital, law enforcement, or community-based organizations. Additionally, you can call the National Suicide Prevention Lifeline at 1-800-273-8255.

REFERENCE: Board Policy 8022 Suicide Prevention

Type 2 Diabetes

Pursuant to California Education Code § 49452.7, the below type 2 diabetes information is required to be shared to parents and guardians of incoming seventh grade students:

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.

- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision

- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments
Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Type 1 Diabetes

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for schools to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood

of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact your school's main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the school may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV)

immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Toileting Supports

All age-eligible children are welcome in our classrooms regardless of their toileting status. We know children will need different levels of support, depending on how far along they are toward full toileting independence. For example, some children may still need direct

toileting support, such as assistance in the restroom or changing a pull-up, while other children will need assistance with the occasional accident (for example, changing soiled clothing and putting clean clothing on), and some children will need assistance or additional instruction in wiping or cleaning themselves or handwashing. We will take the following steps to connect with families to support toileting needs:

(1) A Potty Progress Questionnaire will be provided to all families to help the school understand your child's current toileting abilities. In this questionnaire, you can expect to discuss:

- Your child's current toileting skill level
- Toileting routines at home and how they may translate to the school environment
- Resources to support toilet learning, as well as how to handle a toileting regression

Additionally, families will have the opportunity to see the classroom and meet the team. As needed, families and school staff can arrange to reconvene to create individualized toileting plans if the universal supports indicated below do not suffice.

(2) Typical Bathroom Supports: We believe in encouraging toileting independence. In support of that goal, we provide all scholars with the following:

- Reminders to listen to their body to determine if they need to use the restroom and scheduling regular bathroom breaks
- A welcoming bathroom environment (clean, well stocked with supplies, visual reminders as appropriate)
- Explicit teaching of in-class toileting practices, including learning how to ask to go to the bathroom, how to go to and from the bathroom independently, how to flush the toilet, hand-washing practices, etc.

(3) We understand it is important to ensure all children remain clean throughout the day and are assisted, as needed. Our first step is to ensure all students have access to extra clean clothes, provided by their household, in the event of an accident. Student questionnaires will include a request for an extra set of clean clothes to be sent to school. When an accident occurs, staff will support scholars to ensure they have the means to access clean clothes in a timely manner. Schools will have additional uniforms on hand in the event that personal clothes are not available.

- Trained staff will support children with toileting needs only as necessary using the least amount of adult intervention. Such interventions may include: verbal support with changing clothes from behind a stall door, verbal support and visual support with changing clothes with the door open, minimal support with changing clothes (holding pants or underwear as a child steps in, buckles or tie support; elastic waistbands are highly encouraged), arranging the front and the back of clothing,

verbal support with cleaning, and other minimal support with cleaning (handing wipes and visually supporting how to clean oneself by walking a student through the process).
- Anytime toileting support is required, at least two trained staff members must be present, whenever possible.
- Soiled garments will be sent home with a note to families at the end of the day. In the event of a stool accident, depending on the severity, the child will be provided with a set of clean clothing, and the soiled clothing may be discarded.
- Individual toileting plans for children with high toileting needs who do not have toileting in their IEP or 504 plan will be developed in coordination with families and school staff. Please reach out to your classroom teacher or front office if this would be supportive for your family.
- If a scholar has an IEP or 504 plan, and toileting is related to their disability, the IEP/504 team will discuss and determine appropriate supports and accommodations, which may include physical support with cleaning.

Please note:

Children will not be sent home, suspended, disenrolled, or encouraged to disenroll due to toileting accidents, but rather schools will partner with families to create toileting plans for children on the road to toileting independence.

For children with medical or physical needs who receive toileting support through a 504 Plan or Individualized Education Plan (IEP), supports and services are determined by the 504 or IEP team.

Academics

Academic Integrity

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

Potential Consequences for Violating Academic Integrity

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.

2. A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.

3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

REFERENCE: Board Policy 8043: Academic Integrity Policy

Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

Textbooks and Materials

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books [Education Code § 48904].

Required Restitution

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school [Education Code § 48904(b)].

California Mathematics Placement Act

In accordance with the California Mathematics Placement Act of 2015 [Education Code § 51224.7], Aspire Public Schools has adopted the "Enhanced Pathway" in the *California Mathematics Framework, 2013* as it allows students to develop a solid foundation on key middle school mathematical concepts, and also gives students time to make key choices on their mathematics pathway. For additional information, please visit www.aspirepublicschools.org.

REFERENCE: Board Policy 7010 Mathematics Placement Policy

Testing

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards [Education Code §§ 60640-60649 C]. These include, but are not limited to, the:

- Smarter Balanced Achievement Consortium Tests in grades 3-8 and 11
- CA English Language Proficiency Assessment (ELPAC) for English Learners in K-2
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Alternate English Language Proficiency Assessment (ELPAC) for English Learners in K-12who qualify based on disability
- Physical Fitness Test in grades 5, 7, and 9
- mCLASS Dyslexia Screener in grades K-2
- Additional benchmark and interim tests are administered for internal Aspire purposes, including an internal reading diagnostic assessment
- Other federal, state and local tests as required
- A parent's or guardian's written request to school officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.
- A parent or guardian's written request to school officials to excuse their child from the use of mCLASS as a dyslexia screener in K-2 shall be granted.

Family Life/HIV/AIDS Education

In accordance with AB-2601 and the California Healthy Youth Act (CHYA), the Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school [Education Code § 51934]. Comprehensive sexual health and HIV prevention education may be taught in grades K-6, inclusive. Content that is required in grades 7-12 may also be included in an age-appropriate way in earlier grades. (EC §§ 51933, 51934(b).)

The Family Life Education Program includes age-appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

Instruction will affirmatively recognize different sexual orientations and be inclusive of same-sex relationships. It will also teach about gender, gender identity, and gender expression, and address the harm of negative gender stereotypes, as required by the California Healthy Youth Act (EC § 51933).

In accordance with state law, California Healthy Youth Act (CHYA), Aspire Public Schools offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. Aspire Public Schools does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the school.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by school personnel or outside consultants. If the school chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
    - Request a copy of Education Code sections 51930 through 51939.

However, as stated in Education Code § 51932(b), the opt-out provision of the California Healthy Youth Act applies only to comprehensive sexual health education and HIV prevention education. It does not apply to instruction or materials outside that context, including those that may reference gender, gender identity, sexual orientation, discrimination, bullying, relationships, or family.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent

("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to school principal or designee.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

REFERENCE: Board Policy 7014 Sexual Health and HIV/AIDS Prevention Instruction

English Learners

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The English Language Proficiency Assessments for California (ELPAC) is California's designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as a summative assessment (SA) to students who have been identified previously as English learners.

State law [Education Code §§ 313, 60810] and federal law (Title III of the Elementary and Secondary Education Act (ESEA)) require that schools administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as a SA. For California's public school students, this test is the ELPAC. The ELPAC has three purposes:

1. To identify students who are English Learners (EL)
2. To determine the level of English language proficiency of EL students
3. To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

At the time of initial enrollment, a home language survey is used to determine the student's primary language. [5 CCR 11307] Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test, shall be assessed for English-language proficiency using the state-designated instrument English Language Proficiency Assessments for California (ELPAC). [5 CCR 11511]

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. [5 CCR 11516]

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized instruction plan (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. [5 CCR 11516.5]

Reclassifying and Initially Classifying English Learners

The ELPAC assesses student performance in the following areas: Listening, Speaking, Reading and Writing. The following four criteria are required as part of our reclassification policy and procedures: (1) Assessment of English Language Proficiency, (2) Teacher Evaluations, (3) Parent Consultation, and (4) Basic Skills Relative to English Proficient Students:

Policy for Reclassifying English Learners:

Table 1: Aspire's RFEP Policy

Criteria	Requirement
Criteria 1: Assessment of English Language Proficiency	Summative ELPAC Overall Performance Level 4 • • All students with a Summative Alternate ELPAC Level 3 (Fluent English Proficient) are eligible to be considered for reclassification.
Criteria 2: Teacher Evaluation	**K-5/6** For EL students in Grades K-5/6 to meet the teacher evaluation criterion for reclassification, the students must receive ELA progress report card composite scores of 2 or above. **Grades 6-12** For EL students in Grades 6-12 to meet the teacher evaluation criterion for reclassification, the students must receive grades of C or better in English or English Language Development course. The following courses qualify for reclassification: • Grade-level English • Academic ELD (UC approved) • ELD Course Offerings If a student does not have a grade of 2/'C' or better, the student's instructional or Individualized Education Plan (IEP) team should identify a core class, a trained teacher, and a secondary trained observer (administrator, another classroom teacher, School Psychologist, Program Specialist, MLL Coordinator, etc) to conduct the Observational Protocol for Teachers of English Learners and submit at least 1 observation each through PowerSchool. A student must score a Level 3 or 4 for both receptive and expressive skills according to the both trained observers' OPTEL tool in PowerSchool.
Criteria 3: Family Consultation	Families are consulted on the reclassification recommendation. If the student is a student with a disability, this consultation must take place during an IEP meeting and be documented within the IEP notes.

Criteria 4: Basic Skills Assessment

Comparison of student performance in basic skills against an ***empirically established range of performance in basic skills based on the performance of English proficient students*** *of the* ***same age*** *such that they are "sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English." (EC Section 313(f) English Language Proficiency (ELP) Assessment requirements are specified in California EC sections 313, 60810, and 60812.)*

Same age = same grade level

Empirically established range of performance in basic skills based on the performance of English proficient students = thresholds identified from assessments taken by all students from within the grade level within the last calendar year

mClass (K-2)

- **Requirement:** At or above benchmark
- **Rationale:** We know students who are reading on or above grade level by 3rd grade are much more likely to be successful in the remainder of their academic career. Aspire prioritizes intervening with all students, including English only students, who are reading below grade level before 3rd grade.

iReady Reading (3-11)

- **Requirement:** Scoring at or above the average English Only (EO) scale score for their region minus the standard deviation, grouped by grade level and Special Education Indicator (as appropriate) after each iReady testing window
- **Rationale:** If students are not yet reading on grade level by 3rd grade, we want to ensure they are reading on par with their English only peers in order to effectively access curriculum the same.
- Example student:

The average English Only scale score for 7th grade in this region for the End-of-Year (EOY) iReady window was 527.07.
Minus the standard deviation of 10.6 for 7th grade, the RFEP threshold for English Learners students is 516.47.
The student's EOY iReady scale score of 525 meets the RFEP threshold of 526.47.

iReady Threshold Met?	Region	School	Student Name	Grade Level	ELAS	22-23 Summ ELPAC Overall PL	Average EO EOY iReady Scale Score	RFEP Threshold for EOY iReady (Avg EO - Standard Deviation)	EOY iReady Date	Student EOY iReady Scale Score
Met	[redacted]			7	EL	4	527.07	516.47	2/26/2024	525

- Standard deviations by grade level below:

Reading								
3	4	5	6	7	8	9	10	11
10.0	10.1	10.3	10.5	10.6	10.7	10.7	10.8	10.9

SBAC ELA (3-8, 11)

- **Requirement:** Score of 2 (Standard Nearly Met) or above
- **Rationale**: According to Surveying the Landscape of California's English Learner Reclassification Policy, "Most districts assess English Language Arts (ELA) skills in grades 3–11 through the Smarter Balanced Assessments (SBAC). Slightly more than half of districts reclassify with a performance level of "nearly met." While this might sound as if we expect too little of ELs, over 50 percent of students who speak only English at home do not meet the standard on the SBAC."

iReady (12th grade)

- **Requirement:**
  -
  - Early on grade level placement or above as determined by the threshold score below for 12th grade.
- **Rationale:** Our 12th grade students are not required to take the iReady assessments; therefore, we do not have English Only (EO) scale scores to compare against for this grade level. We are then going with iReady's third recommendation of percentile. Early On Grade Level Placement.

For Students with IEPs on Alternate Curriculum:

California Alternate Assessments (CAA) for ELA (3-8, 11):

	• **Requirement:** Level 2 or above • **Rationale:** According to the CDE, "Students at this level demonstrate foundational understanding of core subject matter in the content area when provided with frequent prompts and supports. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities." *or* Brigance for students on Alternate Curriculum (all grades): • **Requirement:** Composite Score=85+/Percentile Score=16+ in the following areas: Overall Language Development (Expressive), Overall Language Development (Receptive), Overall Academic Cognitive (Literacy and Mathematics) (Reference) • **Rationale:** Using the norm-referenced assessments to benchmark or to pretest and post test is useful for seeing gains a student has made over the duration of a full academic year. But because performance is represented in normative scores, gains shown are relative to those of same-age peers.

*All RFEP letters should be distributed to families, stored in the student's file, and uploaded as a document the student's PowerSchool profile

Structured English Immersion (SEI) Program

Aspire Public Schools offers a Structured English Immersion Program. The Structured Immersion Program is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated and Integrated ELD and access to grade level academic subject matter content.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs [20 U.S.C. sections 1703[f], 6312[e][3][A][viii]].

REFERENCE: Board Policy 7012.4 Aspire English Learner Reclassification Criteria

Physical Education

The school's physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards [Education Code § 51222]. Nutrition education shall be provided as part of the health education program in grades 6-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program [Education Code §§ 49500-49505, 49510-49520].

Opportunities for physical activity shall be provided through physical education, athletic programs, and other structured and unstructured activities.

REFERENCE: Board Policy 8004 Wellness Policy

Independent Study

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Independent Study may be requested if a student will be absent from school for an extended period of time, due to excused or warranted circumstances (see section on Excused Absences in this handbook). Written requests for independent study should be directed to the principal at least two weeks before the desired start date of the Independent Study program.

Permission to grant Independent Study is in the sole discretion of the principal, though no student may be placed in Independent Study without the parent/guardian's written consent. If a student does not meet the expectations of the Independent Study program, including the conditions outlined in the student's Independent Study Agreement, the Principal or the Principal's designee may conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Principal as to whether the student should be allowed to participate in the program again. The maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be (5) school days, unless otherwise extended by the supervising teacher.

An individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study if their individualized education program (IEP) specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement.

REFERENCE: Board Policy 7004.1 Independent Study

Work Permit

Upon obtaining an offer of employment and prior to accepting employment, minor students shall obtain work permits from the Principal or designated school administrator in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session [Education Code §§ 49110-49119]. The request for a work permit shall be submitted to the Principal or designated school staff on a form approved by

the CDE. Students granted work permits must demonstrate and maintain a 2.0 cumulative and previous term GPA, and satisfactory school attendance.

Beginning August 1, 2024, any minor seeking the signature of a Principal verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at:
https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All Aspire high schools will annually observe that week by providing information to students on their rights as workers.

Expanded Learning/Afterschool Programs

Aspire Public Schools' expanded learning programs operate during afterschool hours and select intersessional days, provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities [Education Code §§ 35179, 48930-48938]. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents—and have fun. If you have questions about your school's afterschool program, please contact the school office.

Elementary and Middle School Retention (Grades K-8)

As early as possible in the school year, the Executive Director or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the practice below.

Students shall be identified on the basis of the assessment results on the state's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education and, in addition, local assessments and grades.

Retention, according to the state of California and Aspire Public Schools, is intended to be an intervention that further supports the student's academic growth and career to ensure college and career access and success. Making the decision to retain a student (holding a student back to repeat a grade) is an important decision that will not be taken lightly.

A school and parent/guardian can determine if the student is showing lack of progress as early as 6 weeks into the school year if the student had previously attended that school the

year before and as early as 12 weeks if the student is new to the school. The school must assemble a team to look at data and communicate progress or lack thereof to the parent/guardian at least 4 times throughout the year. The school must communicate an intervention plan and resources/support to parents. If progress has not been made after consistent intervention and support and consistent attendance from students, then the school team will communicate to parents at least 6 weeks before the end of the school year. The decision must be made in the best interest of the student's academic and social-emotional development, with the approval of the parent/guardian.

Below is the practice Aspire Public Schools will adhere to when implementing the potential retention of a student:

- The pupil's grades have been consistently below grade level throughout the academic year on grade-level assignments and assessments compared to their peers and academic standard of that grade level AND
- The student's reading proficiency is far below grade level as measured by academic assessments, including mCLASS (K-2 ELA) and iReady (K-8 Math & 3-8 ELA) AND
- The student's math proficiency is far below grade level as measured by a school's standardized mathematics assessment AND
- The pupil had access to a fully credentialed permanent teacher(s) throughout the year AND
- The school has a designated team that met regularly to identify the student, provide supports and collaborated and communicated with the parent at least 4 times throughout the year, at least 6 weeks apart AND
- The site team consisted of child's classroom teacher(s), administrator, school counselor, education specialist or intervention teacher and the child's parent/guardian, AND
- The school team has record of the meetings, data presented and interventions/supports implemented AND
- The school implemented at least 2 documented SST's with supports for the student with at least two cycles of revisiting, revising and continuing to implement the plan with fidelity AND
- If the student has an IEP, that team must convene (and there should be no SST meeting held for those students as it is duplicative) to discuss what adjustments may be required for the student's IEP to ensure appropriate progress based on their disability. If retention is being considered, the IEP team must discuss and make a recommendation to the appropriate administrator for final determination. The decision to retain is not considered an IEP placement decision, final determination is

made by a school administrator in consultation with the parent(s). If the school determines retention appropriate, a follow-up IEP meeting may be necessary to discuss progress towards grade level goals and any additional support and services that could be necessarily associated with the change in grade level.

- The parent/guardian has received 35 day notice that the school team has made the recommendation to retain and give parent/guardian the option to meet with the team to consult AND
- Superintendent approval once parent/guardian signs and approves

If the school meets all of the above criteria, they must also provide:

- The school must send a written notice to the family and schedule a call with parent/guardian to confirm receipt of notice
- The school must communicate the parent/guardians right to appeal and timeline
- The parent/guardian has the right to appeal verbally or in writing to the team the decision to retain within 7 school days of the date of written notice
- If parent/guardian appeals, then the school must provide a meeting and hearing for parent/guardian to publicly appeal with the classroom teacher, an administrator and a regional support teammate
- For kindergarten students, retention is only an option if the above criteria are met AND both parent/guardian and the school must agree that the student may continue in kindergarten no more than one additional school year. Additionally, the school must complete a Kindergarten Continuance Form. We do not offer retention within our TK program and all students completing TK will move into kindergarten the following year.

*If the parent/guardian requests retention of the student, the parent(s)/guardian(s) will be invited to an SST meeting to discuss their concerns, review data, and discuss possible interventions. If the school determines that the student is demonstrating a lack of progress, the school will communicate an intervention plan and resources/support to parents and proceed with the retention procedures set forth above. If the school decides against retention of the student, the parent/guardian may appeal the school's decision in accordance with the appeal procedures set forth above..

Secondary Academics

Graduation Requirements

California Education Code § 51225.3 specifies that students must pass a minimum set of requirements to graduate from high school. Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU A-G program and earn the designated number of A-G credits outlined below with a C- or above. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU A-G program so that students are competitive for private college admissions and scholarships.

Central Valley and Los Angeles Region Requirements

Subject	Credits	Requirement
History/Social Sciences		1 year of World History, 1 year of US History,
English	40	Emphasis in Literature & Composition.
Mathematics	30	Courses must be taken in grades 9-12 Recommended sequence: Integrated Math 1, Integrated Math 2, and Integrated Math 3. UC validation rules are in effect but 30 credits must still be earned. 4 years recommended.
Laboratory Science	20	In at least two areas: physical, environmental and biological/life sciences; biology/life sciences is required. 3 years recommended.
World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned.
Visual & Performing Art	10	The 10 credits must be in the same UC A-G art discipline (music, dance, theater, visual art, interdisciplinary art)
Electives	40	Courses can be additional credits in any of the UC courses listed above, or in courses approved for the UCG elective category.

US Government and Economics	10	1 semester each of US Government & Economics. US Government and Economics are CA State requirements and do not need to be UC A-G approved courses.
Ethnic Studies	5	1 semester of Ethnic Studies, (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements). (Note: This requirement is effective for the graduating class of 2026)
Advisory	20	Students must enroll in and pass advisory every semester, every year. Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives. Advisory credit can be earned for such courses as College Success Seminar and Senior Mentorship and Leadership taught by an Aspire teacher.
Total	minimum 210	All students must earn a C-or better for credit. Credit is earned for grades of C-or higher only with the exception of any Ds received during the window of time that Aspire offered credit for Ds (SY 19-20 to 22-23). Courses that offer credit in multiple areas (i.e., tech and UC elective) do not count more than once toward the 210 credit requirement.

Students must be enrolled in a minimum of 240 instructional minutes per school day [Education Code §§ 46144, 46146]. 11/12th graders concurrently enrolled in a UC/CSU/CC have a daily minute requirement of 180 minutes per day [Education Code § 46146].

The requirements are the minimum requirements for admission into the California State University ("CSU") or University of California ("UC") system.

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

Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12. 12th Grade Exhibition must be a Post-Secondary Success Plan (PSSP).
College Units	Students must take at least 3 college courses, for a total of at least 9 college Units, which translates to at least 30 high school credits with a passing grade of D-or better. Students who receive a D-, D, or D+ in a college course will not receive credit toward A-G course requirements

	but may receive college credit from the attending institution, and consequently, the Aspire college credit requirement.
College Entrance Exams	Students must apply for and take at least one of the prescribed college entrance examinations.
College Applications	Students who are UC- or CSU-eligible must apply to three 4-year colleges. Students who are not UC- or CSU-eligible must apply to one 4-year college to learn the application process.
College Financial Aid	Students must complete the FAFSA, Dream Act application or Financial Aid Opt Out Form.
Grade Point Average	Students must maintain a grade-point average of 2.0 or higher.

Bay Area Region Requirements

All requirements listed above for the Central Valley and Los Angeles apply to the Bay Area region with the exception of the variations to the specific requirements below.

Requirement	Updated Policy
World Languages	20 credits in the same world language, taken in grades 9–12 unless UC/CSU validation applies: a higher-level course with C- or better may validate lower-level prerequisites OR a demonstrated proficiency in a world language through alternative means, such as proficiency exams, which may include AP exam scores.
College Units	Students must complete a minimum of 2 college-level courses with D- or better. 3 courses encouraged. CSU/UC transferable courses preferred.
College Entrance Exams	Removed. Students are no longer required to take college entrance exams (SAT, ACT).
Post Secondary and College Applications	Students must apply to at least one post-secondary institution (2-year, 4-year, CTE, or accredited program) to learn the application process.

Ethnic Studies

Students must take a one-semester Ethnic Studies course Beginning with the 2029-2030 school year, this will be a graduation requirement.

Exempting Homeless, Foster, Adjudicated, Military, Migrant, Immigrant, and Newcomer Students from Coursework

Aspire Public Schools shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools

after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by the charter school that exceed state requirements, unless the school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school [Education Code §§ 51225.1, 51225.2].

Graduation Waiver

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more requirements that exceed state requirements in order to accomplish specific academic goals not possible within the required program [Education Code §§ 60851, 60859].

Early Graduation

Aspire Public Schools handles early graduation case-by-case, and must be brought to school administration in the Fall of 11th grade. In the situation where a student's early graduation case is accepted, the 11th grade SBAC assessment must still be administered.

Retroactive Diplomas

The governing board of Aspire Public Schools has the authorization to retroactively grant a high school diploma to a pupil who has departed California against his/her/their will, and, at the time of their departure, was enrolled in grade 12 and in good academic standing at the time of his/her/their departure [Education Code § 51430].

Diploma Pathways for Students With Disabilities

Equity for Students with Disabilities: Pathways to graduation are individualized based on consideration of student needs. The following guide the decision making regarding individualization:

- Least Restrictive Environment: ensure students are receiving access to the full educational program to the greatest extent possible.
- Student agency: student voice should drive the development of their individualized transition plan

The IEP team makes the determination about the student's graduation requirements for a diploma based on the student's individualized needs, consideration of Aspire graduation requirements, and a baseline of California state requirements [Education Code §§ 56390-56392].

Federal Special Education law (IDEA) states that Individual Transition Plan development must begin for students no later than age 15. At Aspire, the expectation based on best practice is that the ITP development begins for every student in 9th grade, even if they are not yet 15.

(Note that for Aspire Public School schools in LAUSD, the district requires transition plans to be developed no later than age 14.) Aspire IEP teams will include discussion, decisions and documentation in Individual Transition plans that describe the student's requirements to obtain a diploma starting in 9th grade, and at every IEP meeting, at least annually.

The requirements will be reviewed and updated as needed each year which will include a review of the student's graduation progress, their individual needs and area of impact of their disability. The team may consider whether it is appropriate and necessary to eliminate/alter an Aspire graduation requirement if it is an area that is directly impacted by the student's disability. California state requirements for obtaining a diploma cannot be eliminated. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. Should a student with an IEP require additional courses and/or additional time to meet their post-secondary goals and objectives, they have an option to participate on a differentiated graduation pathway and earn their diploma after the completion of their senior year, through age 22.

Administrative Regulation 6145.4 describes the process that the team must follow for preparation, discussion and documentation. Please note: Driven by the guidelines of the Least Restrictive Environment as well as equity and access for students with disabilities; the alteration or elimination of graduation requirements should be used with high discretion and in rare circumstances.

Certificate of Completion

A Certificate of Completion (COC) is available to students with the most significant cognitive disabilities and who participate in alternate assessment and curriculum (this is determined by the IEP team and potentially applicable to a range of disabilities) [Education Code §§ 56390-56392]. Students with disabilities are eligible to continue to receive IDEA services in a high school program until age 22 or until they receive a diploma—whichever comes first. The IEP team may determine that a student has fulfilled their requirements to earn their Certificate of Completion at any point from the time they complete senior year—through age 22.

There are many reasons this may happen:

- To honor a student's completion of their ITP and IEP requirements with their same aged peers— The student participates in graduation activities, including receiving their Certificate of Completion. They continue to have the option to remain an Aspire student and work towards their post-secondary goals through the age of 22.
- A student may opt to leave Aspire after earning their Certificate of Completion and matriculate into a post-secondary program- The student does not have to stay in high school until age 22, and they can enroll in many post-secondary programs with a COC, including 2-year colleges, some specialized programs at 4 years, job training, etc.).

These paths are individualized based on the student's transition plan and what is best for them.

REFERENCE: Board Policy 7003

High School Commencement

Earning a Diploma

A student can only earn a diploma from an Aspire school once the student has done the following:

- Completed all graduation requirements with regard to classes and credits.

Any student who has not met all credit requirements by the date of graduation must complete all units by August 15th of the student's graduation year in order to earn a diploma from an Aspire school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Aspire school.

Commencement Ceremony Participation Requirements

A student may participate in their school's commencement ceremony if one of the following is true:

1. The student has met or is on track to meet all of the school's graduation requirements with regards to classes and credits, and met all of the school's commencement ceremony requirements [Education Code § 51228]; or
2. The student is deficient 10 or less credits, has met all of the school's commencement ceremony requirements), and has signed up to make up the credits the summer immediately following graduation

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the approval of the Regional Executive Director or designee [Education Code § 48904].

Per Education Code § 35183.1, Aspire students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment, as defined, at school graduation ceremonies. Notwithstanding the foregoing, Aspire may prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony.

Cal Grant Program for College

Cal Grants are for students who are pursuing an undergraduate degree or vocational or career training, and do not have to be repaid [Education Code § 69432.9]. To qualify, a

student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent/private and career colleges or technical schools in California also take Cal Grants.

Students must complete and submit either a Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application (CADAA) to apply for financial aid. In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CSAC") electronically by a school or school district official unless the parent or the student opts out. Students must also complete and submit either a Free Application for Federal Student Aid (FAFSA) or CA Dream Act Application (CADAA). A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CSAC the student's GPA.

Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Please see your College Academic Counselor or a school site administrator for a copy of the Cal Grant Opt-Out Form prior to September 1st.

Senior Regional Managers of Post Secondary Pathways will prepare all Cal Grant GPA spreadsheets and deliver to their site teams by September 1st. Site teammates (typically counselors) should upload these spreadsheets to Webgrants by October 1st.

Concurrent Enrollment

Aspire offers high school students the opportunity to obtain dual credit (high school/college) during the regular school day for selected high school courses [Education Code § 48800]. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

At the school site's discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school's cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school's cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense.

Granting Credit from Non-Aspire Schools

Aspire will grant credit from other high schools and institutions in alignment with its policies. No credit will be awarded for grades below C- from an external school with the exception of any D they may have received during the window of time that Aspire offered credit for Ds (SY 19-20 to 22-23). When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester). Please speak with the site administrator(s) and the school's academic counselor(s) to understand which credits will transfer and meet Aspire's graduation requirements.

REFERENCE: Board Policy 7015 Reciprocity of Academic Credit

Secondary Grading

Grading Vision

Aspire Public Schools supports scholars to fully actuate their potential. We believe that it is our responsibility to create the most optimal learning conditions for scholars to arrive at that unique genius. We understand that we live in a society laden with inequities and we are consciously working at interrupting those inequities in order to create transformative experiences for our young people. Our Aspire value statement of *agency and self determination specifies that each person has unique dreams. At Aspire, we set a foundation for our scholars to gain knowledge, skills and power to access and make choices for their families and post secondary lives.* Our secondary grading policy and practices strive to embody these tenants in alignment with our values, mission and vision. Aspire has set forth the guiding principles for grading below, adapted from Grading for Equity (Feldman, 2019):

- Grades should be accurate: grade calculations should be mathematically accurate and sound, easy to understand, and made based on clear descriptions of a student's level of academic performance.
- Grades should be bias-resistant: There are multiple opportunities to provide feedback to students, and grades are but one of them. Grades should be representations of an individual student's progress towards mastery or how effectively they have met the standards for academic performance. Grades should not be punitive or incorporate potentially biased, situational and/or culturally-influenced perceptions of behaviors (such as timeliness of assignment submission, how quickly students master a topic, effort, personality, participation, etc.).
- Grades should be motivational: Grading should allow multiple attempts at mastery and, therefore, represent where the student is at the time of grading, using the most recent data as an indicator. Teachers will consider how to balance providing time for mastery with the time constraints of the course.

Gradebook Entries

Aspire-wide Expectations

Aspire teachers will only record standards-aligned assignments in the gradebook. Assignments aligned to high priority standards will be entered into the gradebook for formative and summative grades. Life skills and daily homework assignments will not be entered into the gradebook as an academic grade.

Criteria for Grades	
Grade	**Criteria**
A+	Exceeding the grade-level standards
A	
A-	
B+	Meeting the grade-level standards
B	
B-	
C+	Approaching the grade-level standards (Student has key gaps in their understanding of the standard)
C	
C-	
D+	Not yet met the standards (Student is unable to demonstrate B or C levels without assistance)
D	
D-	
F	Insufficient evidence to assess grade level standard mastery

School Site Discretion

Aspire Teachers shall determine which non high priority standards should be entered into the gradebook. Students should have multiple at-bats to demonstrate mastery of the standards. Teachers should determine the appropriate time to allow for the at-bats.

Aspire site leaders should determine school site expectations on minimum number of gradebook entries, weighting of assignments, and replacing previous grades with more

current grades on the same content. Site leaders have two options for adhering to only standards aligned grades, the school can implement standards based grading or ensure all graded assignments are aligned to grade level standards. Regions have flexibility to implement a mastery-based grading approach, in which summative grades on standards replace formative grades.

Term Weights and Grading periods

Aspire-wide Expectations

Aspire schools select one of the two options for term weighting, grade storage, and report cards/progress reports for all teachers within their school. When students are not demonstrating progress towards mastery and at risk of not passing, the school is responsible for communicating with families in a proactive manner, per CA Ed Code 49067.

School Site Discretion

Aspire site leaders should create a system for communicating with families when students are at risk of not passing. This can include meetings with teacher(s), admin and school site counselors to set up a support plan for the student.

Reassessments

Aspire-wide Expectations

All scholars will be given access to reassessments. Scholars who score below mastery will be given the opportunity to take reassessments to improve their grade. The higher test score will be recorded in the gradebook. Assignments that assess mastery will be eligible for reassessment.

School Site Discretion

Certain assessments may be excluded from the reassessment policy, through a joint decision of the teacher and site leadership team (i.e., final exams). Teachers will determine when opportunities exist for scholars to retest and should provide multiple options for students. Scholars may be required to attend tutorials, complete test corrections, or perform other tasks prior to retesting. The reassessment must cover the same material, or objectives, as the original assessment. However, the test or assignment may be in a different format or have new questions.

Late work

Aspire-wide Expectations

Aspire scholars are allowed to turn in any assignment included in the gradebook without penalty.

School Site Discretion

Teachers in partnership with the site leadership team should determine the appropriate cut off date for late work submissions (i.e., date of unit summative assessment, a week before the end of the grading term). This cut off date should allow teachers ample time to grade the assignments prior to the end of term. Teachers and site leaders should consider student grade level, type of assignment, and individual student needs when determining cut off date.

Extra Credit

Aspire-wide Expectations

Aspire teachers will refrain from creating extra credit activities or assignments.

Students with an IEP or 504 Plan

For students with an IEP or 504 Plan, teachers must work in collaboration with the student's case manager. IEPs and 504 plans are legal documents and take precedence over any differences in policies regarding grading, reassessments, submissions for late work, etc.

Multi-Language Learners

For newcomers in particular, teachers should be fully aware of a student's Individualized Newcomer Plan which would name particular supports such as having the opportunity to turn in assignments in home language and access assessments in home language, for a given period of time.

Retention and Acceleration

Secondary Retention

APS believes that students should have an opportunity to continue to earn their High School diploma and advance to their Post Secondary Plans beyond APS. In order to achieve this opportunity we believe that some scholars would benefit from a 5th year in our program. We believe this is aligned to our equity commitments and value of self-determination. This policy is in place for students who have extenuating circumstances and is not intended to be normalized.

Retention is intended to be an intervention that further supports the student's academic growth and career to ensure college and career access and success. Making the decision to retain a student (holding a student back to repeat a grade) is an important decision that will not be taken lightly. However, in the case of a high school Aspire Public Schools has created a policy in alignment with age considerations in high school and credit to grade level ratio.

High school students progress through each grade level in high school (9th-12th) by earning credits to get them to the next grade level. Each year/semester, students will be offered either directly on site or in partnership with local programs, the following: night classes, community classes, Saturday school or summer school to make up credits, should they be off track for graduation. Aspire's practice is to be proactive by supporting and documenting interventions for students throughout their high school career. Intervention if necessary, should begin in advance of a student's senior year. Once a student accrues the specified amount of credits, then they are deemed to be in appropriate credit standing for the grade level. Our total credit requirement for graduation is 210, 54 credits a year deems a student on track to graduate. If a student gets to their 4th year of high school, Aspire Public Schools offers a 5th year to students who are credit deficient and meet the age requirements.

In the Fall of an academic school year, the Principal and admin team shall identify students who are not meeting credit expectations. Schools will be expected to communicate the status to the student and their parent/guardian, with a support plan to recover and/or make-up credits. The school must present options for classes and credit recovery.

A school and parent/guardian can determine if the student is showing lack of progress as early as 10 weeks into the school year. The school must assemble a team to look at data and communicate progress or lack thereof to the parent/guardian at least 4 times throughout the year. The school must communicate an intervention plan and resources/support to parents annually. If progress has not been made after consistent intervention and support and consistent attendance from students, then the school team will communicate to parents at least 8 weeks before the end of the academic year to prepare for summer credit recovery. The decision must be made in the best interest of the student's academic and social-emotional development, with the approval of the parent/guardian.

Below is the Standard Practices for considerations of a 5th year student:

- In accordance with California Ed Code 56026, a student with an IEP is eligible for special education services until the age of 22. Aspire Public Schools offers differentiated graduation pathways that are individualized for each student with an IEP per their Individualized Transition Plan that is reviewed by their IEP team annually.
- The pupil does not have 210 units to meet the Aspire Graduation requirements.
- The student has historic challenges with both academic and social emotional skills and would benefit from more support as a 5th year student
- The site team consisted of child's classroom teacher(s), administrator, school counselor, education specialist or intervention teacher and the student's parent/guardian, AND
- The school team has record of the meetings, data presented and interventions/supports implemented AND
- The school implemented at least 2 documented Student Success Teams with supports for the student with at least two cycles of revisiting, revising and continuing to implement the plan with fidelity AND
- Students and families must be notified of 5th year enrollment by the end of fall semester of their senior year.
- The parent has received 50 business day notice that the school team has made the recommendation to hold for a 5th year and give parent/guardian the option to meet with the team to consult AND
- Superintendent approval once parent signs and approves

- For students who are over the age of 18, please see the section titled “Special Enrollment Considerations: Over-Age Students”

If the school meets all of the above criteria, they must also provide:

- The school must send a written notice to the family and schedule a call with parent/guardian to confirm receipt of notice
- The school must communicate the parent/guardians right to appeal and timeline
- The parent/guardian has the right to appeal verbally or in writing to the team the decision to support a 5th year of instruction within 7 school days of the date of written notice
- If parent/guardian appeals, then the school must provide a meeting and hearing for parent/guardian to publicly appeal with the classroom teacher, an administrator and a regional support teammate

*If the parent/guardian requests retention of the student, then the school team must meet with the parent/guardian and present and evaluate the data requested above.

Acceleration
When high academic achievement is evident, the school team may recommend a student for acceleration into a higher grade level to the Regional Executive Director or designee. The student’s maturity level shall be taken into consideration in making a determination to accelerate a student.

Promotion
Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

Secondary Grading and Transcripts

Students/families may request to withdraw/drop courses or College Academic Counselors may identify a need for withdrawal within the first two (2) weeks of the course only for the following three reasons:

- The student has taken and received credit for the same class previously.
- The student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

Re-taking a Class for which a Passing Grade Was Earned

In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

Re-taking a Class for which a Passing Grade Was NOT Earned

For cases where a student fails a course, the following are ways for a student to gain credit for a failed course in the preferred order :

1. The student retakes the exact and entire course at your school using an (R) section and completing the live full course with a teacher either during the school year or over the summer.

2. The student takes the entirety of the most similar course through an outside provider that provides a grade report (not an official transcript) such as Edgenuity or Cyber High. On the transcript, it will show as for example, English 10B (Edgenuity), and both grades will be included in the CSU GPA calculation.

3. The student takes the entirety of the most similar course through a provider, which could be another school, that provides an official transcript. Both grades will be included in the CSU GPA calculation.

A student must recover credits one of the ways listed above. Grade changes will not be accepted to recover credits. The decision for which course of action (from the list above) a school takes to recover credits for a student is at the discretion of the Principal and Regional Executive Director or designee.

Please note, students must recover the exact same course in order to earn the missing credits and have the failing grade replaced by the passing grade in their GPA.

Special Enrollment Circumstances: Over-Age Students

A pupil who is over the age of 19 years may generate attendance for apportionment reasons only if both of the following conditions are met:

1. the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled and is making satisfactory progress towards award of a high school diploma (or, if a student in special education,

satisfactory progress in keeping with an IEP) consistent with the definition of satisfactory progress set forth in Title 5 of the California Code of Regulations section 11965 [(5 CCR 11960 (c)(1)(A)(B)]; and

2. the pupil is not over the 22 years of age on the date of enrollment.

Aspire encourages all students who are at least eighteen years of age and over to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student's legal status and obligations upon reaching the age of 18, please download a copy of "When You Become 18, A Survival Guide for Teenagers", which is available at www.calbar.ca.gov/portals/0/documents/publications/turn-18.pdf.

In addition, Aspire would like to specifically make all students, and especially students over the age 18, aware of California Penal Code Section 261.5(a), which provides: "Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a minor is a person under the age of 18 years and an adult is a person who is at least 18 years of age."

State Seal of Biliteracy

An Aspire secondary school may choose to participate in the State Seal of Biliteracy (SSB) program. An Aspire school that participates in this program must work with the Director of Multi-Language Learner Supports to maintain appropriate records of their identification of qualifying students, who will submit the online Insignia Request Form on behalf of the school. The Insignia Request Form may be submitted at any time; however, it is recommended that requests be submitted far enough in advance to allow time for the California Department of Education (CDE) to process the requests and for insignias to be affixed to diplomas or transcripts. Participation is voluntary and no fee may be charged to the student.

Student Rights And Responsibilities

Notice for Directory Information

Under FERPA, Aspire must get parents' or eligible students' written consent prior to the disclosure of personally identifiable information from students' records.

However, Aspire may disclose designated "directory information" (as defined below) without prior written consent, unless a parent or eligible student has advised Aspire that the parent or student does not want such "directory information" disclosed. Every parent and eligible student must be notified about what information constitutes "directory information," must be informed that they may opt-out of having this information provided about the student, and must provide Aspire with the decision to opt out within 30 days of when the "directory information" notice was provided. At the start of every school year, parents and eligible students will be provided this "directory information" notice and will be provided 30 days to opt-out.

Directory information, if released, is generally not considered harmful or an invasion of privacy. Aspire defines directory information to include:

- Student's full name
- Grade enrolled
- Degrees, honors and awards received
- Club participation
- Sports participation, including athlete's height and/or weight

The primary purpose of directory information is to allow Aspire to include information about students in certain school publications, such as but not limited to:

- Yearbooks
- Graduation programs
- Honor roll and other awards/recognition lists
- Club activity announcements
- Sports activity rosters, which may include height and weight of athletes

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with four directory information categories—names, addresses, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, and telephone listings—unless parents or eligible students have advised Aspire that they do not want this information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all directory information, as defined above, from your child's education records (or your educational records, if you are 18 years old or older) without your prior written consent, you must notify Aspire in writing. Aspire provides an "Opt-Out" form at the start of every school year, as part of its annual FERPA/Directory Information Notification. You may use this form or you may submit other written notification within 30 days from the date you were informed of what is included as "directory information."

Student Records

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent [34 CFR 99.3; Family Code 3025]
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to their student records and grant consent for the release of records [34 CFR 99.3, 99.5]
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law [Education Code § 56041.5]

Student Records Release to Colleges

Upon request from other K-12 schools, colleges or universities for information pertaining to an applying student's record, Aspire administrators and counselors must honestly and fully disclose the academic records [Education Code §§ 49060-49079]. Aspire administrators and counselors will make a reasonable attempt to notify the parent or student, if the student is over 18, of the request for records at the parent's or student's last known address, unless the disclosure is initiated by the parent or student over age 18. Additionally, Aspire will give the parent or student over age 18, upon request, a copy of the record that was disclosed and give the parent or student over age 18, upon request, an opportunity for hearing pursuant to the School's pupil record challenge procedures. The administrator and/or counselor will also encourage students to respond honestly and timely to such requests on their own.

Please note that data collected and reported by Aspire to the California Longitudinal Pupil Achievement Data System ("CALPADS"[2]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[3]) and will:

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[2] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

[3] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

1. Be used to provide pupils and families with direct access to online tools and resources.
2. Enable a pupil to transmit information shared with the CCGI to both of the following:
    a. Postsecondary educational institutions for purposes of admissions and academic placement.
    b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

REFERENCE: Board Policy 8009 & 8042 Student Records; Collecting and Retaining Student Records

Student Fees

No student shall be required to pay a fee, deposit, or other charge for their participation in an educational activity which constitutes an integral fundamental part of Aspire's educational program [Education Code §§ 49010-49013]. This general prohibition against student fees, unless authorized by law, shall not restrict Aspire from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, Aspire shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Legally Authorized Fees and Prompt Payment

Students often accrue legally authorized fees during the year in various ways (e.g., lost textbooks, damaged computer equipment, damage to school property, . A record of such fees is kept in PowerSchool.

Students are expected to pay any accrued fees promptly, without constant reminders. Unpaid fees may limit participation in extracurricular activities including, but not limited to dances, field trips, and prom. Students should always request a receipt when paying any bills. All services, goods, and bills paid by check are subject to a returned check fee.

A student's grades, diploma, and transcripts may be withheld, after affording the student due process rights when a school's real or personal property has been willfully cut, defaced, or otherwise injured or damaged, or whose property is loaned to a pupil and willfully not returned, until the pupil or the pupil's parent or guardian has paid for such damages.

Additionally, notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of a minor pupil who willfully cuts, defaces, or otherwise damages in any way any real or personal property of the School, or personal property of any School employee, shall be liable for all damages caused by the minor child. The liability of the parent or guardian may not exceed $10,000 (ten thousand dollars). The parent/guardian shall also be liable for all property belonging to the School that is loaned to a minor student and not returned upon proper request.

Married, Pregnant, Or Parenting Teens

Pregnant or parenting students, regardless of their marital status, have the right to attend Aspire Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment [Education Code § 222]. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes and home schooling during absences due to pregnancy related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Pursuant to AB 2289, a pregnant or parenting pupil is entitled to 8 weeks of parental leave and during this leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Absences will be marked as excused.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in their school if it is necessary in order for the student to be able to complete any graduation requirements, unless the school determines that the student is reasonably able

to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of Aspire Public Schools. The complaint may be filed in writing with the compliance officer:

Regional Director of Student Services, Bay Area Region
1001 22nd Ave
Oakland, CA 94606
510-434-5000
Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
4202 Coronado Ave
Stockton, CA 95204
209-647-3047
Hugo.Vazquez@aspirepublicschools.org

Superintendent of Culturally Responsive Leadership Development, Los Angeles Region
5901 E. Slauson Avenue
Commerce, CA 90040
323-277-2901
Joel.Ramirez@aspirepublicschools.org

REFERENCE: Board Policy 8023: Married/Pregnant/Parenting Students Policy

School Employee Code of Conduct with Students

Professional Boundaries and Conduct

Aspire Public Schools recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

Examples of Permitted Actions (Not Corporal Punishment):

1. Stopping a student from fighting with another student.
2. Preventing a pupil from committing an act of vandalism.
3. Defending oneself from physical injury or assault by a student.
4. Forcing a pupil to give up a weapon or dangerous object.
5. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of Prohibited Actions (Corporal Punishment):

1. Hitting, shoving, pushing, or physically restraining a student as a means of control.
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment.
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

Aspire Public Schools is committed to ensuring a safe and supportive learning environment. The following guidelines outline acceptable and unacceptable behaviors to maintain appropriate boundaries between staff and students. This policy is intended to inform students and families about the high standards of behavior and professionalism expected from school staff.

Unacceptable Staff/Student Behaviors:

- Giving personal and intimate gifts to students.
- Any type of unnecessary physical contact with a student
- Being alone with a student away from school grounds without parental permission.
- Making or participating in sexually inappropriate comments, jokes, or stories.
- Seeking emotional involvement with a student or discussing personal troubles or intimate issues for personal benefit.
- Giving students a ride to/from school or school activities without parental permission and formal approval.
- Any use of racial slurs, even when quoting language used by other individuals.

Acceptable Staff/Student Behaviors:

- Obtaining parents' written consent for any off site of after-school activity and obtaining formal approval to take students off school property for activities such as field trips or competitions.
- Professional Emails, texts, phone and instant messages to students pertaining to school activities or classes (communication shall be limited to school technology)
- Giving students praise and recognition without touching them, and keeping after-class discussions with students professional and brief.

If any student or parent suspects that a staff member has crossed professional boundaries, they should immediately report the matter to a school administrator. All reports will be kept as confidential as possible and will be appropriately investigated.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States ... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. [29 USC 794]

- Compliance monitored by the Office for Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

REFERENCE: Board Policy 8041 Identification And Education Under Section 504

Special Education

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act (IDEA). Schools are obligated to provide a "free appropriate public education" (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as

the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. (For more information on the Special Education referral process, see the section *Child Find and Special Education Notification)*

- **Parent's Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

Child Find and Special Education Notification

If a student is eligible for Special Education, the programs and services are provided at no cost to you. Programs and services are individualized based on the needs identified for the student and may include specialized academic instruction, behavioral intervention services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and/or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are provided at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student's needs and eligibility for an Individualized Education Plan (IEP). No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multidisciplinary team, including the parent. The evaluation will result in a written report consistent with Education Code § 56327.

Whenever a parent provides a request for assessment, the LEA has 15 days (tolled for school breaks in excess of 5 days) to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a copy given to the parents/guardians. Parents/guardians have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of the parent's written consent to the Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt (tolled for school breaks in excess of 5 days) of parent's written consent.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Regional Special Education office. Appointments or further information can be obtained by contacting the Aspire Regional Special Education office or by requesting information from your local school principal.

REFERENCE: Board Policy 8041 Identification And Education Under Section 504

Special Education Complaints

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent's Procedural Safeguards with the parent, which include the Alternative Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

Homeless Children and Youth (McKinney-Vento Reauthorization of 2002)

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the McKinney-Vento Liaison at each school site. The contact information for this liaison can be obtained from the school's main website.

The liaison shall ensure that (42 U.S.C § 11432(g)(6)):

1. Homeless students are identified by Aspire personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by Aspire.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Aspire.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Aspire, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Aspire personnel providing services receive professional development and other support.
9. The Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the

Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Aspire shall administer a housing questionnaire for purposes of identifying homeless children and youth. Aspire shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Aspire shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Aspire. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled Aspire speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Aspire shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: Aspire will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. Aspire will immediately enroll a homeless student seeking re enrollment in the School as the student's school of origin (subject to the School's capacity and pursuant to the procedures stated in the School's charter and Board policy). Aspire will also immediately enroll any homeless student seeking to transfer to the School (subject to the School's capacity and pursuant to the procedures stated in the School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the School operates an intersession program, the School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the School any time after the completion of their second year of high school shall be exempt from any of the School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the School makes a finding that the student is reasonably able to complete the School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within **thirty (30) calendar days** of the date that a student who may qualify for exemption under the above requirements transfers into the School, the School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The School shall notify and consult with students who are exempted from the School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.

2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed[4] decision on whether to accept the exemption.

The School shall not require any student who would otherwise be entitled to remain in attendance at the School to accept the exemption from the School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the School's additional graduation requirements will continue to apply while the student is enrolled in the School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the School's additional graduation requirements.

If a student who is exempted from the School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the School, the School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the School determines the student is reasonably able to complete the School's additional graduation requirements by the end of the student's fifth year of high school, the School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the School for a fifth year to complete the School's graduation

[4] [1] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the School for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student is not reasonably able to complete the School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Principal or designee shall exempt the pupil from School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. The School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is not eligible for an exemption in the year in which the pupil transfers between schools, because School makes a finding that the pupil is reasonably able to complete School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then the School shall do the following:

1. Within the first 30 calendar days of the following academic year, the School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete the School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete the School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Aspire shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: Aspire will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

Aspire will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the School shall not require the student to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Aspire Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

REFERENCE: Board Policy 8028 Education for Homeless Students

Foster and Mobile Children and Youth

As required by State law [Education Code §§ 42920-42925; 48850-48859; 51225.1], Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held. Former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil, as defined, generally also have the following rights.

1. RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

- You have the right to stay in the same school after you move to a new foster care placement. Your "school of origin" can be:
  - The school you attended when you first entered foster care,
  - The school you most recently attended, or
  - Any school you attended in the last 15 months that you feel connected to.
- Your school must work with you, your education rights holder (ERH), your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

2. RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or individualized education program) or you did not check-out from your previous school.

- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout.

3. RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
- After you change schools, your new school must accept any partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

4. GRADUATION RIGHTS

- If you are behind on your credits, and you transferred schools after your 2nd year of high school, you may be eligible to graduate under Assembly Bill (AB) 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school's requirements.
- Your school must inform you of your right to this option within 30 days of your school transfer, including consulting with you and your ERH about your options. If you do not qualify when you transfer, the school must reassess whether you qualify within the first 30 days of the next school year. You can also request a reassessment at any time and the school must complete it within 30 days.
- You have the right to stay in high school for a fifth year to complete your school's graduation requirements, or the state graduation requirements, even if you are over eighteen.
- If you are eligible (even if you were not originally eligible, your district failed to inform you when you were eligible, or you are now attending adult school), the decision of whether to graduate under AB 167/216, to defer the decision, or to change your mind before you graduate, is made by your ERH, or you if you are over eighteen.

For additional information concerning services for foster and mobile children and youth, please contact your school's main office.

REFERENCE: Board Policy 8040 Education For Foster Youth

Social-Emotional School Counseling Programs

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for mental health services at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school based Mental Health Therapist is much more limited than that of an outside therapy agency or provider. School based Mental Health Therapists work with students focused on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school based counseling services are only available during regular school days and times.

Counseling services are not guaranteed for students. Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

For information about resources available in your community, please contact your school's front office to speak with a staff member. The following are resources available nationally:

Resources available nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Extra-curricular Involvement

Student Organizations Policy

Aspire believes that encouraging students to organize according to a wide variety of interests is part of accomplishing its mission statement. No student organization shall be denied based solely on its topic or subject. However, no student organization shall be formed that, through its bylaws or practices, excludes or harms any member of the student body on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, immigration status, 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) and Education Code § 221.5, or that in philosophy or practice does not comply with the mission, expectations, and rules of Aspire or the school.

Student Expression And Media Policy

All students are entitled to enjoy the rights protected by the Federal and State constitution and laws for persons of their age and maturity in a school setting [Education Code §§ 48907, 48950]. Students should exercise these rights reasonably and avoid disrupting school activities or violating the rights of others. For example, protected freedom of expression does not include acts or threats of violence, harassment or hate speech. Students who violate the rights of others or violate school policies or rules may be subject to disciplinary measures, as the circumstances warrant.

Freedom of expression shall include the right to present a point of view; the right to dissent; and the right to silence and privacy. Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

Clubs and Activities

Students must maintain an overall grade point average (G.P.A) of at least 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations. A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.
- In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, AND
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors; AND
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale—*inclusive* of any Community College Credits) in all enrolled courses [Education Code §§ 35179, 48930-48938].

Athletics

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements
3. Students must exhibit satisfactory citizenship and conduct on and off the field.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

Student Behavior and Discipline

Notice of Regulations

The Aspire school's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Positive Behavior Support Systems

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

Multi-tiered Systems of Support (MTSS):

- MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creates a tiered system of support that takes into account not just academic or behavioral needs, but also the impact of the environment on these needs.
- Trauma-Informed Practices: We recognize the real impact trauma has on individual students and our broader community. Aspire Public Schools strives to use trauma-informed practices, including creating classrooms that are predictable and consistent, so that our students' environment is a safe space for learning.
- Restorative Practices (RP): RP promotes positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.
- Social-Emotional Learning (SEL) Our approach to Social and Emotional Learning (SEL) is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of support they need to reach their potential.

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

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

Aspire Public Schools utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child's school.

Behavior Management Cycle

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/ guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Aspire's Board of Directors desires to provide all Aspire scholars access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Aspire's Board of Directors believes, in accordance with educational code, that behavior communicates need; as such, we use logical consequences, alternatives to suspension, MTSS interventions, and Restorative

Practices whenever possible. Aspire's Board of Directors recognizes its role as an arbiter of protecting the due process rights of scholars, families and teammates.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: [Education Code § 48900(s)].

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

Aspire's staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Alternatives to Suspension

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or Regional Executive Director or designee determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code § 48900 (see below under grounds for suspension for details) or that the pupil's presence causes a danger to persons [Education Code § 48900.5].

At the discretion of an administrator, a student can complete any combination of (but not limited to) the following alternatives to suspension listed below:

- Research Project
- Presentation
- Campus Beautification
- Family Meeting or Shadow
- Community Service
- Check-In/Check-Out

The alternative to suspension must be completed during the time frame determined by the administrator.

Discipline Policies

Aspire Public Schools' suspension and expulsion administrative regulations policy is detailed below, however please consult your school site's full charter petition for complete details about school specific policies and processes related to discipline policies.

Suspension/Expulsion Administrative Regulations (AR)

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following [Education Code § 48925]:

- Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
- Referral to a certificated employee designated by the principal to advise students
- 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

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel [Education Code § 48925].

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, including suspension and expulsion [Education Code §§ 35291, 48900.1, 48980].

Grounds for Suspension and Expulsion: Grades TK-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

- Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury [Education Code §§ 48900(a), (t)]

- Unlawfully possessed, used, 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 such controlled substance, alcoholic 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)]
- Stole or attempted to steal school property or private property [Education Code § 48900(g)]
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that 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, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 [Education Code § 48900(j)]
- Knowingly received stolen school property or private property [Education Code § 48900(l)]
- Possessed an imitation firearm [Education Code § 48900(m)]

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm [Education Code § 48900(m)].

- 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, negotiated to sell, or sold the prescription drug Soma [Education Code § 48900(p)]

- Engaged in, or attempted to engage in, hazing [Education Code § 48900(q)]

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events [Education Code § 48900(q)].

- Engaged in an act of bullying [Education Code § 48900(r)]

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school [Education Code § 48900(r)].

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code §§ 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above.

Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific values or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting

or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above [Education Code § 48900(r)].

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of that age with the pupil's exceptional needs.

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

- Committed sexual harassment as defined in Education Code § 212.5 [Education Code § 48900.2]

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment [Education Code §§ 212.5, 48900.2)].

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code §§ 233, 48900.3.

Hate violence means any act punishable under Penal Code 422.6, 422.7. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics [Education Code § 233; Penal Code 422.55].

- Intentionally engaged in harassment, threats, or intimidation against Aspire's 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 by creating an intimidating or hostile educational environment [Education Code § 48900.4]

Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device 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.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code § 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above [Education Code § 48910].

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended [Education Code § 48910].

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests [Education Code § 48910].

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee [Education Code § 48910].

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended [Education Code § 48910].

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal [Education Code § 48913].

Suspension by CEO, Principal or Principal's Designee
To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The CEO, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion [Education Code § 48915(c)].

The CEO, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons [Education Code § 48900.5].

For all other offenses, a student may be suspended only when the CEO or principal has determined that other means of correction have failed to bring about proper conduct in the student [Education Code § 48900.5]. Other means of correction include, but are not limited to, the following:

- A conference between school personnel, the pupil's parent or guardian, and the pupil.
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, mental health therapist or other school support service personnel for case management and counseling.
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. SEC. 794(a)).
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach with tiered interventions that occur during the school day on campus.

- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- Any of the alternatives described in Section 48900.6.

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the CEO, principal, or designee shall document the other means of correction used and retain them in the student's record [Education Code § 48900.5].

Length of Suspension
The CEO, principal, or designee may suspend a student from school for not more than five consecutive school days [Education Code § 48911].

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. Aspire may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year [Education Code §§ 48903, 48911, 48912].

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion [Education Code § 48911].

Due Process Procedures for Suspension
Suspensions shall be imposed in accordance with the following procedures:

- Informal Conference: Suspension shall be preceded by an informal conference conducted by the CEO, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense [Education Code § 48911].

This conference may be omitted if the CEO, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason.

In such a case, the conference shall be held as soon as the student is physically able to return to school [Education Code § 48911].

- Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the CEO or designee. This is accomplished by entering this information into Aspire's electronic student information system [Education Code § 48911].

- Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension [Education Code § 48911].

This notice shall state the specific offense committed by the student [Education Code § 48900.8].

In addition, the notice should state the date and time when the student may return to school.

- Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter [Education Code § 48914].

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. **The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference** [Education Code § 48911].

- Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school the CEO or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed [Education Code § 48911]:

    - The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard.

    - The CEO or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence

at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process [Education Code § 48911].

- If the student involved is a foster youth, the CEO or designee shall notify Aspire's liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting [Education Code §§ 48853.5, 48911, 48918.1].

- If the student involved is a homeless child or youth, the CEO or designee shall notify Aspire's liaison for homeless students [Education Code § 48918.1].

In lieu of or in addition to suspending a student, the CEO, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension Appeals Process

A student or the student's parents or guardians may appeal suspension, other than expulsion, imposed upon a student for his or her school-related offenses. The family may appeal first in writing at the school level as directed to the principal. The principal or principal's designee will attempt to resolve the appeal and provide a written response within ten (10) school days.

If further appeal is desired, the appeal should be made to the Aspire Regional Office and should be directed to the CEO designee (Regional Director of Student Services) for resolution with a written response within fifteen (15) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

A. Uphold the suspension

B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

After appeal at this administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive and Compensation Committee for resolution with a written response within twenty (20) school days.

For any appeal that is denied, the parent/guardian may place a written rebuttal to the action in the student file.

In-School Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to in-school suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply [Education Code § 48911.1]:

- The in-campus suspension classroom shall be staffed in accordance with law.
- The student shall be given:
  - An appropriate educational program/assignments based on grade-level standards
  - Access to voluntary, available counseling services.
  - Access to existing services, such as mental health or special education services
- If an on-campus suspension classroom is used, it shall promote completion of schoolwork and tests missed by the student during the suspension.
- The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed during on-campus suspension. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension shall assign schoolwork.

CEO or Principal's Authority to Recommend Expulsion
Unless the CEO or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts [Education Code § 48915]:

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife 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 (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
- Robbery or extortion
- Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the CEO, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time [Education Code § 48915].

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the CEO, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation [Education Code § 48918(a)].

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion [Education Code § 48918(a)].

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the CEO or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held [Education Code § 48918(a)].

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code § 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year [Education Code § 48918(a)].

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay [Education Code § 48918(a)].

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the CEO or Regional Director of Student Services may offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code § 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board. The Board reserves the right to accept, reject or alter a stipulated expulsion agreement.

Rights of Complaining Witness
An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness [Education Code § 48918.5].

Whenever the CEO or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of Aspire's suspension and expulsion policy and regulation and shall advise the witness of his/her right to [Education Code § 48918.5]:

- Receive five days' notice of his/her scheduled testimony at the hearing
- Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
- Have a closed hearing during the time he/she testifies

In cases where providing testimony in person would expose the witness to emotional and/or physical harm, the witness may submit a request to provide testimony in a written format to the hearing officer. Requests may be accompanied by any written documentation to support the claim of emotional and/or physical harm. The request to provide written documentation must be made at least 5 calendar days prior to the hearing date. The hearing officer shall have final authority to determine if testimony will be allowed to me made in written format.

Whenever any allegation of sexual assault or sexual battery is made, the CEO or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending [Education Code § 48918.5].

Written Notice of the Expulsion Hearing
Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include [Education Code §§ 48900.8, 48918(b)]:

- The date and place of the hearing
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- A copy of Aspire’s disciplinary rules which relate to the alleged violation

- Notification of the student's or parent/guardian's obligation, pursuant to Education Code § 48915.1, to provide information about the student's status in Aspire to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code § 48915(a) or (c).

- The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students
If the student facing expulsion is a foster student, the CEO or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing [Education Code § 48918.1].

If the student facing expulsion is a homeless student, the CEO or designee shall also send notice of the hearing to Aspire's liaison for homeless students at least 10 days prior to the hearing [Education Code § 48918.1].

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call [Education Code § 48918.1].

In an effort to expedite a hearing, the 10 day notice of hearing may be waived if the student and parent/guardian as well as the Hearing Officer mutually agree to such a waiver.

Conduct of Expulsion Hearing

- Closed Session: Notwithstanding 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 a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated [Education Code § 48918].

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 also shall 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)].

- 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)].

- 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. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County CEO of Schools or designee. All subpoenas shall be issued in accordance with 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, or if the hearing officer or administrative panel finds and submits to the Board, 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 as described in item #4 below [Education Code § 48918(i)].

- Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant 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. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code § 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above [Education Code § 48918(h)].

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm [Education Code § 48918(f)].

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.

- Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student [Education Code §§ 48918, 48918.5]:
    - Any complaining witness shall be given five days' notice before being called to testify.
    - 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.
    - Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
    - The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
    - If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
    - 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.

    - In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, Aspire shall provide a non threatening environment.

- Aspire shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
- 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.
- 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
- Decision: The Board's decision as to 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)]. The Board's decision shall be final.

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel
Instead of conducting an expulsion hearing itself, the Board may utilize an internal and impartial hearing officer, may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled [Education Code § 48918].

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed [Education Code §§ 48918(a), (d)].

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the CEO or designee shall consult with the parent/guardian and Aspire staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. **The decision to not recommend expulsion shall be final** [Education Code § 48918(e)].

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order [Education Code § 48918(f)].

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation [Education Code §§ 48917, 48918].

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 or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public [Education Code § 48918(j)].

The Board's decision is the final act within the jurisdiction of Aspire Public Schools. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion. The Board’s action shall be final and binding.

Upon ordering an expulsion, the Board shall set a date when the student may apply for readmission to a school within Aspire. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during

summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred [Education Code § 48916].

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include [Education Code § 48916]:

- Periodic review, as well as assessment at the time of review, for readmission
- Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school [Education Code § 48916.5].

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:

- The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" [Education Code § 48900.8]
- The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian [Education Code § 48916]
- Notice of the alternative educational placement to be provided to the student during the time of expulsion [Education Code § 48918]
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's expelled status with Aspire, pursuant to Education Code § 48915.1 [Education Code § 48918]
- Notice that the student has the right to appeal Aspire’s expulsion decision to the County Board of Education.

Decision to Suspend Expulsion Order
In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

- The student's pattern of behavior
- The seriousness of the misconduct
- The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

- The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program [Education Code § 48917].
- During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status [Education Code § 48917].
- The suspension of the enforcement of an expulsion order **may be revoked by the Board, the CEO or a designee** if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of Aspire's rules and regulations governing student conduct [Education Code § 48917].
- When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order immediately [Education Code § 48917].
- Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings [Education Code § 48917].
- The CEO or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the student and parent/guardian of their obligation to inform any new district in which the student seeks to enroll of his/her expelled status with Aspire, pursuant to Education Code § 48915.1(b) [Education Code § 48918(j)].

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code § 48902].

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code § 48915(c)(1), (5) or Penal Code 626.9 and 626.10 [Education Code § 48902].

Placement During Term of Expulsion
The Board shall refer expelled students to a program of study that is [Education Code §§ 48915, 48915.01]:

- Appropriately prepared to accommodate students who exhibit discipline problems
- Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
- Not housed at the school site attended by the student at the time of suspension

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12 [Education Code § 48916.1].

Readmission After Expulsion
Prior to the date set by the Board for the student's readmission:

- The student or parent/guardian is responsible for contacting the CEO or designee to request a readmission hearing. Upon receiving such a request, the CEO or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the CEO or designee shall verify that the provisions of this plan have been met. 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.
- The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for an open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
- If the readmission is granted, the CEO or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.

- Readmission and placement shall be at the discretion of the CEO or designee. Students are not guaranteed readmission into the educational program that the student had prior to expulsion.

- The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan 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. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district [Education Code § 48916].

- Students requesting admission following an expulsion from a non-Aspire school shall be required to submit all documentation to the CEO or designee. The CEO or designee shall have 10 school days to consider the readmission, schedule a meeting if necessary and respond with a decision regarding admission. The CEO or designee shall have final authority to admit or deny the student's request for admission.

No student shall be denied readmission into an Aspire school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system [Education Code § 48645.5].

Maintenance of Records
Aspire shall maintain a record of each suspension and expulsion, including its specific cause(s) [Education Code § 48900.8].

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school [Education Code § 48918(k)].

The CEO or designee shall, within five working days, honor any other district's request for information about an expulsion from Aspire [Education Code § 48915.1].

Safety Policies

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

Harassment, Intimidation, Discrimination, and Bullying Policy

Aspire Public Schools is committed to providing a learning environment that is free from discrimination, sexual harassment, harassment, intimidation, or bullying of any kind. Harassment, sexual harassment, discrimination, intimidation, or bullying of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. This policy is inclusive of instances that occur on any area of the school campus, at school- sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication, or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, or association with a person or group with one or more of these actual or perceived characteristics, or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, Aspire will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address, and report on such behaviors in a timely manner. Aspire school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor, or other person with whom Aspire does business, and all acts of Aspire's Board of Directors ("Board") in enacting policies and procedures that govern Aspire.

Aspire complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with the student's academic performance.

- Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Aspire.

"Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Aspire has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Aspire advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Aspire informs its employees, students, and parents/guardians of Aspire's policies regarding the use of technology in and out of the classroom. Aspire encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Aspire employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Aspire advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Aspire and encourages students to practice compassion and respect each other.

Aspire educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Aspire's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Aspire informs Aspire employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Aspire annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Aspire employees who have regular interaction with students.

Aspire informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Aspire also informs certificated employees about the groups of students determined by Aspire and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Aspire encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Aspire's students.

Complaint Procedures

Scope of the Complaint Procedures

Aspire will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Aspire UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Aspire will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Aspire's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Aspire's Title IX Policy and UCP is available in this handbook.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Executive Director or designee if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Aspire will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Aspire acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Aspire on a case-by-case basis.

Aspire prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Executive Director will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Aspire or termination of employment.

Right of Appeal
Should a complainant find Aspire's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Aspire's decision or resolution, submit a written appeal to the Chief Executive Officer, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

REFERENCE: Board Policy 8018 Anti-discrimination, Harassment, Intimidation, And Bullying

Title IX Policy and Grievance Procedures for Sexual Harassment

Aspire Public Schools ("Aspire") is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Aspire does not discriminate on the basis of sex and prohibits any acts of sex discrimination, including sexual harassment, in any education program or activity that it operates, as required by Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106) (collectively referred to as "Title IX"), and California law, including in admission and employment. This Title IX Policy and Grievance Procedures for Sexual Harassment ("Policy") details Aspire's commitment to maintain a learning environment that is free from sex discrimination, including sexual harassment, and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at Aspire to Aspire staff (e.g., Principal, Assistant Principal, teacher, etc.), and Aspire will take appropriate actions in accordance with the law and this Policy.

Aspire will make reasonable efforts to prevent students from being discriminated against or harassed, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Aspire school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Aspire will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Aspire does business, or any other individual, student, or volunteer. Aspire will promptly respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted.

This policy may apply to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Aspire does business, and acts of Aspire's Board of Directors ("Board") in enacting policies and procedures that govern Aspire. However, as set forth below, the Title IX grievance procedures shall only be utilized for misconduct that falls within the definition of "sexual harassment" under Title IX. Inquiries about the application of Title IX may be referred to the Aspire Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Aspire complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX Coordinator ("Coordinator"):

- **Bay Area** – Regional Director of Student Services
  1001 22nd Ave, Oakland, CA 94606
  Phone: 510-434-5000
  Email: BA_TitleIX@aspirepublicschools.org

- **Central Valley** – Regional Director of Student Services
  4202 Coronado Ave, Stockton, CA 95204
  Phone: 209-647-3047
  Email: CV_TitleIX@aspirepublicschools.org

- **Los Angeles** – Superintendent of Culturally Responsive Leadership Development
  5901 E. Slauson Avenue, Commerce, CA 90040
  Phone: 323-837-9920
  Email: LA_TitleIX@aspirepublicschools.org

- **Home Office** – Director of Employee Relations
  1001 22nd Ave., #100, Oakland, CA 94606
  Phone: 510-434-5000
  Email: HO_TitleIX@aspirepublicschools.org

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b)

submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment under California law may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation, or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to Aspire's Uniform Complaint Procedures under California law. However, if any complaints alleging sexual harassment constitute sexual harassment as defined under federal law in Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. Aspire prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to Aspire's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website: https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp.

Title IX Grievance Procedures for Sexual Harassment

Scope of Grievance Procedures

The following grievance procedures shall only be utilized for misconduct that falls within the definition of “Sexual Harassment” under Title IX.

Definitions under Title IX

- **Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in Aspire’s education program or activity or signed by the Title IX Coordinator alleging Sexual Harassment against a respondent and requesting that Aspire investigate the allegation of Sexual Harassment. At the time of filing a formal complaint of Sexual Harassment, a complainant must be participating in or attempting to participate in Aspire’s education program or activity.

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

- **Sexual Harassment** means conduct on the basis of sex that satisfies one or more of the following:
    - An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

    - Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

    - “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Reporting Allegations of Sexual Harassment

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the Aspire Title IX Coordinator, or to any other available Aspire employee who shall immediately inform the Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in a Title IX Coordinator receiving the person’s verbal or written report.

Supportive Measures Under Title IX

Upon the receipt of a report of Sexual Harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Title IX

Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of Sexual Harassment, and explain the process for filing a formal complaint of Sexual Harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of Sexual Harassment or where no formal complaint of Sexual Harassment has been filed. Such measures are designed to restore or preserve equal access to Aspire's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Aspire's educational environment, or deter Sexual Harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Aspire will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Aspire to provide the supportive measures.

Initial Review of Formal Complaint of Sexual Harassment
If a formal complaint is filed, the Title IX Coordinator will review the complaint and make an initial determination as to whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. Aspire may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Aspire policy (e.g., Uniform Complaint Procedures).

At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, Aspire may offer an informal resolution process (such as restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student. Participation in informal resolution is voluntary.

Dismissal of a Formal Complaint of Sexual Harassment
Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than

fifteen (15) school days from the date they receive the formal complaint. However, such a dismissal does not preclude action under another applicable Aspire policy.

- Mandatory Dismissal: Aspire must dismiss the formal complaint if:
  - The alleged conduct did not occur in Aspire's education program or activity;
  - The alleged conduct did not occur against an individual in the United States; or
  - The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved.
- Permissive Dismissal: Aspire may dismiss a formal complaint if:
  - The complainant provides a written withdrawal of the complaint to the Title IX Coordinator;
  - The respondent is no longer employed or enrolled at Aspire; or
  - The specific circumstances prevent Aspire from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

If a formal complaint of Sexual Harassment or any of the claims therein are dismissed, Aspire will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to both parties.

Emergency Removal

Aspire may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of Sexual Harassment grievance process in accordance with Aspire's policies.

Aspire may remove a respondent from Aspire's education program or activity on an emergency basis, in accordance with Aspire's policies, provided that Aspire undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This Policy may not be construed to modify any rights under the IDEA, Section 504, or the ADA, unless permitted under Title IX.

Informal Resolution

If a formal complaint of Sexual Harassment is filed, Aspire may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Aspire offers such a process, it will do the following:

- Provide the parties with advance written notice of:
  - The allegations;
  - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of Sexual Harassment arising from the same allegations;

    - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
- Obtain the parties' advance voluntary, written consent to the informal resolution process.
    - Aspire will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Notice of the Allegations

Upon receipt of a formal complaint of Sexual Harassment that is not dismissed, the Title IX Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- A description of the allegations of Sexual Harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- A statement that Aspire prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Investigation Process

- The decision-maker will not be the same person(s) as the Title IX Coordinator or the investigator. Aspire shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than forty-five (45) school days. If the investigator determines that an investigation will take longer than forty-five (45) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and

purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- Prior to completion of the investigative report, Aspire will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) calendar days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) calendar days prior to the determination of responsibility.

Determination of Responsibility

- The decision-maker will endeavor to issue the written determination of responsibility within ninety (90) calendar days from the receipt of the formal complaint.
- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- Aspire will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - Identification of the allegations potentially constituting Sexual Harassment in the formal complaint;
    - A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of Aspire's policies to the facts;
    - A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions Aspire imposes on the respondent, and whether remedies designed to restore or preserve equal access to Aspire's educational program will be provided by Aspire to the complainant; and
    - The procedures and permissible bases for either party to appeal the decision.

Consequences

Students or employees who engage in Sexual Harassment, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Aspire or termination of employment. The Title IX Coordinator is responsible for effective implementation of any remedies ordered by Aspire in response to a formal complaint of Sexual Harassment.

Right of Appeal

Either party may, within five (5) school days of Aspire's written decision or dismissal of a formal complaint or any allegation in the complaint, submit a written appeal to the Title IX Coordinator.

The following appeal rights and procedures will apply to formal complaints of Sexual Harassment:

- The complainant and the respondent shall have the same appeal rights and Aspire will implement appeal procedures equally for both parties.
- The decision-maker(s) for the appeal will not be the same person(s) as the Title IX Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Aspire's dismissal of a formal complaint or any allegations therein, on the following bases:
    - Procedural irregularity that affected the outcome of the matter;
    - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
    - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- Aspire will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.
- The decision-maker for the appeal will endeavor to issue their decision within forty-five (45) calendar days from the receipt of the appeal.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Aspire will maintain the following records for at least seven (7) years:

- Records of each Sexual Harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal Sexual Harassment complaint and the results of that appeal.
- Records of any informal resolution of a Sexual Harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of Sexual Harassment.

Updates
Aspire's General Counsel or designee may update, modify, or implement this policy in a manner to comply with applicable law.

Title IX Sex Discrimination and Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of sex discrimination or harassment conduct occurring within an education program or activity of Aspire Public Schools ("Aspire"). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact one of Aspire's Title IX Coordinators listed below.
Contact Information and Complainant's (Victim) Information

Full Name of Person Filing the Complaint:

Address:

_____

____ Phone: Email:

School Name:

Complainant's (Victim) Full Name (if different from above):

Respondent's (Accused) Information

Respondent's Full Name:

Is the accused an Aspire student? ☐ No ☐ Yes

If yes, what is the student's grade and relation to complainant:

Is the accused an Aspire staff member? ☐ No ☐ Yes

If yes, what is the staff member's relation to the complainant (e.g., teacher)?

If no, what is the accused's affiliation to Aspire?

Details of Complaint

Date of the Alleged Incident(s): Location of Alleged Incident(s):

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

Did the incident(s) occur at Aspire or during an Aspire activity? If so, please describe:

Did this incident interfere with your ability to access or participate in Aspire programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to an Aspire Title IX Coordinator, I wish to initiate Aspire's formal Title IX Grievance Procedures.

Signature of Complainant Date

Once you have completed this form, please submit it to the Title IX Coordinator for your school's region:

Bay Area schools:
Title: Regional Director of Student Services, Bay Area Region
Address: 1001 22nd Ave
Oakland, CA 94606
Phone: 510-434-5000
Email: BA_TitleIX@aspirepublicschools.org

Central Valley schools:
Title: Regional Director of Student Services, Central Valley Region
Address: 3311 E. Morada Lane
Stockton, CA 95212
Phone: 209-647-3047
Email: CV_TitleIX@aspirepublicschools.org

Los Angeles schools:
Title: Regional Director of Student Services, Los Angeles Region
Address: 5901 E. Slauson Avenue
Commerce, CA 90040
Phone: 323-837-9920
Email: LA_TitleIX@aspirepublicschools.org

Transgender Harassment

In accordance with Education Code § 221.5, Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.

- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student using appropriate name and gender-based pronoun will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.

Bullying related to transgender identity will be quickly addressed and is considered a violation of Education Code § 48900(r) described above.

Gender Diverse Student Supports

Aspire is committed to providing a safe and supportive environment for all students and ensuring that all students have equal access to Aspire's educational programs and activities. Aspire requires that all schools and all personnel promote acceptance and respect among students and staff. Aspire is a place where each student's gender identity is accepted and valued as an important part of the whole child. If you are interested in discussing specific supports for your child, please contact your school's main office.

Visitor Policy

Guests are welcome. Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass. Parents and guardians are encouraged to visit school sites and classrooms to observe and support

the work of the schools. This is one of the essential vehicles for a school-parent partnership.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code § 32211.

Visitor Guidelines

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Present a valid ID
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation unless permission is granted by the Principal.
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Searches

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items [Education Code §§ 49050-49051]. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

School Jurisdiction: Agency and Police Interrogation

Protection of student rights shall be balanced with Aspire Public Schools' responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students [Education Code §§ 48902, 48906]. When appropriate, school personnel will attempt to call parents/guardians to notify them of interrogation in advance.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Aspire, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

Prohibited items and banned substances

Possession of Weapons or Dangerous Objects

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities [Education Code § 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151].

Drug, Alcohol, and Tobacco Free Schools Policy

Aspire schools are 100% drug, alcohol, and tobacco [Education Code §§ 48901, 48909] free campuses. Aspire's Drug/Alcohol Policy ensures a drug and alcohol free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary

probation period. It is recommended that expulsion not be a school's recommendation on first time offense of possession of marijuana (except in cases of quantities that makes it reasonable to conclude possession with intent to distribute).

REFERENCE: Board Policy 8025 Smoke-Free Policy

Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during class. Cell phones, MP3 players, personal handheld devices, and dice are also subject to being taken away. Prohibited items will be returned only to a parent and/or guardian after the first offense. Repeated offenses will result in items being taken away and not returned until the end of the school year.

Personal Responsibility for Items

Students are responsible for maintaining personal items. Aspire is not responsible for the loss or breakage of student's personal items at school unless said items are in the possession of an Aspire staff member at the time they are lost, stolen or broken.

Emergency Preparedness at Aspire Public Schools

Aspire Public Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies [Education Code §§ 32280-32289]. To that end, every school has a comprehensive school safety plan that covers Aspire's policies and expectations regarding the practices of each school in maintaining the security of the in 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. Every school conducts regular emergency drills that at a minimum, meets the state mandated requirements. These drills include: Fire, Earthquake, and Lockdown/Secure Campus/Shelter in Place.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make sure students are well prepared in the event of an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Asbestos Management Plan

Each Aspire school is expected to have an Asbestos Management Plan, which is available upon request at the school's main office. At least once each school year, you will be notified of any asbestos-related activities such as inspections, response actions, and post-response action activities, including periodic reinspection and surveillance activities, that are planned or in progress at the school.

Child Abuse Reporting

Any teacher, or other staff member, who knows or reasonably suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities [Education Code §§ 33308.1, 44691, 44807]. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at Aspire Public Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Aspire Family Engagement, Rights and Responsibilities

School-Home communication

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

Family Engagement Activities

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children. According to Education Code section 47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. Aspire Public Schools highly encourages parent or guardian involvement, however parent involvement is not required for acceptance to an Aspire school site, or continued enrollment at an Aspire school site. Below is a sample of opportunities offered at Aspire school sites for family involvement.

Participation in School Decision-making: Aspire includes parent representatives on the School Site Council and/or Parent Advisory Committee and English Learner Advisory Committee of each school, as well as parent participation on the school's Teacher Hiring Committee. Parents and guardians are also highly encouraged to share feedback on the Aspire Family Survey and share feedback directly with school administrators.

Special Saturday Classes: Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it's important for them to see, feel, and experience the space that their children spend so much time in.vi

Workshops: Aspire may provide parents and guardians with information on how to structure reading at home (20+ min per day K-5), provide help with homework, participate in projects, and games that reinforce learning.

Parents' Right to Know Teacher Qualifications

You have the right under Federal law to request information specific to teacher qualifications. In addition, *the Every Student Succeeds Act (ESSA)* places an emphasis on the

parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

1. Whether the teacher has met State qualifications for grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which the State qualification of licensing criteria have been waived;
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. Whether the child is provided services by paraprofessionals and if so their qualifications.

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

Volunteers

Volunteers help enrich students' education and provide extra assistance for teachers and school staff [Education Code § 35021]. Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full Volunteer Handbook for a complete list of requirements.

Potential volunteers are urged to contact the school and work with the Business Manager if they can offer time or services to help with any part of the school program. **Volunteers are placed with teachers or other staff members who have requested volunteer assistance. Schools reserve the right to assign volunteers to classrooms/activities as needed and to decline a volunteer's services at any time.** All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must:

- Confirm with the Business Manager the ability to volunteer prior to volunteering. The Business Manager will provide additional information according to the type of volunteer service in accordance with our Volunteer Handbook. In almost all instances a volunteer will be required to have:

- A negative TB risk assessment or test on file in the school office within 60 days before starting to volunteer with students.

- In almost all instances, a background check, including DOJ and FBI clearance. Volunteers who need to be fingerprinted include anyone who is engaging with a student(s) without supervision or on a consistent basis, in accordance with Aspire Volunteer Handbook. The results of the background check are **confidential** and will not be discussed with other staff members or parents.

Volunteer Drivers

- All Volunteer Drivers must comply with all of the below requirements before transporting any student:
  - Review, sign, and comply with Aspire's Volunteer Guidelines, which will be provided to the volunteer if approved
  - Have a valid California Driver's License.
  - Have clear driving records, which the school must verify with the CA DMV. Moving violations will be reviewed to determine if the Driver is eligible to transport students. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year also will not be authorized to drive students.
  - Be pre-approved by Aspire's HR department, which will ensure compliance with CA State TB requirements, as well as clearance from the DOJ and FBI.
  - Have a current "**Driver's Liability Insurance Statement**" on file in the school office with the following minimum coverage: $50,000 per person, $100,000 per occurrence, $50,000 property damage.
  - Only transport students who have a signed Voluntary Activity Transportation Permission Slip on file with the school, which is separate from and in addition to any Field Trip permission slips that may be required.
  - Ensure that their vehicle is in a safe and operable condition, and that the number of passengers in the vehicle does not exceed the number of seat belts. Cars with passenger side airbags **cannot** have a student occupying that space.
  - Ensure that all children weighing less than 40 pounds are in a car seat with a seat belt.

- The sponsoring program/school will pay bridge tolls and admissions. No mileage reimbursement will be paid to parents [Education Code § 35350].

Aspire Student Data Privacy Policy

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including but not limited to:
    - Family Educational Rights and Privacy Act (FERPA)
    - Protection of Pupil Rights Amendment (PPRA)
    - Children's Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review** the student's education records within 45 days of the day Aspire receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the Aspire principal a written request that identifies the record(s) they wish to inspect. The Aspire principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. **The right to request amendment** of the student's education record that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask Aspire to amend a record should write the Aspire principal to clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the Aspire principal will notify, in writing, the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent** to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Aspire as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom Aspire has contracted to perform and institutional service or function for which the school would otherwise use its own employees and who is under the direct control of Aspire (such as an attorney, vendor, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the official's tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

   Upon request, Aspire discloses education records without prior written consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. If such transfer of education records is made, Aspire will make a reasonable attempt to notify the parent or eligible student of the records request.

   At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at their own expense ($0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by Aspire to comply with the requirements of FERPA. The name/address of the office that administers FERPA and receives grievances is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

USDA Civil Rights Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex(including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g. Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

Fax: (833) 256-1665 or (202) 690-7442; or

Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Public Meeting Notice

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office at least 48 hours prior to the meeting. Call (510) 434-5000 or info@aspirepublicschools.org with your request.

Know Your Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
  - All children have the right to a free public education.
  - All children ages 6 to 18 years must be enrolled in school.
  - All students and staff have the right to attend safe, secure, and peaceful schools.
  - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

For more information, please visit the Attorney General's Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues at https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

Collecting and Retaining Student Records

The Information Systems Team shall maintain in writing Aspire Public Schools policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

- If Aspire Public Schools possess information that could indicate immigration status, citizenship status, or national origin information, Aspire Public Schools shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Aspire Public Schools shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Aspire Public Schools shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin

Inquiries About Social Security Numbers or Cards

Aspire Public Schools shall not solicit or collect entire Social Security numbers or cards.

- Aspire Public Schools shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

- When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Aspire Public Schools shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- Aspire Public Schools shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Procedures Regarding Information Sharing

Aspire Public Schools shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

- Aspire Public Schools personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:
    - Notify a designated Aspire Public Schools official (General Counsel) about the information request.
    - Provide students and families with appropriate notice and a description of the immigration officer's request.
    - Document any verbal or written request for information by immigration authorities.
    - Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.
- Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Aspire Public Schools shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
- Aspire Public Schools shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order, judicial warrant or judicial subpoena.
- Aspire Public Schools' request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and

date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. Aspire Public Schools shall permanently keep the consent notice with the record file.

- The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Aspire Public Schools shall not release the information.

Annual Information Notice to Parents and Guardians General Information Policy

Aspire Public Schools must provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that Aspire Public Schools will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by Aspire Public Schools.
- A list of the circumstances or conditions under which Aspire Public Schools might release student information to outside people or entities.
- A statement that, unless Aspire Public Schools is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, Aspire Public Schools shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

By signing the Aspire Student and Family Handbook acknowledgement, you acknowledge that you have received and read this annual notification.

Responding to the Detention or Deportation of a Student's Family Member

Aspire Public Schools shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Aspire Public Schools shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- Aspire Public Schools shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- Aspire Public Schools shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Aspire Public Schools shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Aspire Public Schools shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Aspire Public Schools shall only contact Child Protective Services if Aspire Public Schools personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Parental Notification of Immigration—Enforcement Actions

- Aspire Public Schools personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid effective judicial warrant signed by a judge, or presents a valid, effective court order.
- Aspire Public Schools personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or Guardian.

Responding to On-Campus Immigration Enforcement

- As early as possible, Aspire Public Schools personnel shall notify the Regional Operations Director, Executive Director, and General Counsel or designated administrator of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

- In addition to notifying the above mentioned regional leaders or designated administrator, Aspire Public Schools personnel must take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:
    - Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the appropriate regional leader or designated administrator.
    - Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
    - Ask the officer for his/her reason for being on school grounds and document it.
    - Ask the officer to produce any documentation that authorizes school access (e.g. official court order signed by a judge, judicial warrant).
    - Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
    - If the officer declares that exigent circumstances exist and demands immediate access to the campus, Aspire Public Schools personnel should comply with the officer's orders and immediately contact the Regional Operations Director, Executive Director, Superintendent, General Counsel or designated administrator.
    - If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
        - an ICE (Immigrations and Customs Enforcement) administrative warrant
            - Aspire Public Schools personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Aspire General Counsel.
        - a federal judicial warrant (search-and-seizure warrant or arrest warrant; see Appendix C & D of the Attorney General's Guidelines)-
            - Prompt compliance with such a warrant is usually legally required. If feasible, consult with the (local educational agency's General Counsel or designated administrator) before providing the agent access to the person or materials specified in the warrant.
        - a subpoena for production of documents or other evidence (see Appendix E & F of the Attorney General's Guidelines)-

    - Immediate compliance is not required. Therefore, Aspire Public Schools personnel shall inform Aspire Public Schools' General Counsel or other designated official of the subpoena, and await further instructions on how to proceed.

- While Aspire Public Schools personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Aspire Public Schools personnel shall document his or her actions while on campus.

        - it is critical to - Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

- After the encounter with the officer, Aspire Public Schools personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:

    - List or copy of the officer's credentials and contact information;
    - Identity of all school personnel who communicated with the officer;
    - Details of the officer's request;
    - Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    - Aspire Public Schools personnel's response to the officer's request;
    - Any further action taken by the agent; and
    - Photo or copy of any documents presented by the agent.

- Aspire Public Schools personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Regional Operations Director, General Counsel.

- In turn, the General Counsel shall submit a timely report to Aspire Public Schools' governing board regarding the officer's requests and actions and Aspire Public Schools' response(s).

- E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Directory Information Policy

- If Aspire Public Schools decides to release directory information, Aspire Public Schools shall provide an annual notice to parents and guardians, and “eligible students” in attendance, of Aspire Public Schools' directory information policy that includes:
    - The categories of information that Aspire Public Schools has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code § 49061(c).
    - A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where Aspire Public Schools receives consent as required under state law).
    - The recipients of the directory information.
    - A description of the parent’s or guardian’s abilities to refuse release of the student’s directory information, and how to refuse release.
    - The 30-day deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

Aspire Public Schools personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student’s immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Aspire Public Schools personnel shall solicit that documentation or information separately from the school enrollment process.

- Where permitted by law, the Regional Operations Director will seek approval from the respective Executive Director of Aspire Public Schools with regards to alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship

status, or national origin, and that do not reveal information related to citizenship or immigration status.

- Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Aspire Public Schools' procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy

Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of Aspire Public Schools during school hours without having registered with the front office, the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

The Principal or designee will determine when a meeting with the individual making the request can be scheduled. The request does not need to be fulfilled on the same day the request is made.

Aspire Public Schools shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

Aspire Public Schools shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Aspire Public Schools personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Family Concern Process

If you have concerns at a school site, please see below for the Family Concern Process that should be followed for your site.

Aspire Public Schools encourages students, parents, and staff to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus staff.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Step 1- Meeting/discussion with the specific staff member

Step 2- Meeting/discussion with the person's supervisor (if applicable)

Step 3- Meeting/discussion with the Principal

Step 4- Meeting/discussion with the Regional Executive Director or designee

Contact information is available from the school office.

If an informal conference regarding a concern fails to reach an outcome that is satisfactory to the staff member, student, or parent, the individual may initiate the formal process by filing a written complaint. The form is available at the end of this handbook. Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

For complaints regarding discrimination, harassment, intimidation, and/or bullying based on a legally protected characteristic, pupil fees, and Local Control and Accountability Plan (LCAP), please refer to the Uniform Complaint Procedures (UCP) section in this handbook

Athletics Annual Notices

Sudden Cardiac Arrest Prevention

Aspire Public Schools is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Aspire Public Schools must review the information sheet on sudden cardiac arrest via the following link:

https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf

Location of All Automated External Defibrillator(s) on Campus

The school's comprehensive safety plan will note the location of all AED devices on campus. Additionally, the school's front office staff will be knowledgeable about the location and use of AED devices.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because Aspire Public Schools has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Opioid Information Sheet

Aspire Public Schools annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to your school before the athlete initiates practice or competition. The fact sheet is available at:

https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf

Uniform Complaint Policy (UCP) Annual Notice

UCP Annual Notice

Aspire Public Schools annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on the Aspire Public Schools website and in the Aspire Student and Family Handbook.

Aspire Public Schools is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Please note, Aspire Public Schools does not offer a state preschool program at any of its school sites.

Filing a UCP Complaint

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of Aspire Public Schools

Aspire Public Schools shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

Aspire Public Schools advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the California Department of Education (CDE).

Aspire Public Schools advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of the Aspire Public Schools UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Regional Director of Student Services, Bay Area Region
1001 22nd Ave
Oakland, CA 94606
510-434-5000
Pamela.Saberton@aspirepublicschools.org

Regional Director of Student Services, Central Valley Region
4202 Coronado Ave
Stockton, CA 95204
209-647-3047
Hugo.Vazquez@aspirepublicschools.org

Superintendent of Culturally Responsive Leadership Development, Los Angeles Region
5901 E. Slauson Avenue
Commerce, CA 90040
323-277-2901
Joel.Ramirez@aspirepublicschools.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Aspire Public Schools.

A full copy of Aspire Public Schools Uniform Complaint Policy and Procedures (UCP) can be found at this link.

Family Concern Documentation Form

Your Name _____ Name of Student _____

Address _____

Telephone _____ (day) _____ (evening)

School Site _____

Description of Concern:

_____

_____

_____

_____

_____

_____

Please describe your desired solution:

_____

_____

_____

_____

_____

Signature _____ Date _____

Please mail, fax or deliver to your school site principal or Regional Office

Aspire Home Office	**Aspire Bay Area**	**Aspire Central Valley**	**Aspire Los Angeles**
1001 22nd Avenue Oakland, CA 94606 (t) (510) 434-5000	1001 22nd Avenue Oakland, CA 94606 (t) (510) 434-5000	4202 Coronado Ave Stockton, CA 95204 (t) (209) 647-3047	5901 E. Slauson Avenue Commerce, CA 90040 (t) (323) 837-9920

(f) (510) 434-5010			

Date received by Aspire School or Regional Office _____

Date copy provided to School Principal: _____

Student Family Handbook Acknowledgement Form

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Aspire Student and Family Handbook 2024-2025

Student Name (please print)	Grade Level	Date
Student Name (please print)	Grade Level	Date
Student Name (please print)	Grade Level	Date
Student Name (please print)	Grade Level	Date
Parent/Guardian Signature		Date

Appendix XV. Evidence of Insurance

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 7/22/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Marsh & McLennan Agency LLC
Marsh & McLennan Ins Agency LLC
1255 Treat Boulevard #950
Walnut Creek CA 94597

License#: 0H18131

CONTACT NAME: Felicia McAroy
PHONE (A/C, No, Ext): 925 482-9337 **FAX (A/C, No):**
E-MAIL ADDRESS: Felicia.McAroy@MarshMMA.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : United Educators Ins a RecipRiskRet Grp	10020
INSURER B : Philadelphia Indemnity Insurance Co.	18058
INSURER C : Harco National Insurance Company	26433
INSURER D : Sentry Insurance Company	24988
INSURER E :	
INSURER F :	

INSURED
Aspire Public Schools
1001 22nd Ave
Oakland CA 94606

ASPIRPUBLI

COVERAGES **CERTIFICATE NUMBER:** 899359008 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	X **COMMERCIAL GENERAL LIABILITY**	N	N	PHPK2690979001	7/1/2025	7/1/2026	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 1,000,000
							MED EXP (Any one person)	$ 15,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:							$
B	**AUTOMOBILE LIABILITY**	N	N	PHPK2690979001	7/1/2025	7/1/2026	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	X ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	**UMBRELLA LIAB** X OCCUR	N	N	L8708U	7/1/2025	7/1/2026	EACH OCCURRENCE	$ 5,000,000
	X **EXCESS LIAB** CLAIMS-MADE						AGGREGATE	$ 5,000,000
	DED RETENTION $							$
D	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N	N / A	N	A0251347001	7/1/2025	7/1/2026	X PER STATUTE OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Employment Practices			PML000309901	7/1/2025	7/1/2026	$1M OCC/$1M AGG	$100K RET
B	Directors & Officers			PHSD1798087006	7/1/2025	7/1/2026	$1M OCC/$1M AGG	$100K RET
	Fiduciary Liability						$1M OCC/$1M AGG	$2,500 RET

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Evidence of Coverage.

CERTIFICATE HOLDER

Evidence of Coverage

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Alyssa Hilgen

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Appendix XVI. Fiscal Control Policy

Fiscal Control Policy and Procedures

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Effective: July 1, 2025

TABLE OF CONTENTS

INTRODUCTION **3**

PURPOSE **3**

INTERNAL CONTROL POLICIES **3**

Compliance with the Law 4
Conflict of Interest Policy 5
Whistleblower Protection Policy 7
Document Retention Policy 11
Authorized Approvers & Authorization limits 20
Segregation of Duties 19
Cell Phone & Mobile Device Policy 19
Donations & Gifts Policy 23
Fundraising 24
Boosters & Parent Organizations 29
Security of Financial Data 32
Password Policy 33
Time & Efforts Policies 35

FINANCIAL MANAGEMENT POLICIES **40**

Basis of Accounting 40
Accounting Policies & Methods 40
Basis of Presentation 43
Intercompany 43
Indirect Cost Allocation Policy 44

FINANCIAL PLANNING & REPORTING **47**

Budgeting Process 47
Accounting Cycle 48
Financial Reporting & Tax Compliance 50
Annual Form 990 & CA Form 199 Process 51
Property Tax Exemption Process 52
Audit 54

REVENUE & ACCOUNTS RECEIVABLE **55**

Cash receipts & Deposits 55
School Site deposit Process 55

EXPENSE & ACCOUNT PAYABLE **59**

Payroll 63
Procurement 69
Procurement For Purchases With Federal Funds 71
Independent Contractors 78
Credit Cards 81

Invoice Approval & Processing....83
Cash Disbursements & Wire Transfers....83
Check Requests....85
Petty Cash....88
Employee Expense Reimbursement....89
Alcohol Policy....97
Moving Expense Reimbursement Policy....98

ASSET MANAGEMENT....99

Bank Statements & Reconciliations....99
Cash Management....99
Investment Policy....107
School Site Ledgers....107
Nutrition Application Collections & Payment Procedures....108
Fixed Assets....111
Insurance....115
External Debt & Line Of Credit....116
Intra-organizational Loan Policy....120

Introduction

Aspire Public Schools ("Aspire"), a non-profit public benefit corporation, was formed to manage, guide, direct, and promote charter schools that provide quality education to youth in primary and secondary grades. Aspire has developed this Fiscal Control Policies and Procedures document to provide the organization with a summary of its fiscal control policies and procedures.

Management may amend this guide as needed. The Board of Directors will review and approve the guide at least annually.

Purpose

The policies and procedures within this guide are designed to safeguard Aspire's assets, implement management's internal finance and accounting policies, facilitate compliance with applicable laws and regulations, and produce timely and accurate financial information in the furtherance of its mission. Aspire's Board and employees shall follow the policies and procedures prescribed herein.

Internal Control Policies

Internal control policies provide Aspire with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, Aspire Public Schools has additional responsibilities to ensure the public's confidence and the integrity of our schools' activities.

Aspire has a centralized finance and accounting department in the Home Office to ensure the integrity of finances, to create appropriate control mechanisms, and to provide a basis for sound financial decision-making. The finance and accounting department prescribes and oversees specific school-site finance and accounting related activities. The finance and accounting functions are overseen by the Chief Financial Officer. In addition, Aspire has an internal audit function, overseen by the Director of Operations, to monitor and review school site specific finance and operating activities to ensure a feedback loop on the effectiveness of controls in addition to the annual external audit performed by Gilbert Associates, Inc.

I. Compliance with Laws

Aspire Public Schools will follow all the relevant laws and regulations that govern Charter Schools within California. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

The following are specific policies of Aspire:

A. POLITICAL CONTRIBUTIONS

No funds or assets of Aspire may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Aspire for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. Aspire also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Political contributions by an employee that are reimbursed through expense accounts or in other ways.

2. Purchase by the Organization of tickets for political fundraising events.

3. Contributions in kind, such as lending employees to political parties or using Aspires' assets in political campaigns.

B. RECORD KEEPING

To provide an accurate and auditable record of all financial transactions, Aspires' books, records, and accounts are maintained in conformity with generally accepted accounting principles. Further, Aspire specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Aspire.
2. Receipts and disbursements must be fully and accurately described in the books and records.

3. No false entries may be made on the books or records nor any false or misleading reports issued.

Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

II. Conflict of Interest Policy

A. PURPOSE

The purpose of this Conflict of Interest Policy ("Policy") is to protect Aspire Public Schools' ("Charter School") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) the Charter School's Conflict of Interest Code, adopted pursuant to the California Political Reform Act (Government Code Section 81000 *et seq.*), including the appendices attached thereto. In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall govern.

1. DESIGNATED EMPLOYEES

Members of the Board of Directors ("Board"), and employees of the Charter School 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" listed in the Charter School's Conflict of Interest Code.

2. DISQUALIFICATION

No designated employee shall make, participate in making, or in any way attempt to use his/her official position to influence any Charter School 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.

3. MANNER OF DISCLOSURE OF DISQUALIFYING INTEREST

a) Non-Board Member Designated Employees

When a non-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 General Counsel who shall record the employee's disqualification. If the Chief Executive Officer has a disqualifying interest, this determination and disclosure shall be made in writing to the Chair of the Board and the General Counsel.

b) Board Members

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest only is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

4. PROCEDURES FOR ADDRESSING A OF DISQUALIFYING INTEREST

If a conflict of interest exists that involves a "governmental decision" under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e. the individual with the disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A Board member with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

In addition, if a Board member has a conflict of interest that involves a contract under Government Code Section 1090, the Charter School is prohibited from entering into the contract altogether, unless a "remote interest" exception under Section 1091 applies or a "non-interest" exception under Section 1091.5 applies. If an employee has a conflict of interest that involves a contract under Section 1090, as long as the employee plays no role whatsoever in the contracting process, the Charter School is not prohibited from entering into the contract. An employee shall not be deemed to have a conflict of interest in a contract if a "non-interest" exception under Section 1091.5 applies.

In addition, if a conflict of interest exists that involves a "self-dealing transaction" under California Corporations Code Section 5233, after exercising due diligence, the Board shall determine whether the Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable without producing a conflict of interest, the Board shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Charter School's best interest, is for the Charter School's own benefit, and is fair and reasonable to the Charter School. In conformity with the above determination, the Board shall make its decision as to whether to enter into the transaction or arrangement. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in Section 5233 regarding self-dealing transactions, and compliance with the Political Reform Act and Section 1090 as applicable, shall constitute compliance with this Policy.

III. Whistleblower Protection Policy

In keeping with the policy of maintaining the highest standards of conduct and ethics, Aspire Public Schools will investigate any suspected fraudulent or dishonest use or misuse of Aspire Public Schools' resources or property by employees, Board members, consultants, or volunteers.

Aspire is committed to promoting compliance with the laws, rules, and regulations that govern its business operations and encouraging its employees to report unlawful conduct. Below are the procedures by which employees may report complaints or concerns about any fraudulent, illegal or unethical conduct within the organization.

Employees are often the first to become aware of unethical behavior or business improprieties, but may not express their concerns for fear of retaliation. Aspire will not

tolerate harassment, retaliation or reprisals of any kind against any employee who has, in good faith, protested or raised a complaint about some policy or practice of the organization or any of its employees.

A. WE ENCOURAGE A SPEAK UP CULTURE

Choosing to speak up about workplace concerns helps builds a healthy, ethical and compliant company and is part of our culture. To promote that culture, Aspire encourages employees to speak up and raise questions and concerns promptly about any situation that may violate our Standard of Conduct, our Core Values or our policies. At Aspire, our people are our most valuable asset. It benefits all of us if we raise our concerns so Aspire may consider them carefully and address them properly.

Follow Aspire's Commitment to our Code and the Law.

Aspire is deeply committed to promoting a culture of ethical conduct and compliance with:

- our Code, Core Values and policies;
- the laws, rules and regulations that govern our business operations; and
- best practices in accounting, auditing and financial reporting matters.

We expect all of our employees, officers, directors and agents to follow this commitment in all aspects of their work.

B. RAISE GOOD FAITH QUESTIONS AND CONCERNS ABOUT CONDUCT THAT MAY VIOLATE OUR CODE

Consistent with our commitment to ethics, compliance and the law, we welcome your good faith questions and concerns about any conduct you believe may violate our Code, especially conduct that may be illegal, fraudulent, unethical, or retaliatory. For purposes of this policy, and because our Code captures standards of ethics and compliance at a broad level, references to our "Code" should be read to encompass all of our obligations to perform our jobs in a manner that is consistent with Aspire's policies and procedures, as well as applicable laws. We promote an environment that fosters honest, good faith communications about matters of conduct related to our business activities, whether that conduct occurs within Aspire, involves one of Aspire's contractors, suppliers, consultants, or clients, or involves any other party with a business relationship to Aspire.

Nothing in Aspire Public Schools' Employee Handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency charged with the enforcement of any laws.

Other parts of the Employee Handbook address the confidentiality of Aspire's trade secrets and other proprietary information. (See Section 3.11. of the Employee Handbook) You should note that in raising any questions or concerns you may have about potentially illegal conduct, pursuant to the 2016 Defend Trade Secrets Act (DTSA), no individual will be held criminally or civilly liable under federal or state trade secret law for disclosure of a trade secret (as defined in the Economic Espionage Act) that is:
(A) made in confidence to a federal, state, or local government official, either directly or indirectly, or to an attorney, and made solely for the purpose of reporting or investigating a suspected violation of law; or, (B) made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal so that it is not made public. An individual who pursues a lawsuit for retaliation by an employer for reporting a suspected violation of the law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual files any document containing the trade secret under seal, and does not disclose the trade secret, except as permitted by court order.

C. ASPIRE DOES NOT TOLERATE RETALIATION

Coming forward with questions or concerns may sometimes feel like a difficult decision, but Aspire is committed to fostering an environment that does not deter individuals from speaking up when they observe conduct that may violate our Code. For that reason, Aspire will not tolerate retaliation of any kind because an employee in good faith raises a question or concern about a violation or suspected violation of our Code, our policies, or the laws and regulations under which we do business, or because the employee participates in or cooperates with an investigation of such concerns.

Retaliation is any conduct that would reasonably dissuade an employee from raising, reporting or communicating about good faith concerns through our internal reporting channels or with any governmental authority (e.g., EEOC or Department of Labor), or from participating in or cooperating with an investigation or legal proceeding raising such concerns.

Retaliation may occur through conduct or written communication and may take many forms, including actual or implied threats, verbal or nonverbal behaviors, changes to the terms or conditions of employment, coercion, bullying, intimidation, or deliberate exclusionary behaviors.

The following are examples of potential retaliation Aspire prohibits:

- Adverse employment action affecting an employee's salary or compensation;
- Demotion, suspension, or termination of employment;
- Taking away opportunities for advancement;
- Excluding an employee from important meetings;

- Threatening an employee who has made a report;

- Directing an employee who has made a report not to report to outside regulators;
- Deliberately rude or hostile behaviors or speech; and
- Creating or allowing the creation of a work atmosphere that is hostile toward an employee who has reported a concern.

It is Aspire's policy to adhere to all applicable laws protecting our employees against unlawful retaliation or discrimination as a result of their raising good faith questions or concerns. If you are ever aware of an instance or threat of retaliation directed at you or another employee, please immediately report it.

D. HOW TO RAISE QUESTIONS AND CONCERNS

Employees can submit their good faith questions or concerns about conduct they believe may violate our Code, our policies, or the laws and regulations under which we do business to:

- their Supervisor or Manager;
- any Aspire leader;
- Human Resources;
- Legal; or
- General Counsel.

When an employee raises a concern, Aspire will maintain confidentiality to the fullest extent possible, consistent with applicable legal requirements and the need to conduct an adequate investigation or review.

When raising concerns, we ask that employees provide as much detailed information as possible, including the background and history of the concern, names, dates and places where possible, and the reasons why the situation is cause for concern. This is especially important for concerns raised anonymously, so that Aspire may conduct an appropriate review and if necessary, begin an investigation.

Please note as well that Aspire does not prohibit anyone from electing to report concerns to, make lawful disclosures to, provide documents or other information to or communicate with the Equal Employment Opportunity Commission ("EEOC") or any other federal, state or local agency about conduct believed to violate laws or regulations. Aspire also does not prohibit employees from participating in an investigation or proceeding conducted by one of these agencies.

E. WHAT ASPIRE WILL DO

Aspire is committed to reviewing all reported concerns, conducting proper, fair and thorough investigations tailored to the circumstances, and taking appropriate remedial and concluding steps as warranted. All action taken by Aspire in response to a concern will necessarily depend on the nature and severity of the concern. This may include initial inquiries and fact-gathering to decide whether an investigation is appropriate and, if so, the form and scope of the investigation. Note that an investigation into concerns raised is not an indication that they have either been confirmed or rejected. Aspire complies with the law in conducting investigations and expects that employees will cooperate with an investigation, except when voluntary compliance with an investigation is being requested. Aspire also expects that employees will provide truthful information when participating in an investigation.

Remember, all good faith concerns and reports raised under this policy will be taken seriously.

F. ADHERENCE TO THIS POLICY

Employees who believe that they have been subjected to any conduct that violates this policy may register a complaint using the procedures outlined above. Any employee who unlawfully discriminates or retaliates against another employee as a result of his or her protected actions as described in this policy may be subject to corrective action, up to and including termination of employment.

IV. Document Retention Policy

This policy specifies how important documents (hardcopy, online, or other media) shall be retained, protected, and, if and when these documents are eligible for destruction, destroyed in accordance with the law at Aspire Public Schools ("Aspire"). The policy also ensures that documents are promptly provided to authorities as may be required in the course of legal investigations or lawsuits.

A. DOCUMENT RETENTION SCHEDULE

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule. When records may be classified under more than one category, the longest retention period shall apply.

Corporate Records

Articles of Incorporation	Permanent
Corporate Bylaws	Permanent
IRS Form 1023 to file for tax-exempt and/or charitable status	Permanent
IRS Letter of Determination granting tax exempt status	Permanent
State Application for Tax Exempt Status (Form 3500)	Permanent
State Determination Letter granting tax exempt status	Permanent
Board Policies and Resolutions	Permanent
Board and Committee Meeting agendas, packets, and minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax ID Number Designations	Permanent
Annual Corporate Filings	Permanent
Licenses and Permits	Permanent (if project specific, then for project duration)
Charter Petitions (new petitions, renewals, material revisions)	Permanent
School Site Council and ELAC Committee	3 years
Independent Study	Refer to Board approved Independent Study Policy

Financial Records

Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent
Audit Reports	Permanent
Financial Statements	Permanent
General Ledger	Permanent
P1, P2, and annual attendance reports	Permanent
Check Registers/Books	7 years
Business Expenses Documents	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property and Asset inventories	7 years
Petty cash receipts /documents	7 years
Credit card receipts	7 years

E-Rate Records	10 years after the latter of the last day of the applicable funding year or the service delivery deadline for the funding request

Tax Records

IRS Annual Tax Filing Form 990	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
IRS Form 1099 Filings	7 years
Payroll tax returns and withholding returns	7 years
Earnings records	7 years
W-2 and W-4 statements	7 years

Personnel and Employment-Related Records

Recruitment, Hiring and Job Placement Records ● Job applications ● Resumes ● Letters of recommendation ● Other job inquiries sent to the Charter School ● Job advertisements/postings ● Results of non-medical pre-employment tests ● Offers of employment ● Employment agreements ● Signed pre-employment disclosures (employee handbook acknowledgment, complaint procedures, etc.) ● Employee training (harassment prevention, mandated reporting, etc.) ● Employee certificates, credentials, licenses, and other evidence of qualifications ● Certificate of criminal background check clearance (or failure)	4 years after separation
Employee Performance and Other Personnel Records ● Job descriptions ● Training and testing ● Performance goals ● Performance evaluations ● Written feedback and commendations ● Promotions and demotions ● Letters of reprimand and discipline ● Performance Improvement Plans ● Termination, resignation, lay-offs, etc. ● Notices and letters	4 years after separation

Employee Medical Leave Records (PDL, FMLA, CFRA, etc.) * ● Requests for leave ● Health care provider notes ● Leave calculations ● Records of disputes regarding leave ● Employee benefits related to leave ● Leave policies	3 years after separation *Records that contain employee confidential medical information should be retained in a separate, secure file.
Employee Wage Records ● Employment agreements ● Wage rates and calculations ● Shift schedules (hours and days) ● Time cards ● Individual calculations for absences, sick days, vacation days, etc. ● Itemized wage statements/pay stubs	4 years after separation
Employee Payroll Records ● Employee name, address, age, and occupation ● Individual wage records ● Regular hourly rate ● Hours worked (daily/weekly) ● Weekly overtime earnings ● Daily and weekly straight time earnings ● Deductions from or additions to wages ● Wages paid each pay period ● Pay dates and pay periods ● Unemployment Insurance Records	4 years after separation
Employment Eligibility (I-9 Forms)	The later of (a) 1 year after separation, or (b) 3 years from date of hire.
Employee Health Records* ● First-aid records ● Job injuries (causing loss of work time)	5 years after separation * Records that contain confidential employee medical information should be retained in a separate, secure file.

Employee Workers' Compensation Records ● Copies of claim forms ● Reports of occupational injury or illness ● Letters of denial of benefits ● Reports to the Division of Workers' Compensation ● Benefits paid ● Estimates of future benefits ● Applications to the Workers' Compensation Appeals Board ● Orders and Awards of the Workers' Compensation Appeals Board	The latest of the following dates: (1) 5 years after date of injury; (2) 1 year from the date compensation was last provided; (3) all compensation due or which may be due has been paid; (4) if an audit has been conducted, until the findings of an audit of the file have become final. * Records that contain confidential employee medical information should be retained in a separate, secure file.
Employee Benefit Records ● Benefits elections ● Beneficiary designations ● Eligibility determinations ● COBRA notices ● Summary plan descriptions ● Other welfare benefit plan information (life, health, disability, long-term care, post-retirement medical)	6 years after separation, but not less than 1 year following a plan termination. * Records required to determine retirement benefits, including 401(k) and similar plans, must be kept indefinitely.
Employee Exposure and Medical Records of employees exposed to toxic substances or harmful physical agents	30 years after separation (medical records of employees who have worked for less than (1) year for the employer need not be retained beyond the term of employment if they are provided to the employee upon the termination of employment)

Insurance Records

Insurance Policies	Permanent
Insurance Claims Applications	Permanent
Insurance Disbursements and Denials	Permanent

Contracts

All insurance Contracts	Permanent

Construction Contracts	Permanent
Loan, mortgage and Real Estate Documents	Permanent
Leases and Deeds	Permanent
Any other contracts, including Vendor Contracts	7 years
Warranties	7 years

Legal Files

Legal correspondence, memoranda, and opinions	Permanent
Litigation files	1 year after expiration of appeals or time for filing appeals
Court orders	Permanent

Donations / Fundraising Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

Management Plans and Procedures

LCAP	Permanent
CALPADS	Permanent
Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Disaster Recovery Plan	7 years
School Accountability Report Cards (SARC)	Current plus 3 years

Pupil Records

Mandatory Permanent Student Record *(original or copy)* which shall consist of the following: A. Legal name of pupil B. Date of birth C. Method of verification of birth D. Sex of pupil E. Place of birth F. Name and address of parent of minor pupil a. Address of minor pupil if different than above. b. An annual verification of the name and address of the parent and the residence of the pupil. G. Entering and leaving date of each school year and for any summer session or other extra session. H. Subjects taken during each year, half-year, summer session, or quarter. I. If grades or credit are given, the grade or number of credits toward graduation awarded for work taken. J. Verification of or exemption from required immunizations. K. Date of high school graduation or equivalent. L. Related Master Plan student documents	Permanent
Mandatory Interim *(original or copy)* which shall consist of the following: A. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records. B. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver. C. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge. D. Language training records. E. Progress slips and/or notices as required by Education Code Sections 49066 and 49067. F. Parental restrictions regarding access to directory information or related stipulations. G. Parent or adult pupil rejoinders to challenged records and to disciplinary action. H. Parental authorizations or prohibitions of pupil participation in specific programs. I. Results of standardized tests administered within the preceding three years. J. Expulsion orders and cause(s) for expulsion.	At least 3 school years after the student leaves the charter school or usefulness ceases. Records that are part of any legally required audit cannot be destroyed until after the third July 1 succeeding completion of the audit. (5 CCR §16020 et seq.)

Permitted Records *(original or copy)* which shall consist of the following*:* A. Objective counselor and/or teacher ratings. B. Standardized test results older than three years. C. Routine discipline data. D. Verified reports of relevant behavioral patterns. E. All disciplinary notices. F. Attendance records not used for apportionment or compulsory education (not covered in 5 CCR Section 400).	At least 6 months after the student's completion of or withdrawal from the charter school or usefulness ceases.
Individual Student Injury Record for which a claim was filed	1 year after the claim has been settled or after the statute of limitations has run.

Electronic Records

Aspire does not automatically delete electronic records beyond the dates specified in this policy, but may do so at its discretion. Aspire may keep a backup of any electronic records (including email) on Aspire's server(s) at its discretion. However, any electronic records backup shall not be considered retained in the ordinary course of business and are subject to regular and periodic destruction. Any electronic backup is meant to be a safeguard to retrieve lost information should documents or files on the network experience problems.

In certain cases, a document might be maintained in both paper and electronic form. In such cases, the official document should be the electronic document and the paper version may be destroyed.

If versions or drafts of an electronic document are automatically saved by the application, the prior versions or drafts shall not be considered retained in the ordinary course of business and are subject to regular and periodic destruction.

Electronic Mail and Internal Messaging Systems: Emails in possession of the following individuals shall be retained for seven (7) years and then may be automatically deleted (unless a particular email is retained in accordance with this policy):

- C-Suite Positions (e.g., Chief Operating Officer, Chief Financial Officer)
- General Counsel
- Vice President(s)
- Executive Director(s)
- Managing Director(s)
- Controller, Assistant Controller - Finance Department
- Director and Senior Director - Technology

- Senior Director - Employee Services
- Director and Senior Director, Employee Relations

All other employees are not responsible for retaining emails, and all other emails will be automatically deleted after two (2) years. All messages sent via internal messaging systems (*e.g.*, Slack, Zoom Chat, Teams chat, etc.) will be retained for a period of 12 months.

Aspire staff will strive to ensure all of their communication via email and internal messaging systems are related to Aspire. Communications unrelated to Aspire may be deleted immediately. Staff will not store or transfer Aspire-related communications on or to non-work-related computers or devices except as necessary or appropriate for Aspire purposes.

Student Email and Electronic Document Files

Student Email and Student-Created Electronic Files

Aspire will retain student email accounts, associated messages, and student-created electronic files (e.g. Google Drive documents, Microsoft OneDrive files) for the duration of their enrollment. For students who have disenrolled from Aspire, all such accounts and files will be deleted thirty (30) days after their disenrollment date regardless of file creation date.

Aspire may retain backups of student emails or documents beyond the stated retention periods solely for disaster recovery purposes. These backups are not considered to be part of the ordinary course of business and are subject to periodic destruction.

Web Page Files: Internet Cookies may be deleted as necessary, or scheduled to be deleted automatically at regular intervals.

Social Media: Aspire may maintain social media accounts to communicate information with the public, but posts and messages on Aspire's accounts are not retained in the ordinary course of business and are subject to regular and periodic destruction. If the content of a social media post or message requires it to be retained under any sections of this policy, the post or message shall be printed and stored as a tangible record, or stored electronically.

Surveillance Footage: Aspire may maintain surveillance systems at its school sites for security purposes, but electronic surveillance footage is not retained in the ordinary course of business and is subject to regular and periodic destruction.

Document Protection

Aspire shall ensure that documents (hardcopy, online, other media, digital records) directly tied to a student record are securely stored at individual school campuses during the duration of the student's attendance at the school. Such records can be transferred to off-site storage upon the student's graduation or disenrollment.

Document Destruction

Hard copies of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Electronic copies of documents will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule, unless the Charter School elects to maintain them or causes them to be maintained for a longer time period.

Document destruction will be suspended immediately, upon notice of an official investigation or when a lawsuit is filed or appears imminent. Destruction will be reinstated upon conclusion of the investigation or when the authority conducting the investigation authorizes such destruction.

Provision of Documentation for Investigations or Litigation

Documents requested and subpoenaed by legally authorized personnel will be provided within the timeframe required by law, and in accordance with any applicable Charter School policies. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

V. Authorized Approvers and Authorization Limits

A. DEFINITION OF OBLIGATIONS

Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.

B. REVIEW AND DUE CARE

All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

C. AUTHORIZED APPROVERS AND APPROVAL LIMITS (SEE CHART)

The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

Teammate Group	Threshold
Home Office Staff	No Approval
Managers and Directors without budget oversight	≤ $300
Special Education Program Specialists	≤ $1,000
Directors with budget oversight	≤ $3,000
Vice Presidents* and Senior Directors	≤ $10,000
Chief Officers	≤ $50,000
CEO and CFO	≤ $250,000
Board of Directors	> $250,000

* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

Teammate Group	Threshold
Teachers and Other School Site Teammates who are not Supervisors	No Approval
Business Managers, Office Managers and Supervisors	≤ 500
Principals	≤ $3,000
Area Superintendents	≤ $10,000
Executive Directors	≤ $50,000
CEO and CFO	≤ $250,000
Board of Directors	> $250,000

Any purchase or authorization of service greater than $250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for $2,000,000, individual contracts above $250,000 related to the total project budget previously

approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of $120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

D. APPROVAL PROCESS

Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is renegotiated for an amount greater than 10% of approved maximum amount, the request must be submitted again for approval.

E. REVIEW OF POLICY

The Board of Directors is to review this policy and the appropriate limits at least annually.

VI. Segregation of Duties

Segregation of duties is critical because it ensures separation of different functions and defines authority and responsibility over transactions. Segregation of duties is critical to effective internal control; it reduces the risk of both erroneous and inappropriate actions.

The fundamental premise of segregated duties is that an individual should not be in a position to initiate, approve, and review the same action. Also, the accounting/reconciling function, and the asset custody function should be separated among employees.

The Chief Financial Officer and Controller must consider the principle of segregation of duties when designing and defining job duties within the finance and accounting department and in overseeing school site specific accounting functions involving the cash receipts and payments. Processes and control procedures should be implemented, to the extent feasible, that segregate duties among employees, including the oversight of activities and transactions.

VII. Cell Phone and Mobile Device Policy

A. PURPOSE

For those employees who are required to be in close contact with the school or office at all time, Aspire Public Schools:

- Issues or pays for individual Aspire-issued cell phones in accordance the policy below; or
- Reimburses Aspire Public Schools eligible employees work-related mobile device (smart phone, tablet, hot-spot, smart watch) usage so that employees can be reimbursed for the actual cost of such usage. This only applies to those eligible employees that do not receive Aspire-issued mobile devices.

While cell phones and mobile devices are a necessary convenience of the business world, we require that our employees follow the guidelines listed below on appropriate use and for their own and others safety.

A. ASPIRE-ISSUED CELL PHONE POLICY

All employees are required to be professional and conscientious at all times when using Aspire issued or personal cell phones during work hours. Executive Team members, Principals, Senior

Directors, Directors and employees requiring a cell phone due to the nature of their role, are eligible for Aspire issued cell phones. Requests should be driven in the hiring process and approved by the employee's manager or supervisor. Requests for cell phones coming from managers and supervisors can be sent directly to askus@aspirepublicschools.org. Once the request has been made, a team member will follow up with next steps on the order and process.

Aspire Public School's corporate contract with Verizon offers options for free phones with no cost to either the organization or employee. Should a request be made for a newer type of phone, there will be a cost to the employee for this phone. Once an order for a new phone is confirmed, the final price will be sent to the employee and they will be requested to issue a check to Aspire Public Schools for this amount.

B. USAGE

It is Aspire Public Schools' policy that employees of our organization who are issued a cellular phone understand the phones are issued for business use.

Personal cell phone use is not permitted while you are working. Cell phones should be turned off or turned on a silent/meeting answer mode while employees are working on the job.

In addition to the Aspire-issued cell phones, every employee is assigned their own office telephone number and any telephone messages left for you are sent to you email inbox via VOIP to be accessed at any time. For example, teachers should avoid giving out their personal cell phone numbers to students or parents but instead provide their work/school assigned telephone number. Any messages left on your voice mail box are accessible through email.

Each cell phone line issued under the Aspire Public Schools corporate account with Verizon include 400 minutes and unlimited data/texting. All cell phone minutes are pooled together and Aspire is never charged overages fees unless we reach the maximum minutes for all lines combined (i.e. If we have 200 cell lines, we have 80,000 minutes for month). If it is anticipated the employee will use over 1,000 minutes a month, we may consider putting them on a separate plan that allows for more usage. Cell phone bills and usage are monitored monthly and employees may be contacted for additional questions on usage. Possible disciplinary action may arise from misuse of your cell phone line.

C. LOST, DAMAGED OR STOLEN CELLULAR PHONES

Our corporate contract with Verizon does not include cell phone insurance so employees should make every effort to protect and look after their Aspire issued cell phones. In the event your phone is lost, damaged or stolen, please submit a request to askus@aspirepublicschools.org for next steps.

D. LEAVING ASPIRE?

Phones that are issued for free by Aspire or paid by Aspire, must be returned to the Regional Technology Support Manager where they can be re-issued to another employee or e-wasted if deemed necessary. All cellular phones paid for by an employee are allowed to be kept by the employee if they are terminated. Cell phone lines related to terminated employees will be shut off immediately following the last day of employment with Aspire.

E. PERSONAL MOBILE DEVICE REIMBURSEMENT POLICY

The purpose of this policy is to reimburse Aspire Public Schools eligible employees work-related mobile device (smart phone, tablet, hot-spot, smart watch) usage so that employees can be reimbursed for the actual cost of such usage. The policy only applies to those eligible employees that do not receive Aspire-issued mobile devices.

Under California Labor Code section 2802, employers must reimburse employees for necessary expenditures incurred in performing their duties. Now, at least a portion of an employee's personal cell phone bill may constitute an expenditure covered by section 2802.

If the actual cost cannot be determined, such as if an employee has an unlimited minutes/texting personal plan, then ASP will be required to reimburse the employee for a "reasonable percentage" of the mobile device bill.

For ease of reimbursement and transparency, reimbursable values will be set based on expected percentage of use based on your eligible position. You will be required to submit your bill to begin the process and once annually to ensure that the reimbursement amount is consistent with business usage and does not exceed your monthly charge from your carrier.

1. ELIGIBILITY

Employees whose job duties include the frequent need for a mobile device may receive a monthly reimbursement to cover business-related costs. An employee is eligible for reimbursement if at least one of the following criteria is met:

- The job function of the employee requires considerable time outside of his/her assigned office or work area and it is important that s/he is accessible during those times;

- The job function of the employee requires him/her to be accessible outside of scheduled or normal working hours;

- The job function of the employee requires him/her to have wireless data and internet access; and/or

- The employee is designated as a "first responder" to emergencies on a school

campus. For tablets and/or mobile hot-spots, there is the additional requirement that:

The following administrative positions are eligible for reimbursement:

Position	Allowable Percent	Maximum Monthly Reimbursement Amount
C-level	80%	$120
Vice-President	80%	$120
Senior Director/Director	80%	$120
Superintendent	80%	$120
Associate Superintendent	80%	$120

2. PAYMENT

If an employee meets the eligibility requirements for a mobile device, as outlined above, a reimbursement may be requested using the Mobile Device Reimbursement Agreement form along with a copy of your latest bill. The request may be made any time during the fiscal year to the Accounting Department.

Once approved, the reimbursement amount will be paid through payroll. As per IRS guidelines, any amount paid will not be taxable. This reimbursement does not constitute an increase to base pay, and will not be included in the calculation of percentage increases to base pay due to annual raises, job upgrades, bonuses, benefits based on a percentage of salary, etc. The reimbursement will be paid as a flat rate per month, based on the eligibility outlined above.

Reimbursements are funded by the department submitting the request and subject to final approval of the Chief Financial Officer.

D. DRIVING

Aspire Public Schools has a zero tolerance policy regarding using a cell phone or mobile device while driving with the following exceptions: For the safety of our employees and others it is imperative that you either pull over and stop at a safe location to dial, receive or converse on the cell phone or you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a vehicle to conduct work related business is prohibited. Absolutely no texting while driving is allowed. Violation of this policy will result in disciplinary action up to and including termination.

E. PERSONAL TELEPHONE CALLS AND TEXTING

The use of personal cell phones for placing or receiving calls, sending or receiving text

messages, checking voicemail, or any other form of communication should be made and received during non-work times.

F. PERSONAL SMARTPHONE USE FOR BUSINESS PURPOSES

Some of Aspire Public School's software vendors provide mobile-compatible versions of their tool for employees to download and use on smart devices or smartphones (Coupa, Ultimate, other examples). Our vendors offer these versions for easy and convenient optional access while away from a computer or work site.

Downloading and using these software applications on personal smartphones is entirely at the employee's discretion, and is not required nor promoted by Aspire. If an employee decides to download and use business-related software applications on their personal smart device (iPad, phone, etc.) it is at their own choice and risk. Aspire is not responsible for how data may be tracked or used related by these applications, vendor providers, or their affiliates (as per vendor license agreement).

Non-exempt (hourly) employees who opt to download applications on their smart devices should do so during work time at their school site or office location.

Aspire employees who have Aspire-issued smart devices are invited, but not required to download and use software applications that support productivity, access and convenience.

VIII. Donation & Gifts Policy

A. PURPOSE

The purpose of the Donation & Gift Policy is to delineate policies and guidelines governing the acceptance of gifts by Aspire Public Schools and to provide guidance to prospective donors if making gifts to the organization.

B. PROHIBITED PRACTICES

Aspire Public Schools solicits and accepts gifts that are consistent with its mission and that support its core programs, as well as special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities, although Aspire Public Schools will not engage in any of the following gift receiving practices:

1. Accepting gifts that violate federal or municipal laws
2. Accepting gifts that would result in Aspire Public Schools losing its status as an IRS 501(c)(3) not-for-profit organization
3. Accepting gifts that require Aspire Public Schools to provide special consideration or treatment to any client, donor, entity, etc.
4. Accepting gifts that require Aspire Public Schools to deviate from its normal hiring, promotion or contracting procedures
5. Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like
6. Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Aspire Public Schools or which may limit our ability to provide our services.

IX. Fundraising

A. PURPOSE

The purpose of this document is to establish standard guidelines and procedures governing the initiation, authorization, and review of fundraising activities at Aspire Public Schools. These guidelines are intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state and federal laws. Aspire Public Schools encourages community and business partnerships that enhance and supplement the public education system. Fundraising provides a means of obtaining valued resources or services for the benefit of the school communities, particularly the students.

(* For guidelines and procedures related to seeking funding through grants, community or regional foundations, or corporate foundations, please contact Bess Kennedy, VP of Advancement)

B. SCOPE

These guidelines apply to all Aspire Public Schools administrators, licensed educators, staff members, students, organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events.

C. GENERAL STATEMENTS

1. Aspire recognizes a desire and a need for fundraising.
2. Aspire recognizes a need to limit the number of fundraising activities (when applicable) so that the activities do not become too demanding on employees, students and the general public.
3. Aspire has the responsibility to monitor, supervise and control all fundraising activities associated with official school programs and activities.
4. All fundraising activities must have prior approval by either the Superintendent, Associate Superintendents or Principal (depending on the size and scope of the event).
5. Fundraising activity anticipated to raise over $25,000 must have prior approval by the VP of Advancement.
6. Fundraising is permitted within Aspire schools to raise additional funds to supplement school-sponsored academic and co-curricular programs.
7. School Sponsored Activity: An event that is sponsored by the schools (e.g. Spring picnic, fair, sporting event, etc.). School sponsored clubs and activities meet the following criteria:
    - Activities are conducted on school premises under the supervision and guidance of an Aspire staff member
    - Activities adhere to school/student conduct rules and applicable State/Federal laws
    - Participants are limited to enrolled students, approved parent volunteers, and Aspire staff only
    - All Participants must have signed “adult voluntary waiver” form on file.
8. Non-School Sponsored activity: An event that is not sponsored by the school are those that don’t meet the criteria above. Those activities may include the following: private paid tutoring on school premises between Aspire teacher and Aspire student, Aspire staff personal gym use, etc.

D. TYPE OF FUNDRAISING

1. Student Organization Solicitations
    a. Student Organizations include:
        i. Student activities under the direction and regulation of the individual Aspire schools, including athletics, speech, drama

and music contests student council and yearbook.

ii. Student activities which include the sale of admission tickets to the general public and/or which are integrated into the curriculum (e.g., performances, theater productions).

2. All School Fundraisers – These are activities where all students, families and staff have the opportunity to participate and contribute to the activity. These are typically done for very specific school related items such as grade level fundraisers. They may also be an ongoing and rotating fundraiser for the whole school.
3. Charitable Giving Campaigns
    a. Campaign is being conducted for the purpose of providing money for a charitable cause not necessarily directly related to any charter goal. Students sell a product, their own effort (e.g. walk-a-thon), a service (e.g. car wash), or contribute money.
    b. Outside Organization Fundraisers
        i. Outside organizations are non-school-funded groups such as sports' booster groups and commercial enterprises that provide supplementary services to existing school entities

E. GENERAL FUNDRAISING STANDARDS

1. Aspire Public Schools reserves the right to prohibit, restrict or limit any fundraising activities associated with Aspire Public Schools.
2. Faculty and student participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment.
3. Participation in fundraising shall not affect a student's grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor shall a student's fundraising effort affect his/her participation time or standing on any team, club or group.
4. Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved by the principal prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other Aspire employee or volunteer.
5. Schools may not impose a sales quota (or the like) as part of fundraising

efforts, and students or parents shall not be required to pay for any unsold items, or pay for goals not met.

6. Approval may be denied for fundraising activities that would expose Aspire Public Schools to risk of financial loss or liability if the activity is not successful.
7. Fundraising activities shall be age appropriate.
8. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the office to be included with the deposit detail.
9. Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.
10. Records of all fundraising efforts shall be open to the parents, students and donors, including accurate reporting on participation levels and financial outcomes. These guidelines do not require the release of students' personally identifiable information protected by FERPA.

F. BEST PRACTICES

- Use numbered tickets or receipts to track all sales
- Document any differences between numbers of tickets sold and ticket beginning and ending numbers (i.e. damaged, lost…etc.)
- At least one signee should be the Office Manager, After School Director or another lead administrator participating in the sale
- Inventory count should take place at least quarterly (monthly is recommended); always perform a beginning and end of year count
- For classroom fundraisers, teachers shall give office managers cash collected for fundraisers the same day of collection (no cash from fundraisers should be left on hand and/or unlocked
- It is suggested that for documentation purposes teachers document cash/checks collected from students (a classroom fundraiser log has been created; please ask home office accounting for tracking sheet)

G. CASH/ FUNDS COLLECTION AND MANAGEMENT

When handling money, a group undertaking fundraising must ensure that:

- All Aspire Fiscal Control Policies are followed, especially those related

specifically to the Site Checking accounts.

- The Office Manager is aware of any proposed Fundraising Activity and arrangements made regarding the secure storage of money well in advance of the activity/event.
- During a fundraiser, cash and checks must be counted on a daily basis.
- Bag fundraiser money in a secure, locked location each day after any sale.
- At least two adults (one of whom is a school official) are present at all times in a secure environment when cash and checks are tallied at the conclusion of the School Fundraising Activity.
- There is appropriate record keeping of revenue and expenditures, including all proof of expense incurred with the Fundraising Activity, e.g. a spread sheet.
    - The Office Manager shall keep an ongoing fundraiser log, to be reviewed monthly by the principal.
- Payments for goods and services related to an event should only be made from the School's checking account or a check request via Coupa, not directly from the event's cash receipts.

H. DEPOSITS

- All cash and checks received should be deposited at the site's local Wells Fargo branch on a weekly basis. For each deposit, the Office Manager (or representative) must submit the following:
    - Deposit Summary – summary of checks and cash and the reason for the deposit (e.g. fundraising)
    - Copy of deposit receipt from bank
- All deposit documentation must be scanned and uploaded to the school site ledger site with the entry and then stored away in filing cabinets in an orderly manner.

X. Boosters & Parent Organizations

A. DEFINITIONS

1. **Parent Teacher Association (PTA):** A formal membership of parents, teachers, and staff devoted to furthering the interests and education of students. PTA's are a part of a National membership where school based groups that choose to belong to the PTA must pay dues to the state and national organizations and abide by state and national group rules. In return, they get memb7er benefits, and they get a voice in the operations of the larger organization. The California State PTA publishes governance, fundraising, and financial guidance for members on its website: www.capta.org
2. **Parent Teacher Organization (PTO):** Like a PTA, a PTO is a formal organization of parents, teachers, and staff devoted to the interests of students but a PTO is formed independently and typically is based out of a single-school or district-level group. It will operate under its own bylaws and generally is concerned with the interests of a single school or district.
3. **Booster Club (Booster):** A Booster Club is a formal organization that supports a sports team, club, or association at a school. They are typically formed at a single-school and most commonly at high schools or secondary schools.

B. SCOPE

These guidelines exist and apply to all Aspire Public Schools administrators, licensed educators, staff members, students, affiliated organizations, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for Aspire Public Schools and school-sponsored events.

C. GENERAL STATEMENTS

Boosters and parent organizations (PTA's and PTO's) support Aspire schools and could be an important means of connecting parents and other community members with the curricular and co-curricular activities of students. However, these organizations can also be a liability to Aspire if they do not have the right policies and systems in place to govern the stand-alone organization.

Booster and parent organizations are separate from Aspire and are not governed by the Education Code. However, booster and parent organizations do not have free access to schools and their students. Aspire has, and must maintain, exclusive control and management of its public school system. **Education Code Section 51520 and 51521** require that any solicitation by a school-connected organization and/or activity be one that is authorized by law and permitted by Board policy.

In addition, Education Code Section 51520 prohibits the solicitation of pupils by outside organizations on school property during school hours. Solicitation is defined as "to subscribe or contribute to the funds of, to become members of, or to work for any organization not directly under the control of the school
Authorities." A clear separation of responsibilities between the ASB and the various booster and parent organizations should be maintained.

Booster and parent organizations should serve as auxiliaries to Aspire school programs and should conduct activities and fundraising events that primarily involve participation of parents and other adult community members.

Funds raised by booster/parent organizations of Aspire should be used to support school specific programs, however, **no student** will be required to raise funds in order to participate in a program or event. Funds raised should be donated to Aspire schools for specific purposes, like to purchase equipment or materials or send students on a field trip.

Booster/parent funds will not be co-mingled with the student body funds. Aspire's tax exempt status and identification numbers **are not** for booster/parent organization use. Booster/parent organizations are responsible for their own tax status and accounting. All booster/parent organization tax I.D. numbers must be on file with Aspire Public Schools National Office.

D. TAX EXEMPT STATUS

Booster and parent organizations **are not** legal components of Aspire Public Schools. Each organization must have its own:

1. Tax identification number (IRS)
2. Bank account
3. Compliance process for IRS and State reporting and disclosure requirements Organizations who provide receipts to donors as a "charitable tax deductible donation" **must** be officially approved by the IRS as a 501(c)(3) tax-exempt organization. It is important for the organization to be both knowledgeable and compliant with all state and federal laws

E. RETENTION OF RECORDS BY BOOSTER/PARENT ORGANIZATION

Since these voluntary organizations often suffer from constant turnover of officers and members, it is important the activities of the organization be clearly documented and a procedure for training documents be established. Among the documents that should be retained by the organizations are:

1. Cash Receipts
2. Cash Disbursements and general ledger
3. Bank records
4. Income tax returns
5. Minutes of meetings as defined by organization by-laws

F. GENERAL DO'S AND DON'TS OF BOOSTER/PARENT ORGANIZATIONS

1. What to do:
   - Obtain IRS tax ID and tax-exempt Status
   - Open bank account separate from Aspire and maintain records as requested
   - Create logo and name separate from Aspire schools to maintain unique identity
   - Raise funds through parent membership and special projects which may include student participation
   - Maintain relationship with specific Aspire school leadership for input of needs
   - Donate purchases to Aspire schools within guidelines
   - Donate funds to Aspire student body accounts for specific student teams/groups
   - All capital expenditures over $5,000 must be reported to Aspire's Accounting team

2. What not to do:
   - Conduct fundraising activity requiring students to participate
   - Co-mingle booster and parent organization funds with ASB funds or Aspire school funds
   - Represent booster or parent organization activities as those of any specific Aspire Public School

G. ALTERNATIVES FOR PARENT PARTICIPATION (IN LIEU OF BOOSTER/PTO)

The process of creating an IRS tax ID and maintaining tax-exempt status can be a burdensome and time-consuming process. Aspire highly encourages and recommends parent participation to support growth of schools and student outcomes.

In lieu of the onerous process of creating an official Booster or Parent Organization legally separated from the school, Aspire allows for parent participation through close involvement with the school program.

1. Participation may consist of (but is not limited to):
   - Weekly/monthly meetings with school staff
   - Organizing and planning fundraising events to support school programs/field trips
   - Involvement and planning for how fundraising proceeds are utilized at school

2. In creating an establishing parent group within the school, parents will avoid:
   - Process for creating IRS Tax ID
   - Annual tax filings for the Booster or Parent Organization
   - Establishing a separate bank account and managing the funds for this account
   - Creating organization by-laws and Board of Directors

XI. Security of Financial Data

Financial Data includes all information stored within Aspire's MIP system, payroll information in Ultimate Software, and Invoice and Expense information in Coupa. Aspire Public Schools manages access to data based on an individual's role and job function.

- Users are granted access to only the systems that they need to use for their work.
- Within each system, role-based access is implemented using a combination of security groups and direct system administrator oversight.
- Aspire Public Schools has deployed email encryption functionality, and trains employees to use email encryption whenever sensitive data is transmitted.
- Multi-factor authentication is standard for all users attempting to access data from outside Aspire's network.
- Aspire Public Schools hosts the MIP system on-premise, behind our firewall. Access is limited to only the relevant users on our Finance team, and technical administrators. A locally installed application is required for users to access the system.

XII. Password Policy

A. OVERVIEW

Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in a compromise of Aspire Public School's entire network. As such, all Aspire Public School's employees (including contractors and vendors) with access to Aspire's systems are responsible for taking the appropriate steps, as outlined below, to select and secure their password.

B. PURPOSE

The purpose of this policy is to establish a standard for the creation of strong passwords, the protection of those passwords, and the frequency of change.

C. SCOPE

The scope of this policy includes all Aspire Public School's personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any Aspire Public School's facility, or has access to the Aspire network.

D. POLICY

1. General

- All systems-level passwords (e.g., root, network administrator, application administration accounts, etc.) must be changed at least every 6 months.
- All user-level passwords (e.g., email, web, desktop computer, etc.) must be changed at least every 12 months and cannot be reused from the past 10 passwords.
- All User accounts with access to Aspire's single sign-on portal **must** have two-factor authentication set up. Without ("2FA"), users trying to access Aspire applications outside the Aspire network will be inaccessible.
- Passwords must not be inserted into email messages or other forms of electronic communication unless it is sent in encrypted format.
- All user-level and system-level passwords must conform to the guidelines described below.

2. Password Guidelines / Requirements

- Must be a minimum length of fourteen **(14)** characters on all systems.
- Must contain the following conditions: Special Character (#@$!^&*)
- Must not be older than 12 months and cannot have any part of name or

username
- Cannot be the same as the User ID.
- Cannot be identical to the previous ten (10) passwords.
- Shall expire within a maximum of 12 months.

3. Password Protection Standards

- Passwords must not be shared with anyone (including coworkers and supervisors), and must not be revealed or sent electronically in unencrypted format.
- Passwords shall not be written down or physically stored anywhere in the office.
- Passwords shall not be stored in a file on ANY computer system in unencrypted format.
- Should not be a dictionary word or proper name.
- When configuring password "hints," do not hint at the format of your password (e.g., "zip + middle name")
- User IDs and passwords must not be scripted to enable automatic login.
- "Remember Password" feature on websites and applications should not be used.
- All managed mobile devices that connect to Aspire's network must be secured with a password and/or biometric authentication and must be configured to lock after 3 minutes of inactivity.
- If an account or password is suspected to have been compromised, report the incident Aspire's IT Team and change all passwords **immediately**.

4. Account Lockout thresholds

To prevent users from guessing your password, we will implement account lockout thresholds. Your account will get locked out if there are 5 failed login attempts within a 5 minute window using an incorrect password. Your account will be locked for 5 minutes before you can attempt again.

5. Expired Passwords

Failing to reset your password before the deadline will cause your password to expire. This will prevent you from accessing Aspire resources until you have setup a new password that meets the password complexity requirements.

If this occurs, when logging into your computer, you will receive a message at your next logon that your password has expired.

6. Remote Access Users

Access to Aspire Public School's networks via remote access is to be

controlled by using a secure Virtual Private Network (VPN) configured with specific security groups. Respective department managers govern approval.

E. ENFORCEMENT

It is the responsibility of the end user to ensure enforcement with the policies above. Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

XIII. Time & Effort Policy

A. Overview

The Federal Education Department General Administrative Regulations (EDGAR) governs the administration of federal grants to education programs. Being a recipient of federal and state funding resources, the district is required to implement regulations and controls that serve the purpose of ensuring that the intended results of these funding sources are achieved. Time accounting, a documentative regulation, ensures that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable funding source requirements.

Time accounting documents are monitored and reviewed by each responsible department on a quarterly basis with the support. The Grant Manager is responsible for the distribution, collection, and retention of all employee effort reports. Individually reported data will be made available only to authorized auditors/reviewers.

The Code of Federal Regulations (CFR), Part 200 (the Uniform Guidance) and the California School Accounting Manual (CSAM), Procedure 905, have outlined principals and requirements of time accounting documentation, upon which we have written the guidelines that follow.

B. WHO MUST COMPLETE TIME ACCOUNTING DOCUMENTATION?

Time accounting documentation is required for all employees whose salaries and wages are paid, in part or in full, from restricted resources, both federal and state. These restricted resources include the entirety of the 3000—9999 range, except 8150, in the State's Standardized Account Coding Structure (SACS) resource. Positions are flagged to identify the required type of documentation for each employee funded from federal and state resources.

- Title I Part A (Resource 3010)
    - Must be used to supplement the basic program
    - Site employees cannot participate in administrative or clerical duties
    - Intent is to provide support for low income students to become academically proficient in State Standards

- Title II Part A (Resource 4035)
    - Increase the academic achievement of all students by helping schools and district

    - Improve teacher and principal quality through professional development and other activities

- Title III EL (Resource 4203)
    - Support to ensure English learners in California, attain English proficiency
    - Support so that English learners develop high levels of academic attainment in English
    - Support so that English learners meet the same challenging state academic standards as all other students

- Title IV (Resource 4127)
    - Support well-rounded education activities and enrichment
    - Improve school conditions for student learning
    - Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Local Control Funding Formula (LCFF) Site Allocations (Resource 0000; 0090; 0100) are considered State “general” funds – not categorical. Employees funded with only LCFF do not participate in time accounting. Time Accounting is ONLY required if LCFF is combined with Title I, II, III, IV.

C. TYPES OF TIME ACCOUNTING DOCUMENTATION

These two categories of employees correspond with the two methods of time accounting documentation:

- Periodic (Semiannual) Certification: Single-funded employees’ supervisory must bi-annually sign a document that certifies that employees worked solely towards the cost objective of the resource from which their salary and wages are funded (CSAM 905-2).
- Personnel Activity Report: Multi-funded employees must complete a monthly activity distribution log known as the Multi-Funded Time Accounting Log (CSAM 905-4).

D. EMPLOYEE GUIDELINES

All employees who are fully or partially funded by federal categorical dollars (resource codes 3000-5999) must complete their time documentation on the approved forms. The type of documentation required depends on how the employee is funded and how many different grant activities (cost objectives) are worked. Semi-annual or monthly reports are completed after the work period. Employees who are funded using federal categorical dollars will review their duty statement with their direct supervisor and receive time accounting training at the beginning of each school year.

E. TIME CERTIFICATION FOR SINGLE COST OBJECTIVES (SEMI ANNUAL)

Single-Funded Employees with Single Cost Objective

If an employee is considered single-funded, the supervisor will sign the “Semi-Annual Certification” form twice a year, which is submitted after the completion of each six-month work period. Single-funded is defined as when an employee’s work schedule does not vary monthly and is paid from 100% state or federal funding. Some examples of these employees may be Instructional Coaches, Instructional Assistants, or resource teachers at one school site working on one goal area on a set schedule.

The employee or supervisory official must submit a Time Certification for Single-Funded Employees, semi-annually documenting that the employee worked 100% on only one project/cost objective for the time period listed. These certifications should not be signed and dated until after the employee has worked the certification period.

1. A July-December Semi-Annual Certification is signed in January.
2. A January-June Semi-Annual Certification is signed in May/June before leaving for summer break.

Multi-Funded Employees with Single Cost Objective

If a multi-funded employee works on one goal (or cost objective), their schedule does not change, and they stay in one location, they may complete the SEMI-ANNUAL CERTIFICATION twice a year. In order to use this form, the employee MUST submit one accurate work schedule with each Semi-Annual Certification form. The schedule must include information such as time periods, grades, and subjects.

F.PERSONNEL ACTIVITY REPORT FOR MULTI-FUNDED EMPLOYEES (PAR)

If the employee’s work schedule varies daily or throughout the month, and/or the employee works at multiple sites, the employee should document daily activities, identify each program for which work was performed, and the daily time dedicated to each program. The total documented time for the day should equal to the actual hours worked.

If an employee is considered multi-funded, they will sign the completed “Multi-Funded Time Accounting Log” soon after each monthly pay period. Multi-funded is defined as an employee who is partially funded by federal, state, or local grants.

When completing this form, allocate total hours worked in increments of no less than 15 minutes (.25) and total percentage of hours spent in each program/activity code. Include hours for any paid day; i.e. vacation days, sick days, etc. Do not include hours for non-contract or non-program days. Please note total hours worked for the month. The PAR must reflect 100% of approved time compensated for each employee.

G. SUPERVISOR RESPONSIBILITIES

The direct supervisor signing any of the time-reporting forms must have first-hand knowledge of the work performed by the employee. After approving the form, he/she will forward the document to the Grant Manager.

Personnel Activity Report/ Multi-Funded Time Accounting Log

- The supervisor responsible for directly overseeing the duties performed by the multi-funded employee collect the PARs each month.
- The supervisor will review the actual hours worked by the employee within each program as reported under the “Hours Worked” column and check this against the employee’s work calendar or other similar document. In the event, the employee’s hours worked are not in alignment with the funding sources identified, the supervisor will work with the employee to verify the duties being conducted are actual to the funding source. If that is not the

case, the supervisor will provide support to the employee to modify the duties being performed to ensure they align to the appropriate funding percentage.

- For multi-funded employees on a pre-determined (set) schedule of duties, such as teachers, their calendar should indicate specific blocks of time allocated to certain duties. For example, a teacher operating an intervention class during a specified period and core classes during the other periods must be able to provide a calendar that indicated this by class period.
- For multi-funded employees, not on a set schedule, time spent on specific projects may be documented on a monthly calendar or other type of schedule as agreed upon by the supervisor as long as the time worked per project is clearly supported.
- Ultimately, it is the supervisor's responsibility to ensure that the employee is working the actual hours reported on the PAR. His/her signature indicates that all hours were verified against supporting documentation.
- The employee is required to return appropriately completed and signed effort reports to the Grant Manager by the 15th of the month following the monthly period.

H. FINANCE DEPARTMENT RESPONSIBILITIES

The Grant Manager will receive PAR and Time Certification reports from employees whose funding percentages vary beyond 10% of time worked.

- The Financial Analyst will prepare payroll journal entries necessary to correct any variance of more than 10% the PAR or Time Certification reports are received.
- At the close of each fiscal year, Finance Department will make final budget reconciliations to ensure final salary expenditures match time and effort as reported over the year. Evidence of salary reallocations must accompany a modified effort report which will be reviewed by the Grant Manager and maintained on file.

I. RECONCILIATION PROCESS

Personnel Activity Report (PAR):

1. Grant Manager collects the PAR form from all employees that are required to complete it. The department ensures that all forms are received, are complete.
2. The Grant Manager reviews each PAR and compares it to the actual payroll expenditure ledger to confirm reported time activity agrees to the budgeted funding distribution. Supervisors are notified of discrepancies between resource allocation and time on calendars.
3. Grant Manager, Finance Department and Director of Education Compliance meet to review any variance in excess of 10% and provide recommendations to their respective supervisors and superintendents.
4. Superintendent and Executive Directors meets to review, discuss, and provide course of action for discrepancies. The Finance Department moves expenditures and/or updates the budget to align with the PAR per Executive Directors authorization and direction.
5. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

Semi Annual Certification:

1. Grant Manager collects the Semi-Annual form from all employees that are required to complete it. The department ensures that all forms are received, are complete, verifies the single cost objective, and provides copies to the Finance Department

2. The Grant Manager and Financial Analyst reviews each semi-annual and compares it to the actual payroll expenditure ledger to confirm semi-annual agrees to the budgeted funding distribution. Supervisors and superintendents are notified of discrepancies between resource allocation and time on semi-annual forms.
3. Grant Manager, Financial Analyst and Director of Education Compliance meet to review discrepancies between Semi-Annual certification and payroll expenditure ledger and provide recommendations to supervisors and superintendents.
4. Superintendent and Executive Directors meets to review, discuss, and provide course of action for discrepancies. The Finance Department moves expenditures and/or updates the budget to align with semi-annual certification per Executive Directors authorization and direction.
5. Reconciliation quarterly in July, October, January and April, to coincide with each budget or actuals reporting period.

J. Overview

Title programs are federally funded programs under the Every Student Succeeds Act (ESSA). Title funds are grants that are issued through the CDE for supplementing a school's instructional program. All Aspire schools currently receive Title I, II, III and IV funding. As part of receiving this funding, Aspire will ensure that funds are spent on reasonable and allowable expenses, as defined in 2 CFR 200.420-475 legislation. Aspire will ensure this by conducting the following process:

1. Based on the annual needs assessment and appropriate feedback from educational partners, principals will meet with their Financial Analyst. During the budgeting process, financial analyst will work with school site to identify expenses that fit into the appropriate allowable use categories and are aligned to the site's goals as stated in their LCAP.

2. The Financial Analyst and/or Grant Manager reviews actual payroll and operating expenditure, to ensure that all expenses that are hitting the ledger fit into allowable use categories. The Financial Analyst and/or Grant Manager will notify the site supervisor of any unallowable expenditures.

3. Reconciliation occurs quarterly in July, October, January and April, to coincide with each budget or actuals reporting period. If any unallowable expenses are found, the Financial Analyst and/or Grant Manager will correct/update based on the quarterly timeline mentioned above.

Financial Management Policies

I. Basis of Accounting

Aspire Public Schools maintains their accounting records and related financial reports on the accrual basis of accounting. The accounts will be maintained in accordance with accounting principles relevant to not-for-profit entities.

Aspire's chart of accounts is structured so that each transaction is recorded within the general ledger to a site code, resource code, fiscal year, object, fund, goal and function. This enables Aspire to accurately track and record transactions to the level of detail needed to segregate specific school site data and to separate and effectively monitor restricted funds.

II. Accounting Policies & Methods

Aspire Public Schools has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

Aspire's audited consolidated financial statements must be provided to each chartering entity, California Controller, county superintendent of schools of the counties in which each Charter School is located and the California Department of Education no later than December 15th of each year pursuant to Education Code Section 47605 (m). The Board of Directors must approve Aspire's budget prior to the beginning of each fiscal year. The budget is drafted for Board review and approval prior to the start of each fiscal year.

Aspire Public Schools will prepare financial reports for the Executive Committee of the Board quarterly, with interim updates as circumstances dictate.

Revenue recognition – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to Aspire or when received. Donor-restricted and restricted state entitlement amounts are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses. Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

Cash and cash equivalents – For financial statement purposes, Aspire considers investments with maturity at purchase of three months or less to be cash equivalents.

Investments – Investments with readily determinable fair values are stated at fair value and held for long-term purposes. Other investments without readily determinable fair values are stated at the lower of cost or market and evaluated periodically for impairment.

Intangible assets – Aspire has intangible assets for product and service discounts to be used in future periods. Aspire amortizes certain intangibles over their estimated useful lives, while intangible assets determined to have indefinite useful lives are assessed annually for impairment.

Property and equipment with a value greater than $5,000 are capitalized at cost or fair market value on the date of receipt, in the case of donated property, and depreciated using the straight-line method over their estimated useful lives, which range from two to thirty years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed.
When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts, with the resulting gain or loss reflected in the statement of activities.

Donated equipment, materials, services, and facilities – In-kind contributions of equipment, materials, and services are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-

financial assets or require a specialized skill that Aspire would otherwise need to purchase.

Income taxes – Aspire Public Schools has been granted tax-exempt status as provided by Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. In addition, the Internal Revenue Service has determined that Aspire is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code.

Functional allocation of expenses – The cost of providing educational programs and other activities is summarized on a functional basis in the Statement of Activities within the audited financial statements.

Program development and expansion – Aspire continually explores potential opportunities for expansion and growth; thus, costs are incurred to research the possibility of establishing new sites. Aspire capitalizes these preacquisition costs into 'Construction in progress' at the time incurred. If it is determined that a formal contractual commitment will not be entered into, the expenses are included in program development and expansion in the period that the determination is made

Fair value measurements – Fair value is a market-based measurement, not an entity-specific measurement. For some assets and liabilities, observable market transactions or market information might be available. For other assets and liabilities, observable market transactions and market information might not be available. However, the objective of a fair value measurement in both cases is the same—to estimate the price at which an orderly transaction to sell the asset or to transfer the liability would take place between market participants at the measurement date under current market conditions (that is, an exit price at the measurement date from the perspective of a market participant that holds the asset or owes the liability).

In order to increase consistency and comparability in fair value measurements, a fair value hierarchy that prioritizes observable and unobservable inputs is used to measure fair value into three broad levels, as follows:

Level 1 Inputs Unadjusted quoted prices in active markets that are accessible at the measurement date for identical assets or liabilities.

Level 2 Inputs Inputs other than quoted prices in active markets that are observable either directly or indirectly.

Level 3 Inputs Unobservable inputs for the asset or liability.

When a price for an identical asset or liability is not observable, Aspire will measure fair value using another valuation technique that maximizes the use of relevant observable inputs and minimizes the use of unobservable inputs. Because fair value is a market-based measurement, it is measured using the assumptions that market participants would use when pricing the asset or liability, including assumptions about risk.

Use of estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant management estimates included in the financial statements are the collectability of the receivables and foundation grants receivables, estimate of net present value of the foundation grants receivable, the valuation of investments, the estimated useful lives of property and equipment, the net present value of intangibles, and the functional allocation of expenses.

III. Basis of Presentation

Financial statements will be presented in conformity with professional standards applicable to not-for-profit entities. On an annual basis Aspire will report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

IV. Intercompany

Aspire Public Schools controls three affiliated organizations that were created to facilitate ownership of certain school facilities and support development of charter schools. The facilities are owned and managed by two single-member limited liability companies, College for Certain, LLC (CFC LLC), and College for Certain II, LLC (CFC II LLC). The sole member of both LLCs is College for Certain, Inc. (CFC INC) which was created as a supporting organization of Aspire Public Schools to facilitate and support the development of charter schools. CFC INC is controlled by, and for the benefit of, Aspire Public Schools. CFC LLC and CFC II LLC are disregarded entities for federal income tax purposes.

The CFC LLC owns the fixed assets of ten schools associated with the College for Certain Series 2016 School Facility Revenue Refunding Bonds (2016 Bonds). CFC II LLC owns the fixed assets of three schools associated with the College for Certain Series

2015 School Facility Revenue Refunding Bonds (2015 Bonds). CFC LLC and CFC II LLC receive rental income from the 13 schools of Aspire Public Schools. The rental income represents the debt service payments plus an incremental amount to contribute towards a capital, maintenance and operations fund. CFC LLC and CFC II LLC pass the rental income onto CFC INC. CFC INC makes the payments of principal and interest owed on the 2015 and 2016 bonds.

CFC INC has a Board distinct from Aspire's Board of Directors. Aspire's accounting staff record the accounting transactions associated with the CFC entities. Transactions outside of routine transactions to record rental income and service debt payments must be Board approved.

V. Indirect Cost Allocation Policy

The purpose of this procedure is to document an Aspire Public Schools (APS) indirect cost allocation methodology so that the Aspire Home Office (AHO) can periodically review existing practices and cost allocations, and determine if significant changes need to be administered, and the scale of those changes.

A cost allocation plan is a method by which expenses are allocated that are not directly identifiable to a particular activity, or to allocate expenses that benefit more than one school on a consistent, fair, and equitable basis. Based on this definition, the cost allocation is focusing on shared administrative expenses. While the AHO could begin tracking 100% of administrative hours for future changes to the methodology,

time surveys often demonstrate high variability (significant annual changes that may have major budgeting and rate impacts) and challenges in consistent application of allocations. APS elects to use a Cost Allocation Plan (CAP) for determining how these indirect or general benefit costs are allocated to the appropriate cost pool, whether region or school.

The goal of this CAP is to achieve equity for schools support of the AHO and to thoroughly document the process for future efforts. The CAP is achieved through the following steps:

- Determine the most relevant level of functional detail with which to allocate Home Office costs.
- Identify the appropriate indirect costs to include in the cost pools.

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one school and cannot be readily associated with a single school. Furthermore, a full investigation of the allocation of those costs would require a level of effort disproportionate with the benefit gained. For that reason, it is appropriate to develop a single allocation measure for these indirect costs that represents a typical allocation of benefits. AHO indirect costs includes administrative operations, which provide an indication of the variety of activities needed to operate a large charter school organization. Recouping these costs is essential to funding all aspects of administrative services that support the schools.

Allowable general and administrative costs (costs that benefit all schools and are not identified to a specific school) are allocated using a board approved rate that results in an equitable and predictable distribution to all schools. The rate is divided between Home Office and Regional Office based on the type of service that is provided. The following services/costs are included in Home Office: Executive Leadership, Advancement, Post-Secondary Success, Finance and Accounting, Information Technology, Data and Systems, Operations (charter renewals, compliance, etc.), Human Resources including Talent, Teammate Effectiveness and Employee Services, and Home Office Facilities and Depreciation.

Administrative costs that benefit all schools are allocated based on a % of each school's revenue for the following accounts:

8011	0000	Unrestricted Resources, Net State Aid
8012	1400	Unrestricted Resources, Education Protection Account
	0000	Unrestricted Resources, In-Lieu of Property Taxes
8560	0000	Unrestricted Resources, Lottery

8560	6300	Lottery: Instructional Materials (Restricted), Lottery
8590	6010	Prop 49/ASES, All Other State Revenues
8550	0000	Unrestricted Resources, Mandated Cost Reimbursement - Mandate Block Grant

8100	3010	IASA:Title I Basic Grants Low-Income and Neglected, Part A, Federal Income
8100	4035	IASA: Title II Part A, Teacher Quality, Federal Income
8100	4203	IASA: Title III-Limited English Proficiency, Federal Income
8100	4127	Title IV, Part A, Subpart 1—Student Support and Academic Enrichment

Currently the methodology is the same as the normal CAP for Federal awards. AHO allocations are not charged to individual grants as the revenue only serves in determining an overall percentage to allocating out AHO expenses to the schools (see formula below).

The AHO CAP formula is determined by the following method:

Total PY Home Office Revenue (excluding PY one-time revenue sources)

Less Total PY HO expenses (excluding PY one-time expenditures)

Less Home PY Office Reserve

Equals Total CY Allocated to Schools

$$\frac{\text{Total CY Allocated to Schools}}{\text{Total School Revenue}} = \text{Percent to Allocate per School*}$$

Financial Planning & Reporting

I. Budgeting Process

Aspire Public Schools prepares an annual operating budget of revenues and expenses, and a cash flow projection. The budget is reviewed and approved by the Board of Directors annually before the new school year starts.

A. POLICY

Budgets are created for each school site, regional office and home office department annually. The budgeting process involves key stakeholders including the Aspire Executive Team, Area Superintendents, Principals, and Aspire employees. Once budgets are approved by the Board of Directors, they are used to run quarterly Budget-to-Actual Reports that are shared with School Leaders.

At the end of the fiscal year, the following key financial statements are produced: Balance Sheet, Income Statement, and Statement of Cash Flows, and Statement of Functional Expenses.

The budget should be prepared by the appropriate levels of management on an accrual basis for final approval by the Board of Directors.

B. PROCEDURES

<u>Budget Planning</u>

The Director of Finance will establish guidelines, priorities and assumptions for preparation of the budget and send them to the School Leaders. The Director of Finance will also establish procedures, budgeting formats and a timetable for budget preparation. The timetable, which will begin no later than February of each year, will result in the Board of Directors receiving the proposed budget in time to review it before presentation at the meeting in June.

<u>Preparation of the Budget</u>

The School Leaders and all appropriate levels of Aspire management will prepare their projections of revenues and expenditures for planned services, projects and programs. They will consider historical data along with future growth plans, and factor in any shifts or adjustments to staffing levels.

Once the budgets are complete, they will be submitted to the Director of Finance, along with justifications, for review and approval. After reviewing the budgets with

School Leaders throughout May, the Director of Finance will consolidate the budgets into a total organizational budget and review with the Chief Financial Officer.

After any adjustments or changes, the budget will be ready for submission to the Board of Directors for review.

Budget Approval

Prior to the end of the fiscal year, the Director of Finance and the Chief Finance Officer will present the proposed budget to the Board of Directors for final approval in June.

Forecasts

Based on monitoring events that occur during the year, if it is determined that a significant revision to the budget numbers is required and appropriate, forecasts may be developed and approved by the Chief Financial Officer.

C. INTERNAL CONTROL

Once the budget is approved, the School Leaders and Director of Finance will implement the budget plan. Quarterly variance reports will be prepared and submitted to the Board of Directors.

II. Accounting Cycle

A. PURPOSE

This section gives a brief overview of the steps in the bookkeeping cycle.

Aspire Public Schools' accounting system is designed to accurately process, record, summarize, and report transactions of the organizations.

B. COMPONENTS

The component bookkeeping cycles fall into one of four primary functions:

1. **Cash Receipts** – Revenue and Accounts Receivable: This cycle consists of generating revenue from contributions and from services provided, and receiving payment from governmental sources.
    - Processing cash receipts
    - Making deposits

- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue

2. Procurement to Pay Cycle – Purchases, Accounts Payable, and Cash Disbursements: This cycle represents the purchase of goods and services and the subsequent payment for those goods and services.

- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks and/or wire transfers
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures

3. Payroll: This cycle consists of processing payroll and remitting amounts due to employees, the government, and others (health insurers, retirement plan trustees, etc.).

- Obtaining and gathering payroll information
- Computing wages and withholdings
- Preparing payroll checks and ACHs
- Depositing payroll taxes
- Remitting monthly retirement contributions to CalPERS, CalSTRS, TCRS, etc…
- Performing month-end reconciliation procedures if necessary
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, 940s, and other annual payroll tax returns

4. Financial Accounting, Reporting, & Analysis: This process consists of posting the period's transactions to the general ledger and preparing financial statements.

- Preparing and posting monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusting journal entries
- Producing the financial statements

C. PROCEDURES

1. **General Ledger:** The general ledger process consists of posting the period's transactions to the accounting software, MIP. The Assistant Controller, Controller, and staff work to reconcile bank and credit card accounts, review the general ledger, and prepare for the annual audit.

2. **Financial Statements:** The Assistant Controller, Director of Finance, and Controller prepare financial statements quarterly basis, which are reviewed by the CFO. These financial statements are provided to the Executive Committee and Board on a quarterly basis.

3. Year-End Close: In addition to the normal month-end closing procedures, the Finance & Accounting Team will perform additional procedures to close the year as follows:

- **Revenue Accruals** - Known material revenue sources will be accrued based on published CDE information and information obtained from chartering authorizers.
- **Accounts Payable Accruals** – Invoices greater than $1,000 for goods received or services rendered by June 30th will be accrued in the corresponding fiscal year end. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Vacation Liability Accrual** – Unused vacation earned as of June 30th will be accrued.
- **Payroll Liability Accrual** – Any amounts owed to teachers or staff earned as of June 30th will be accrued.
- **Prepaid Expenses** – Expenses incurred for the following fiscal year that are paid in the current fiscal year whose amount is over $1,000 will be recorded as prepaid expense, and the expense will be recognized in the following fiscal year. Management may exercise discretion to lower the threshold amount if deemed appropriate.
- **Audit Schedules** – Aspire Public Schools will prepare audit schedules as requested by the audit team for such accounts as prepaid expense, accounts receivable, accounts payable, loans, advances, deposits, etc.

III. Financial Reporting & Tax Compliance

The Assistant Controller and Controller maintain supporting records in sufficient detail to prepare Aspire Public Schools' financial reports, including the items below. The CFO, Controller, Assistant Controller, and Director of Finance are also responsible for ensuring all applicable federal, state, and local tax laws are complied with in regards to these items.

Annually:

- Financial statements for audit

- Annual budget
- IRS Form 990
- 403b audits
- California State Sales and Use Tax filings
- 1099 Filings
- Insurance Renewal

Monthly:

- Trial balance
- Bank and payroll reconciliations
- Internally generated budget vs. actual financial statements
- Billing invoices to funding sources
- Updating the cash flow projection

Periodically:

- IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
- Property Tax Exemptions and Payments (see Property Tax Exemption Process)
- Other reports upon request

In order to ensure that all documents are captured by the accounting system, reconciliations are performed on a monthly basis. All documents are appropriately filed with most being scanned electronically and saved on the internal servers.

XIII. Annual Form 990 & CA Form 199 Process

The annual IRS form 990 and CA form 199 have an initial due date of November 15th and an extended due date of May 15th, following our June 30 fiscal year end. The completion of both forms is based upon Aspire Public Schools' audited financial statements. The forms are prepared by Aspire's tax partner before being reviewed and approved by key employees and transmitted to the respective tax authorities.

The Assistant Controller is responsible for providing supporting documentation to the tax partner. This includes the trial balance from the audited financial statements, together with other key information including details of donations. Once the draft forms are prepared the Assistant Controller and Controller are responsible for each reviewing the documents for accuracy and completeness. Following their review and any adjustments with the tax partner, the CFO will review prior to finalization.

The Audit Committee of the Board is responsible for reviewing and approving the IRS Form 990 and CA form 199 prior to submitting to the tax authorities.

IV. Property Tax Exemption Process

A. PURPOSE

The purpose of this document is to act as a guide for filing annual property tax exemptions for Aspire Public Schools owned and leased properties. Property tax exemption filings are a critical process to ensure Aspire Public Schools does not pay more taxes than required given it operates as an IRS 501(c)(3) organization.

B. GENERAL INFORMATION ON PROCESS

Each year between Mid-December and January, county assessors will send out property tax exemption filing forms to as a reminder to file for the following fiscal year. The forms are to be filled out and returned by February 15th of the year. Aspire Public Schools will file either a BOE-263 (Qualified Lessor's Exemption) or BOE-268 (Public School Exemption) form depending on which form the county requires to be submitted.

C. ASPIRE PUBLIC SCHOOL'S PROPERTY TAX EXEMPTION FILING

Each county Aspire Public Schools operates in has different requirements for which form is required. The property owner or lessor is required to send in either form depending on what county it is. Some counties require both the lessor and lessee send in an exemption form while others will require just the lessor to complete it. The forms Aspire Public Schools receives in Mid-December from each county must be completed and returned by the February 15th deadline. These forms are received by the Finance and Accounting team.

- Church organizations Aspire Public Schools leases buildings from require a completed BOE-263 Affidavit form sent directly to them. These churches are Trinity Lutheran (APEX Academy), Roman Catholic Welfare Corporation of Oakland (Aspire College Academy, Monarch Academy, and Triumph Technology Academy), and Central California Conference of Seventh-Day Adventists (Summit Academy).

- Raymond Investment Corporation (property owner of Vincent Shalvey Academy) is another organization we send a completed BOE-263 Affidavit form directly to.

The Finance and Accounting team is responsible for completing all forms to be sent either directly to the county assessor or to the landlord. Forms completed are to be scanned and saved on the internally.

D. DEADLINES AND OTHER INFORMATION

The deadline for submitting exemption forms is February 15th. If forms are going to be submitted late, it is necessary to call the county offices and let them know they are going to be submitted late.

For new schools under construction, it is important to have a close contact at the assessor's office in order to obtain exemption. Parcel numbers will change frequently with new buildings and they must have a submitted form for each parcel in order for exemptions to be applied. Sometimes an assessment without exemption will be billed and a payment is needed to avoid late penalties but the county will issue a refund when the exemption is properly executed in their system.

E. PAYMENTS FOR PROPERTY TAX ASSESSMENTS

Property tax bills from the county tax collectors for a given fiscal year come in around October and are received by the Finance and Accounting Team. The first installment is due by December 10th and if paid late, a 10% penalty will be assessed. It is extremely important to make the payment in a timely manner. If a bill expected to be received is not, the appropriate tax collector will be contacted by the Finance and Accounting

team to obtain a copy. It is also possible to view property tax assessments directly on the county tax collectors website. Copies of all tax bills are made and then submitted with instructions to the Accounts Payable team. The Accounts Payable team is responsible for sending checks for each property tax bill along with the payment stub.

V. Audit

Independent audits of the financial statements shall be conducted annually by a certified public accountant selected by the Audit Committee from a list of auditors approved by the state of California. Annual financial audits will be conducted in accordance with Generally Accepted Audit Standards, and the Governmental Auditing Standards Board.

Financial regulatory forms shall be completed as necessary by Aspire Public Schools or by the auditing firm. Appropriate financial forms and reports shall be filed with the charter entity, federal government, and appropriate state agencies. Annual financial reports required by Education Code Section 47604.33 shall be filed with the chartering agency and county superintendent of schools.

Upon completion, audits shall be reviewed by the CFO, Controller, Assistant Controller, and Director of Finance and submitted to the Audit Committee for review and approval. All financial audits shall include a management letter. Annual audited financial statements which include the corresponding Management Letter in the audit report shall be forwarded to chartering entity, California Controller, the county superintendent of schools of the county in which the charter school is located and the California Department of Education by December 15th of each year.

Audit Committee: The Board of Directors appoints separate Audit and Executive Committees. The Audit Committee nominates the independent auditor, reviews the scope and results of the audit, and approves the audit. The Audit Committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Audit Committee and Aspire Public Schools staff will develop a corrective action plan to address all relevant weaknesses noted by the auditor.

Revenue & Accounts Receivable

I. Cash Receipts & Deposits

A. CATEGORIES OF CASH RECEIPTS

1. **Federal, State, Local Revenue:** On a daily or weekly basis, the Assistant Controller or Staff Accountant receives checks in the mail. Majority of the checks received are for federal, state, and local aid. In addition, there are other local revenues received from the schools. The Cash receipts log tracks the receipts by the deposit date. Some funds are received electronically by ACH and wire transfer. All cash receipts are booked according to the remittance advice provided by the sender and information from CDE website.

2. **Donations:** Donations can be received and deposited by the school sites and Home Office, although the majority of donations are received by the Home Office Accounting or Development staff.

Generally, contributions received or committed, including unconditional promises to give are recognized as revenues in the period received at their fair values. Contributions made, including unconditional promises to give, are recognized as revenues in the period made at their fair values. Conditional promises to give, whether received or made, are recognized when they become unconditional, that is, when the conditions are substantially met.

The Staff Accountant enters all cash receipts for donations and grant revenues at the Home Office. For donations, checks are the source documents and any other corresponding info that is attached (e.g. letter from donor) is used to record transactions in the G/L. For grants, the grant documents are used to enter revenues and promises.

Some schools may choose to provide acknowledgement letters to the donors and other schools will give Home Office the necessary donor information to the Staff Accountant or Development Director to write acknowledgement letters to the donor.

3. **Lunch Fees:** All of Aspire's sites with the exception of Langston Hughes, APEX, Port City and Rosa Parks, are on the National School Nutrition program. All sites use Mealtime to record meals taken and cash receipts. Mealtime is set up at each site and monitored by the Cafeteria Manager. To ensure that each meal that is handed out is accurately recorded according to who took the meal and their qualification, Aspire's sites use a Biometric Finger scanner at the beginning of the meal line.

The Nutrition's staff at the Home Office is responsible for the analysis of meals delivered, meals served, money collected and money deposited against the information in Mealtime. This analysis ensures that all meals are accounted for and all funds are accounted for in an accurate and timely manner. These funds are tracked in resource codes 5310, 5320, and 5370.

4. **After School Fees:** Schools have the choice of charging additional fees in addition to the Afterschool Education grants received. The funds are budgeted at the beginning of the year with the Afterschool Director and the Principal. Several Aspire schools have chosen to charge parents after school fees.

B. PREPARATION OF CASH RECEIPTS (HOME OFFICE)

On a daily or weekly basis, the Staff Accountant records all checks received into the Cash Receipts Logs. The Cash Receipts Log provides a detailed summary of the checks that were deposited on a specific date. The summary provides the total deposit that was made and details of the deposit breakdown. The information noted in the log is payer name, date of receipt, check date, amount, site code, and any descriptions that may be on the check.

1. Staff Accountant makes a copy of the checks to be deposited.
2. Assistant Controller then deposits the checks into the bank through an online banking system through Wells Fargo
    - The process starts out with entering the total deposit to be made as well as the deposit references & bag number
    - Original checks are scanned through a scanner
    - Staff Accountant confirms the check amounts in order to balance the deposit to the entered total
    - The scanned checks are uploaded to Wells Fargo for deposit
    - Assistant Controller will print a deposit confirmation from the website
    - Original checks are put into a plastic bag and placed in a locked area for storage of 30 days and then shredded.

3. The check copies, including accompanying information, are attached to the cash receipt log for that day

- The Staff Accountant makes sure that the total deposit has all check copies to ensure that there is enough backup in order to enter the receipts into MIP
- If there isn't enough information on the check, the Staff Accountant will follow up with the appropriate individual to find out what it is the purpose of the funds

4. The Staff Accountant then enters the cash receipts in MIP (posting in accounting software)

C. PREPARATION OF CASH RECEIPTS (School Sites)

1. **Mealtime Deposits:** Monies for students that are paid or reduced are collected beforehand in the main office by the Office Manager. A receipt is given for all monies collected. The Office Manager does an end of day report in Mealtime that confirms the monies collected and the number of meals delivered by the vendor. At the end of every week, the office manager prints out a deposit slip from Mealtime and brings the deposit to the bank. A copy of the deposit slip from Mealtime and the deposit confirmation is sent to the Staff Accountant for review and entry into MIP.

2. **Donations:** When Aspire receives cash donations at the school site, the schools will deposit the money into the site's checking accounts. In addition, the Office Manager is required to input the deposit information in the online General Ledger Tool and provide the necessary backup for the deposit to the Staff Accountant.

3. **Afterschool Fees:** Depending on the payment schedule, deposits of after school fees are made at least monthly. The Office Manager is responsible for inputting the deposit information into the online School Ledgers. A copy of the deposit slip confirmation is uploaded upon entry. These funds are tracked in resource code 0028.

D. POSTING OF CASH RECEIPTS

The Assistant Controller receives the cash receipt log and supporting check copies from the Staff Accountant. The Staff Accountant logs into MIP, and then selects the cash receipts module from the toolbar. A new cash receipt (CR) session number is created. The CR session number is written on the cash receipt log for reference in the event that someone would like to look up the cash receipts in the general ledger. The checks are used for information as well.

1. School Site Deposits

a) ***Donations****: When a school site receives cash donations, they deposit the funds into their site account.*

(1) The Office Manager is responsible for writing the acknowledgement letters to the donors.

(2) After the donations are deposited, the Office Manager will enter the deposit information into the online School Ledgers and forward a copy of the deposit slip and backup to the Staff Accountant for review.

(3) The data is downloaded from the online Site Ledger tool and then imported in the accounting system.

(4) The Staff Accountant reviews the entry and prints an unposted entry record for Assistant Controller.

(5) The Assistant Controller reviews the entry for accuracy and cash flow.

(6) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

b) ***Mealtime****: The Staff Accountant uses the Mealtime end of day reports along with the deposit slip confirmation to entry the cash receipts into MIP.*

(1) The Staff Accountant enters the cash receipt entry and prints an unposted entry record for Assistant Controller to review.

(2) Assistant Controller reviews the entry for accuracy and cash flow.

(3) The entry is approved via signature on the entry and given to the Staff Accountant. Then, the Staff Accountant posts the entry in MIP.

c) ***After School Fees****: When a school site receives after school fees from parents, they deposit the funds into their site account.*

(1) The Office Manager is responsible for writing a receipt to all parents.

(2) After the fees are deposited, the Office Manager will enter the deposit information into the online School Ledgers and upload a copy of the deposit slip and backup.

(3) The Staff Accountant verifies the information at the time of monthly bank reconciliation.

2. **Mealtime Online:** When parents choose to remit after school fees through Mealtime, Mealtime deposits the funds into the site account. The Staff Accountant will enter the deposit information into the online School Ledgers and upload ACH Transfer Report.

(1) The after school fees follow the same MIP import process as the site donations.

E. REVIEW CASH RECEIPTS

The Assistant Controller and Staff Accountant reviews the cash receipts via the A/R ledger to make sure that all cash receipts are posted correctly. Also, the A/R accounts are reconciled on a monthly basis. If there is a discrepancy in the cash receipts, the Staff Accountant will verify the source (the check) to make sure that the cash was posted correctly.

II. School Site Deposit Process

A. PURPOSE

The purpose of this document is to provide details to school based staff on how to make and record a deposit.

B. OVERVIEW

The information in the schedule below displays common coding that will be used throughout the year for adding deposits to the site ledger. If there is any cash collected that is not included in the items below please contact the Staff Accountant at Home Office.

Object Code	Resource	Description	Fee
8699	0000	Other Local Revenue	
			Year Book Apparel Sale Fundraiser Bake Sale Book Fair Field Trip Uniform Sale Sports Fees Athletic Concessions Grad Ticket Choir Before School Care Summer Child Care Science Camp Prom
8699	0028	Other Local Revenue	
			After School Program
8615	0000	Donations	
			Cash Donations
8650	0000	Leases and Rental	
			Renting out of facilities

Officer Managers should also be aware of the following issues that are common to site ledger posting:

1. Donations vs. Fundraisers – donations are cash collected for services received without performing a service or exchanging an item of equal value (in the case of deposits only cash donations apply). On the other hand, during fundraisers items are exchanged or sold, or services are performed. For example, a car wash fundraiser services are exchanged for cash to raise funds. A bake sale is an example of fundraiser in which items of value (food) are exchanged for cash funds. Please make sure to code all donations to object 8615 and fundraising cash received to object 8699.

2. In the case that an expense previously paid out is refunded, the check refund will be coded to the same account as the expense. For example, the refund of a phone bill balance would be coded to expense object 5902 (Phone Expense) rather than object

8699. Please for money collected for apparel purchases code to object 8699. This has been commonly confused with object 4301. A sale is revenue and should not be coded as refund of an expense.

3. Mealtime should **ALWAYS** be deposited to the main Aspire bank account. However, if mealtime is deposited to a site account **IN ERROR,** please code the deposit to resource 5310 and object 8634.

Procedure for adding a deposit to the site ledger:

The below summary explains the documentation that will be used by Office Managers to keep records of deposits that will be uploaded into the site ledger and forwarded to the Home Office. The deposit summary template can be found on MyAspire under the Accounting teammate resources link and in the School Site Ledger section. Please note that Office Managers do not need to send copies of the checks deposited to the Home Office, but will only need to keep for their internal financial records. Copies of the checks or a check listing should be kept at the school.

Note: For MealTime deposits deposited to a site account in **ERROR**, sites should submit the "Mealtime Reconciliation" worksheet with the bank receipt attached to the front and/or a Desktop Deposit confirmation.

Deposit Documentation:

Retain at Site	Send to Home Office
A copy of your completed Deposit Summary with bank receipt or Desktop Deposit confirmation sheet attached	Original or copy of Deposit Summary with bank receipt or Desktop Deposit confirmation (for online deposits) sheet attached
Copy of deposit ticket	
Copies of all checks or a check listing	
Check stubs removed from checks. (not typical for personal checks, but if you receive a check from a business it may contain a stub with information about the payment)	

Deposit Summary Header:

Enter your school name. The date field is pre-populated with a formula for the current date.

Deposit Breakdown:

This section is used to identify the types of revenue being deposited. Finance will use this information to ensure the revenue is posted correctly in the accounting system. The most common types of deposits are listed on the template. If you need to add something not listed, just key over one of the "Other:" descriptions. The total amount listed in the "Deposit Breakdown" should agree with the total cash AND checks deposited equal the deposit amount displayed on the bank receipt.

Deposit Receipt: The Deposit Receipt will be provided to you by the bank at the time of the deposit. This should be added to the deposit summary sheet when scanned and saved for records.

Checks: Enter the number of checks in the deposit and the total value of the checks on the corresponding lines.

Cash Count:

Enter the number of each type of coin or bill and the formulas will calculate the totals. All deposits containing cash require two people to verify the cash balance and sign the Deposit Summary prior to deposit.

Balance Check:

The feature verifies the total listed in the Deposit Breakdown sections equals the total of cash and checks in the deposit. If the totals agree, "Balanced" will be displayed. If the totals do not agree, "Out of Balance" will be displayed and you should find the discrepancy before depositing the funds.

Adding Deposits to the Site Ledger:

1. After completing the deposit, login to the schools to the online site ledger tool by clicking the MyAspire application with a "piggy bank" called School Ledger.
2. Once logged on to the site ledger, select ledgers at the top of the menu screen and then Click "**Add New Ledger Entry**"
3. Enter the deposit information in the highlighted cells below
    - Type – Deposit for all deposits
    - Description – Type an applicable description (ie after school program, prom, donation…)
    - Resource Code – Typically 0000, however use 0028 for after school fees

4. Object – Use 8615 for donations. Most often cash received will be coded to 8699 (see page 1 for coding reference) *Notes: Please add notes for any nuances that finance needs to be aware of.

5. To upload deposit information Click on “choose files”. Now search for the file on your computer and select to upload.

5. Once the deposit information is input in the ledger click “Submit”

6. Once the deposit is entered it will show up in the monthly ledger based on the deposit date input

*Note: If your deposit does not show up or you have questions of coding items such as expense refunds, contact the Staff Accountant for further guidance.

Expense & Account Payable

I. Payroll

Effective controls and segregation of duties are essential throughout HR/payroll function. Aspire uses the JobVite system for recruiting and making offers to candidates, and Ultimate Software’s Ultipro software for HR onboarding and payroll. Payroll processing is in house. The Controller oversees the payroll function.

The payroll system is designed to provide the basic information necessary to:

Calculate payrolls, including gross pay, federal, state, and local income tax

withholdings, social security and medicare (FICA) taxes, and other payroll deductions such as employee contributions to health and retirement benefits, in line with federal, state and local compliance regulations.

Compute and make timely payroll tax deposits.

Record payroll liabilities and expenses on the general ledger.

Prepare quarterly and annual payroll tax returns.

For specific Aspire policies relating to the employment, benefits, payroll, overtime, time off and leaves of absence, safety and security and separation of employment, refer to the respective Employee Handbook for California.

A. ROLES AND RESPONSIBILITIES

The HR department handles and performs all personnel-related activities except payroll. Employee payroll files are kept separate from employee personnel files. The Payroll team and Controller have access to the payroll files and the HR department has access to the personnel files. The HR manager is responsible for compliance on HR-related matters and the Controller has ultimate responsibility for compliance on payroll- related matters. HR does all hiring where pay rates, titles and positions are set and approved. The hiring manager, regional financial analysts and the Director of Finance approve all new positions within the Board approved budget. Principals, Directors and the Aspire Senior Leadership Teams are authorized to hire staff, which requires HR final approval to ensure that relevant screenings and background checks have occurred before an employee starts work.

B. PAYROLL FREQUENCY

Aspire processes payroll semi-monthly, on the 15th and last day of each month. In the event that the 15th and/or last day of a month falls on a non-business day, payroll will be processed on the earlier preceding business day to the 15th or last day.

- **Exempt employees** – paid from 1st-15th on 15th of month and 16th-last day of month on last day of month
- **Non-exempt employee** – paid from 9th-24th on last day of month and 25th-8th on 15th of month

C. NEW HIRES AND STATUS CHANGES

New hire information flows from the JobVite recruiting system into the Ultipro system. HR reviews the information entered, adds and edits new data fields as applicable (e.g. job title, wage rate etc) and reviews to ensure accuracy. Approval workflows within the Ultipro pass each new hire to the financial analyst team and Director of Finance to confirm positions are approved per the respective school site, regional or home office budget. The employee is only 'hired' and established once screenings and background checks have been verified. New hire information packet is passed to the payroll team to review data entry and to set up pay group, retirement deductions and W-4/direct deposit information if not already captured. Benefits are selected by employees using the bswift system and each payroll a bswift file is generated by the provider for importing benefit deductions into payroll.

Status changes are entered by employee supervisors or HR. Approval workflows within Ultipro pass status changes through HR, Finance and Payroll before changes are made accurately and approved. Any benefit updates related to a status change are entered into bswift and passed via the semi-monthly bswift file. All changes in an employee's status must be properly documented. Change in working hours/days or pay rate will require a revised letter of employment or status change form, signed by the School Leader and the employee. These changes must be reported on a timely basis to HR.

All new employees have to complete a series of forms to evidence their eligibility to work in the United States, elect benefit options and to define the number of exemptions and other data for income tax withholding purposes (W-4). This information is captured by JobVite, Ultipro and in forms and is used by the HR and Payroll departments to set up the new employee in the HR and payroll systems and to register them for their benefits. These forms for all new employees should be collected by HR by the end of the employee's first working day.

W-4 and direct deposit information is maintained within Ultipro and employees go into Ultipro if they need to update.

D. TIMESHEET PREPARATION AND APPROVAL

Non-exempt/hourly employees have access to enter their time in one of two ways, clock in/clock out of time clock devices, or by entering time directly into Ultimate WorkForceManagement (WFM) each pay period. Supervisors must review and approve time worked and meal break periods. After each pay period end, the Senior Payroll Specialists review for unsubmitted or unapproved timesheets and chase with supervisors and Office Managers/Business Managers. Once complete, timesheet data is extracted from Ultimate WFM for non-exempt/hourly employees to create an import file for upload into Ultipro. The extracted data contains the hours charged by each employee to each site code and job code, and are broken down by regular time, overtime, double time, PTO, sick, jury and bereavement time.

Exempt employees do not complete timesheets and use Ultimate WFM for time off requests. Time off requests (PTO, sick, unpaid, bereavement, jury duty) are performed in Ultimate WFM and are initiated by the employee and authorized by the employee's supervisor. Time off data is extracted from Ultimate WFM for salaried/exempt employees to create an import file for upload into Ultipro. This is generated every pay period.

E. ADDITIONAL PAY

Each year, additional pay for specific additional duties are reviewed and approved by the Chief People Officer and Chief Financial Officer. Additional pay is initiated by the Regional site leaders or hiring manager and authorized in line with the authorization thresholds established within the fiscal control policies and approved by the Board of Directors. Amounts are entered into the Additional Pay Tool. The finance analysts and Director of Finance review to ensure amounts are in line with applicable school site, regional or home office budget.

Each pay period an electronic file is extracted from the Additional Pay Tool showing the approved additional pay amounts to be paid within the upcoming payroll to specific employees. Once reviewed by the payroll team, this is uploaded into Ultipro. The file includes the employee number, site code and additional pay amount.

Bonuses and annual COLA adjustments are approved by the Board of Directors before being imported into payroll. The Director of Finance calculates bonus/COLA amounts and the Controller reviews the calculations before amounts are imported into payroll.

F. RETIREMENT

Aspire participates in the CalSTRS and CalPERS retirement systems. Aspire also offers a 403(b) plan to CA employees who are not able to participate in the state retirement programs. In addition Aspire offers a separate 403(b) plan for employees of CA who would like to save more for retirement than the CalSTRS and CalPERS programs.

Upon hire, a change in status and in line with the payroll calendar and deadlines, the payroll/retirement team will review an employee's job role, job location, job hours and prior state retirement plan membership to determine which retirement system an employee should be placed into. The Retirement Manager looks up the employee within the relevant retirement system to confirm prior membership and applicable plan set up, and the Senior Payroll Specialists set up the relevant retirement payroll deduction in Ultipro. The Retirement Manager also runs a monthly audit report to validate correct plan set up prior to payroll processing.

Each pay period after the payroll has been transmitted and the pay period closed, the payroll/retirement team transmit 403(b) payments to the provider based upon the payroll register. Yearly annual employer match contributions are calculated by the third party provider PolyComp and are funded to participant accounts. The Controller reviews and approves the payments.

Each month, the payroll/retirement team processes payments and monthly reporting to CalSTRS, CalPERS and TCRS, based upon published deadlines. An internally

generated

reporting tool extracts data from Ultipro and puts in a format for reporting for CalSTRS and LACOE reporting. CalPERS and TCRS data is reviewed before submitting by the Payroll Manager/Director of Retirement.

G. PAYROLL PROCESS

The processing of the payroll involves a series of tasks necessary to ensure that employees are properly compensated and that the applicable federal, state and local withholdings are deducted from gross wages. Additionally, detailed records must be maintained to support tax deposits.

The payroll process begins with having each employee established in Ultipro. Most employees are paid on a salary basis, thus payroll processing consists largely of entering pay-change information. Some employees are paid on an hourly basis.

The HR department enters approved pay changes and benefits changes into Ultipro. After all data is entered, approved and imports uploaded, prior to transmittal, one of the Senior Payroll Specialist runs a Calculated Check Register and the payroll team reviews each other's data entry. The Calculated Check Register is used to validate that all timesheet data, prorated calculations and other pay/benefit changes have been processed correctly. The Payroll Manager runs a series of control reports to validate the accuracy of the payroll and to ensure no terminated employees are paid. Once this review is complete, the Controller reviews and approves the report before the payroll team finalize the payroll. Once all data has been verified, checks/direct deposit vouchers are printed. Checks are sent to the sites for distribution to employees by principals/office managers on pay day, and the Controller uploads the ACH payroll files to the bank for direct deposit payments, ensuring first that the payment file total agrees to the register for each pay group.

Vacation (PTO) is accrued through Ultipro on a semi-monthly basis for all eligible employees. An employee is eligible if they meet certain criteria (i.e. full-time employee, or benefit eligible employee) and Ultipro recognizes these criteria from the initial information entered into the system by HR. Ultipro automatically calculates vacation accrual for all eligible employees. PTO policies are set out in the Employee Handbook.

Each employee is required to submit a time off/sick leave request electronically using Replicon, prior to taking vacation. The employee will submit this to his/her supervisor/principal for approval who will also approve in Replicon. The Senior Payroll Specialist will look up whether the employee has enough available hours for the

request and will contact the supervisor if not. Employees are not allowed to use hours in advance.

At year end, the payroll team reconciles the W-2 total payroll wages to the payroll registers, which tie to the G/L accounts. Along with the monthly reviews, quarterly reconciliations are also performed by the Payroll team and reviewed by the Controller as the DE9, 941 tax returns are prepared, as needed.

H. PAYROLL TAX FILING AND PAYMENTS

Returns and payments for payroll withholding tax, social security/medicare, SUI and state and local taxes and unemployment will be prepared by the payroll team, in accordance with guidelines established by federal, state and local authorities, and reviewed by the Payroll Manager and Controller. The payroll team will file these returns and make payment on behalf of Aspire - both of which are reviewed by the Payroll Manager or Controller. The Controller will ensure that all returns are reviewed and that they have been submitted to the respective authorities.

I. PAYROLL RECONCILIATIONS AND REVIEWS

After payroll is processed, the Staff Accountant or Assistant Controller exports the payroll data from Ultipro to format for upload to MIP. The Staff Accountant/Assistant Controller converts data for accounting purposes. The full P&L account string in Aspire's chart of accounts is:

Site	**-**	**Fund**	**-**	**Resource**	**-**	**Goal**	**-**	**Object**	**-**	**Function**
xxx		xx		Xxxx		Xx		xxxx		Xx

The Controller is mostly concerned with collecting, recording, and reconciling data for two significant code strings: site and object codes. The financial analyst is responsible for the resource coding. The Controller reviews and approves the journal entry to ensure it balances to the payroll detail before posting. The Staff Accountant or Assistant Controller do not have access to process or modify the payroll run. Each month payroll and retirement balance sheet reconciliations are prepared by the Staff

Accountant/Assistant Controller and reviewed by the Assistant Controller/Controller to ensure segregation of duty.

II. Procurement

A. ALLOWABILITY

Aspire Public Schools purchases only those goods and services that are reasonable, necessary, and allowable for the organization to achieve its mission or other approved purposeful need. Consideration for procurement must align with the principles outlined in CFR 200.420-475. With every purchase, authorized approvers and employees will take into account price, quality, and level of service. Vendors may be selected based on any or all of these factors.

Purchases paid with federal grants will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326, except where Aspire's policy is more conservative. Purchases of $5,000 or greater are capitalized as a fixed asset, tagged, and tracked until it has been disposed.

In accordance with California EC Section 35168, each school site will establish and maintain a historical inventory which will contain the description, name, identification numbers, and original cost of all items of equipment whose market value exceeds $500 per item, the date of acquisition, location of use and time and mode of disposal.

B. RELATED PARTY TRANSACTIONS

All Employees and Board members must disclose relationships with current or proposed vendors in accordance with Aspire Public Schools' Conflict of Interest Policy. Any purchases that are paid through federal grants must follow the conflicts of interest requirements per Uniform Guidance 2 CFR 200.118.

C. CONTRACT GOODS AND SERVICES

All contracts and contracting processes must adhere to *California Public Contract Code (PCC)* sections 20110-20118. In accordance with *PCC* 20110 – 20118.4, Aspire will competitively bid and award any contracts involving an expenditure of more than $99,100, to the lowest, responsible bidder. Contracts subject to competitive bidding include:

1. Purchase of equipment, materials, or supplies to be furnished, sold, or leased to

the school district.

2. Services that are not construction services.
3. Repairs, including maintenance as defined in *PCC* Section 20115, that are not public projects as defined in *PCC* Section 22002(c).

The State Superintendent is required to annually adjust the threshold according to inflation, in which case, Aspire Public Schools will adjust its policies accordingly.

For public projects, such as construction or reconstruction of publicly owned facilities, the bid threshold is $15,000.

To ensure protection, Aspire Public Schools requires contracts for goods or services to state expectations from both parties, delivery timing, payment terms, and other standard legal protections. Common types of contracts Aspire Public Schools utilizes include independent contractor agreements, memorandum of understanding, janitorial contract, and purchasing contract. Aspire Public Schools employees should utilize the contracts page created by the Aspire Finance team to help with any questions regarding contracts or to obtain a template to begin drafting a contract.

Aspire Public Schools requires completion of IRS Form W-9 for all new vendors, except local, state or federal government entities (in order to set up a new vendor in the accounting system and to issue 1099 forms) before payment can be made to the vendor.

Drafted contracts should be delivered to the Contracts team at contracts@aspirepublicschools.org. Completed contracts will be uploaded to Coupa by the Accounts Payable team where invoices are to be submitted against them. **All invoices derived from an approved contract should be submitted in Coupa against the contract so it does not go through another approval chain.** Once a contract has gone through the contracts process, invoices related to the approved contract and within the stated contract value will go directly to the AP team for review, and no further approval is needed.

D. NON CONTRACT GOODS AND SERVICES

Aspire Public Schools allows for the purchase of goods and services from a vendor agreeing to bill the organization after the goods or services have been delivered. In some cases, a deposit may be required up front prior to delivery of goods or services. In case where purchase orders are needed, Aspire Public Schools employees will utilize Coupa to submit the purchase request.

In rare cases where goods or services have been delivered without a Purchase Order or Contract, a non-backed invoice can be submitted in Coupa to go through the necessary approval chain. This type of invoice submission should be avoided as much as possible through use of Purchase Requests and contracts.

III. Contract Management (2 CFR, Section 200.318[b])

Aspire Public Schools must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Aspire Public Schools will perform the following tasks to ensure compliance:

- Monitor the vendors' compliance with the terms of the contract or purchase order
- Review products and delivery invoices or receipts to ensure the items that were solicited and awarded are the items that are received

IV. Procurement for Purchases with Federal Funds

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326 and California *Public Contract Code (PCC)* Section 20110 –

20118 except where Aspire's policies are more conservative. The Uniform Guidance methods of procurement are focused on reducing the risk of waste, fraud, and abuse. It requires internal controls of how federal award money is used and requires Aspire to follow documented procurement procedures that reflect applicable state and local laws. This guidance also focuses on increased competition and transparency in the procurement process.

Sites will keep an inventory list per CFR 200.313 and EC Section 35168 for any items purchased with federal funds. The inventory list will include the following:

- Description
- Serial number or other identification number
- Source of Funding (including FAIN)
- Title holder
- Acquisition Date
- Cost of Property
- Percentage of Federal participation in the project costs for the Federal award under which the equipment/property was acquired
- Location, use, and condition of the equipment/property
- Date of disposal (if applicable)
- Sale price of equipment/property (if applicable)

For any capital expenditure purchase with a unit cost of $5,000 or more using federal funds, prior approval must be obtained from the California Department of Education (CDE). The requirement is per item, not the grand total. If an item is priced $4,999.99 or less before taxes and other fees, no approval is needed from the CDE to make a purchase.

Method:	**Purchase Transaction Threshold:**	**Type of Competitive Action:**	**Additional Comments:**
Micro-Purchase	$0 - $3,500 (this threshold was increased from $3,000 up to $3,500)	Requires one (1) written quote or proposal from a qualified supplier	No competitive quotes are required if price is reasonable
Small Purchase Procedure	$3,500 - $99,099	Requires at least two (2) quotes or proposals from qualified suppliers	Informal purchasing procedures are allowed but price and rate quotes must be obtained (i.e. phone call or web search)
Sealed Bid	$99,100 – $150,000	Require three (3) or more public RFP's (managed through Home Office)	Most common for construction projects. Contact finance@aspirepublicschools.org Contract must go to lowest, responsible bidder. (*PCC* Section 20111)
Competitive Proposal	$150,000 and greater	Require three (3) or more public RFP's (managed through Home Office)	Required for solicitation and is used when sealed bids are not appropriate. Best practice is to solicit at least 3 qualified sources. Contract must go to lowest, responsible bidder. (*PCC* Section 20111)

Noncompetitive proposal (sole source)	$3,500 - $99,099	Sole-source procurement appropriate when specific criteria are met	Item or service may be available from only one source. Emergency doesn't allow for competitive proposal process. Justification needs to be documented.

A. SMALL PURCHASE PROCEDURES

For purchases of $3,500 up to $150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made. Refer to the Small Purchase, Sealed Bidding, and Competitive Proposal template for more support.

B. SEALED BIDS AND COMPETITIVE PROPOSALS

For purchases $150,000 and greater, a formal sealed bid process or competitive proposal process will be followed. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process will collected and stored and will strictly follow the Uniform Guidance requirements. The bid or contract award will be approved Controller, VP of Finance, or CFO. Refer to the Small Purchase, Sealed Bidding, and Competitive Proposal template for more support.

C. NON COMPETITIVE PROPOSAL (SOLE SOURCE)

Section 200.320 of Uniform Guidance defines the circumstances in which sole source procurements are permitted:

1. The item is only available from a single source
2. The public emergency will not permit a delay resulting from competitive solicitation
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity
4. After solicitation of a number of sources, competition is deemed inadequate Only one of these circumstances needs to be met for a procurement to qualify

In addition to meeting one of these circumstances the following must also be completed and delivered to the Finance team at finance@aspirepublicschools when Sole Source procurement is utilized:

1. Perform a cost or price analysis to ensure reasonableness
2. Document a history of the process and reasoning behind utilization of this method
3. Document circumstances and rationale for not completing the solicitation

D. SEARCH FOR VENDORS ON THE SYSTEM FOR AWARD MANAGEMENT (SAM)

Before engaging a vendor, a search on the SAM website for the vendor by name, tax identification number, or another characteristic must be completed to make sure the person or entity hasn't been suspended or debarred from performing federally funded work. Vendors on the debarred or suspended list should not be selected for services utilizing federal award money.

Aspire will avoid real or apparent organizational conflicts of interests and non-competitive practices among vendors with procurement supported by Federal funds. Procurement shall be conducted in a manner to provide, to the maximum extent practical, open and free competition.

E. SMALL PURCHASES, SEALED BIDS, AND COMPETITIVE PROPOSAL DOCUMENTATION TEMPLATE

For all purchases of goods or services under a Federal Government Grants Program (i.e. TIF, CSP, Title I), Aspire Public Schools will follow procurement methods stated in Uniform Guidance 2 CFR 200.317-200.326 except where Aspire's policies are more conservative.

F. SMALL PURCHASE PROCEDURES

For purchases of $3,500 up to $150,000, documentation of at least two quotes or proposals must be submitted to the Finance team at the Home Office. These documents should be submitted to finance@aspirepublicschools with a reference to actual awarded vendor and dollar amount when a decision has been made.

G. SEALED BIDS PROCEDURES

For purchases $150,000 and greater related to construction, a formal sealed bid process will be followed where possible. This process will be completed and managed by the Home Office Facilities team. Documentation of the process should made following Part 1 and Part 2 below.

H. COMPETITIVE PROPOSALS

For purchases $150,000 and greater where a sealed bid process is not used, competitive proposal process will be followed where possible. These processes will be completed and managed by a Home Office Finance staff member. Documentation of the process should made following Part 1 and Part 2 below.

Part 1: Summary of Sealed Bids or Competitive Proposals:

Department/Region/School	
Project	
Date	
Item(s)	
Cost for Entire Contract	
Federal Resource	
Application/ Allowable use	
Vendor Selection (Document Process)	
Vendor status on the System for Award Management (SAM)	

Part 2: Received Bids

1. Attach bid/quote from selected vendor (ideally using provided RFP form)
2. Attach alternative bids/quotes from three (3) suppliers when possible

3. If purchasing goods or services from a certain vendor without competition, justification for lack of competition must be submitted (e.g. for "sole source" suppliers explain why the product or service is unique and how other similar goods or services cannot perform the same objective)

V. Independent Contractors

The purpose of this section is 1) to ensure that individuals are appropriately classified as an independent contractor, and 2) to clarify the process and forms required in the event an independent contractor performs work for Aspire Public Schools. Aspire pays independent contractors for their services. Unlike regular employees, no taxes or voluntary deductions are withheld from independent contractor payments.

A. FACTORS TO DETERMINE IF SOMEONE SHOULD BE CONSIDERED AN INDEPENDENT CONTRACTOR - ABC TEST

To show that a worker is an independent contractor, the hiring entity has the burden to establish each of the following elements:

(A) That the worker is free from the control and direction of the hirer in connection with the performance of the work, both under the contract for the performance of such work and in fact;

(B) That the worker performs work that is outside the usual course of the hiring entity's business; and

(C) That the worker is customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for the hiring entity.

NOTE: if the independent contractor doesn't meet the ABC test, please proceed to speak with HR about hiring them as an employee.

For additional guidance, please refer to the **10 Golden Rules re Independent Contractors 2019** below and contact HR:

1. Don't engage a former employee as an Independent Contractor

2. Don't engage an Independent Contractor who recently was an employee anywhere else
3. Don't be an Independent Contractor's first customer
4. Don't engage an Independent Contractor to perform the same work as employees
5. Don't prohibit an Independent Contractor from working for other companies
6. Don't provide training to an Independent Contractor
7. Don't attempt to control how, where, or when work is performed
8. Don't provide tools or equipment
9. Don't reimburse for business expenses
10. Be careful converting an Independent Contractor to an employee

B. INDEPENDENT CONTRACTOR PROCESS AND FORMS

1. Once Contractor status has been met, appropriately authorized employees should complete the Independent Contractor Agreement template. The Contractor will need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.

2. The Signed Agreement, W-9, TB & DOJ forms should be forwarded to both contracts@aspirepublicschools.org and the Director of Employee Services for review and approval, **prior to the Contractor beginning work**.
3. The contracts team will coordinate with HR to ensure the contractor is TB/DOJ cleared. The contracts team will also review the contract with the Financial Analysts team to confirm approval of the budget amount of the contract.
4. Once approved, the Independent Contractor Agreement will be signed based on Purchasing Approval limits within the fiscal control policy document, and will be added into the COUPA purchasing system.

PLEASE NOTE, CONTRACTORS WITHOUT THE APPROPRIATE DOCUMENTS OR CLEARANCES WILL BE SENT HOME TO HELP ENSURE THE SAFETY OF OUR STUDENTS, STAFF, AND TO PROTECT THE ORGANIZATION.

At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice their site contact. Invoices should be approved and coded and uploaded directly into COUPA.

To terminate an agreement prior to the completion of the project, please see the Termination Letter Template on MyAspire.

Independent Contractor Forms (accessible on MyAspire)

Form	What is this used for?	Document
Independent Contractor Agreement	Agreement needs to be completed for Independent Contractors unless an MOU is in place. Signing Authority: Please review the total amount of the contract and follow Aspire's guidelines to determine who can sign on behalf of Aspire. All authorized signatures should be Principal or Director level and above.	Independent Contractor Agreement.pdf Independent Contractor Agreement Fillable Form.pdf
W-9	All independent contractors need to complete a W-9 Tax Form.	Form W-9.pdf
DOJ	All independent contractors who will be working at school sites are required to receive DOJ clearance prior to beginning work. Locations of Live Scan facilities can be found here: http://ag.ca.gov/fingerprints/publications/contact.php. Independent Contractors should write "Contractor" on the application form. The cost of fingerprinting will not be reimbursed by Aspire Public Schools. To determine whether or not Clearance has been received, please contact HR.	Live Scan Application.pdf
TB	All independent contractors who will be working at school sites are required to provide proof of a Negative TB (PPD) result. Aspire will not reimburse Independent Contractor for this cost.	
System Access	Independent contractors often need access to Aspire's data systems in order to do their work. To ensure that our data is kept secure and confidential, this form should be completed by independent contractors and returned to the technology team as part of a request for system access. The completed form can either be attached to a help ticket or emailed to the technology team member responding to the request for access.	Data Access Form.pdf Aspire Data Access and Use Agreement.docx
Termination of Agreement	You may use this template if you choose to end an Independent Contractor Agreement prior to the completion	Contract Term Letter.docx

	of the project. No document needed to end agreement if work has been completed as described in the Agreement.	

VI. Credit Cards

A. CREDIT CARD PURCHASES

At times, it is necessary for purchases to be made on a corporate credit card. Aspire Public Schools issues credit cards to specific authorized employees to benefit Aspire Public Schools and the purchaser through prompt payment to suppliers and vendors. Credit Cards should not be used to bypass established purchasing procedures, including advanced approval processes. Credit Cards are issued at the discretion of the CFO and Controller to current employees who are granted purchasing authority (see Approval Matrix). Cardholders agree to all purchasing policies and procedures as well as the cardholder agreement (see Cardholder Agreement).

Violations of these policies will be investigated and may result in a written warning, suspension or revocation of credit card privileges, disciplinary action, or termination. The CFO and Controller have the authority to investigate any potential violations and determine recommended actions as deemed appropriate.

Cardholders are responsible for the activity on the card. Aspire Public Schools may suspend or cancel the card at any time for any reason and cardholders will surrender the card upon request.

Credit card violations may include, but are not limited to:

- Purchase of personal items or items for family/friends
- Credit card usage for cash advances
- Credit card payments for invoices without proper authorization
- Failure to return cards upon request
- Loaning of card to any other person
- Failure to reconcile credit card statement on monthly basis
- Failure to provide other support for charges as requested
- Two incidences of missing receipts over a three month period

Below is a list of credit policies for card holders to closely follow:

The credit card is to be used for pre-approved business purposes only

Credit card limits will be established based upon role and responsibilities and will not exceed $10,000.

If a greater limit is needed for a particular employee, a request may be submitted by the employee's supervisor, and approved by the Controller or CFO.

No personal items should be charged to Aspire issued credit cards.

When using a credit card for internet purposes, cardholders should ensure that the website uses secure socket layer encryption (where website addresses start with https:).

Cardholders shall not assign someone else the use of a credit card.

Cardholders are personally responsible for settling any dispute over any purchase from a vendor.

Should an employee experience two (2) violations in a three (3) month period, they will be subject to at least one (1) month suspension on credit card privileges.

Continual violation of credit card policies may result in cards being canceled.

Cardholders should plan activities and submit travel and purchase order requests early enough to use the regular Coupa purchasing system rather than the credit card.

Credit cards may not be used to pay for invoices from vendors unless authorized by the CFO and Controller.

Each cardholder is expected to do the following in regards to receipts and reporting:

Complete credit card reconciliation (statement review).

Provide copies of corresponding receipts within stated deadline to online site.

Receipts should be itemized and show entire details of what is purchased, especially for meals and restaurants (a credit card charge slip or statement is not sufficient).

Maintain original receipts and send to Finance team employee upon request.

When providing receipts, cardholders are expected to provide a brief description of purchase, provide codes such as object and resources, and ensure receipts uploaded are viewable.

When receipts are missing, cardholders must complete Missing Receipt Acknowledgement Form which is uploaded as receipt image in lieu of receipt and approved by the cardholder's supervisor.

Follow-up on any erroneous charges, returns, or adjustment to ensure proper

credit is given on a timely basis.

If card is lost or stolen, contact the Assistant Controller and Wells Fargo immediately to report.

VII. Invoice Approval & Processing

Aspire Public Schools invoice approvals are mostly automatically generated by the purchasing system (Coupa) approval chains, which are driven by the Home Office and School Site/Regional Approval Matrices identified in the section regarding Authorized Approvers and Authorization Limits. Other invoice approvals are done manually via signature or email. Invoice approvals are completed prior to recording the invoice in the accounting system and subsequent payment.

Aspire Public Schools, whenever practical, shall pay invoices within 30 days of their issuance, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 30 days may be put on a payment plan, allowing a monthly payment agreeable to both the organization and the vendor, unless another arrangement is reached agreeable to both the charter school and the vendor.

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the Accounts Payable Accountant who shall ensure timely payment or the development of payment plans to be approved by the CFO. The Accounts Payable Accountant also shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount, payable description, and account. Payments of invoices shall be processed weekly. All purchases in excess of $250,000 shall be approved by the Board of Directors. All invoices will be approved by the CEO, CFO, Department Head, or appropriate School Leader prior to payment. No payment will be made without a properly approved invoice or other supporting documentation. All contracts that equal or exceed $250,000 shall be approved by the Board of Directors.

VIII. Cash Disbursements & Wire Transfers

The following internal controls are in place for disbursements:

- Pre-numbered checks and special check protective paper
- Match disbursement records against accounts payable / open invoice files
- Bank statements reconciled to cash accounts and any outstanding checks verified
- Separation of duties to the extent possible for an organization of Aspire Public Schools' size
- The CEO, CFO, and COO are designated as check signers.

The CEO, CFO, Director of Finance, and Controller are authorized administrators on the Wells Fargo CEO Portal to manage electronic banking

Blank checks will be held at Aspire Public Schools and locked in a cabinet or safe. Check signers will not have access to the cabinet or safe.

Voided checks shall be retained to ensure proper maintenance of checking account records

A. DISBURSEMENT PROCEDURES

Aspire utilizes Wells Fargo Payment Manager Software to process their checks. Wells Fargo must be provided with the appropriate information in order to write the checks on the Aspire's behalf. The software extracts the check batch to be processed from MIP, and uploads the batch for CFO or Controller approval. The CFO or Controller review the individual items and details in the payment batch prior to releasing the batch to Wells Fargo for processing.

The CFO or Controller examines the batch as compared to their AP aging detail to ensure that the items being paid are in accordance with their approval. If there are items that need to be removed/added/edited, the CFO or Controller returns the batch to AP team at which they will modify the batch. The batch then is resubmitted, and the cycle starts over.

Once the batch is approved by the CFO or Controller in whole, the custom software transmits the necessary data to Wells Fargo for payment, and the batch is posted by AP in MIP.

If physical checks need to be printed, they are created by the AP team, and given to the CEO, COO, or CFO for verification, approval, and signature.

Authorized signers of checks are CEO, COO, or CFO. The checks are given back to the AP team to be mailed. The voucher package is filed by vendor in filing cabinets.

The AP team handles the transmission of the positive pay data to ensure that Wells Fargo honors all manual checks processed in office. The mailing of checks by AP is not deemed a significant risk as the bank will only process those checks that are listed on the positive pay file. Positive pay data submission is not necessary to be done by the AP team for checks processed by Wells Fargo because it is already done automatically when the file is submitted.

Payment Manager processing through the Wells Fargo Link (custom software application) is our main processing method for checks and ACH payments related to AP expenses or AP vendor payments. The CFO and Controller are the only authorized individuals at Aspire to have access to log in to the Wells Fargo Link, thus, mitigating

risks relating to unauthorized transmittal. In addition, the software does not modify data from MIP or add to data already in MIP. The batch must be processed on same terms as other payments that would be printed on site.

On occasion, the CEO, CFO, and Controller have access and may process an ACH payment batch through SAFE Transmission on the Wells Fargo CEO Portal. Payment files are created through text files generated from MIP by the AP team and then reviewed by the CFO, Controller, or Director of Finance prior to processing. CNOTE confirmations are directed to the team from the CEO portal after a successful transmission has been processed.

B. WIRE TRANSFERS

Intra-company transfers (fund transfers between Aspire Public Schools owned bank accounts) can be executed by the CEO, CFO or Controller as necessary to make Funds available in the operating accounts.

Wire transfers out of Aspire Public Schools accounts to Vendors require standard purchase documentation (e.g., either contracts, or Purchase Orders, Invoices and Payment Approvals) and must be initiated by the Staff Accountant or Assistant Controller and approved Controller, Director of Finance, CEO, or CFO.

The Accounts Payable team takes the following steps before processing wires:

- Confirms with the vendor, routing numbers and account numbers on file.
- Confirms that all vendor email addresses do not contain any misspellings, and do contain any inconsistent company domains (i.e. – different company domains as compared to vendor name)

A phone verification should always be conducted if a vendor requests to change banking information on file.

IX. Check Requests

A. PURPOSE

Aspire's check request policy covers both Coupa and Non-Coupa requests. The purpose of Aspire Public Schools' check request policy is to:

Clearly assert what constitutes as an emergency check

Ensure that check requests are being entered with the correct information

Ensure that submitters are allowing enough time for AP to process checks

There are two methods of how to submit a check request, with appropriate

documentation, through our COUPA system or via email. All check requests are expected to be entered in a timely manner, giving both supervisors and the accounting team enough time to review and process requests. Requestors should submit the request at least one week prior to the date it is needed. Check requests not submitted

with at least one week lead-time from the due date, may not be processed by the date requested.

Check requests are reviewed on a daily basis by the Accounts Payable team. Delivery of the signed check may be delayed due to holidays, Home Office Closures, or in cases where a check signer is not available. Once all necessary approvers have reviewed and approved your report, it will go to the Accounts Payable team for processing. Check requests will be sent to the requester or the vendor, depending on the submitter's request. Delays in check request processing can occur when budget owners fail to review and approve the request in a timely manner. It may be necessary to follow up with budgets owners in approval chain to ensure timely approval.

B. PAYMENTS ELIGIBLE FOR CHECK REQUESTS

Aspire Public Schools will process requests that have been made for urgent payments. Examples of what would qualify as an urgent check request includes: deposits for retreat venue or construction project, payments for field trips where a check must be presented to enter, and unforeseen repairs. Please be advised that delinquent invoices do not qualify a check request and should be submitted through the regular invoice process in Coupa. Below are specific guidelines for what is required for a check request to be processed in a timely manner.

C. SUBMITTING A CHECK REQUEST

The following guidelines must be followed to avoid delay in processing and issuing of check requests:

<u>COUPA USERS – Existing Vendor</u>

When submitting the check request, you must select your reason for the check request, using the drop down.

Submit a date for when check is needed. Reminder to give at least 7 business days for processing, start to finish. (Of course, AP realizes there are special circumstances, so reach out to AP for guidance on requests need sooner)

Select where the check should be sent.

Enter Vendor name as it appears in COUPA.

New Vendor selection should always read NO

Use additional comments for any payment or delivery requests made by the vendor.

Be sure to select the appropriate object code as well as entering exact amount needed for payment.

Be sure to attach backup needed for request. This is going to be a document provided by the vendor showing items or services to be rendered, the amount being charged, the date, the vendor name should also be present on the document.

- If the backup is not detailed and shows little information concerning what payment is for, the request will automatically be rejected. Please be advised that this needs to be on the backup itself. If it is only written in the description it will still be seen as insufficient.

Forward ACH Form (Direct Deposit) to vendor for review and submission.

- This ACH form is important as Aspire is moving toward electronic payments. This payment system will also ensure that your requested payments are received sooner by the vendors.

Documents attached should be in PDF or JPEG format.

<u>COUPA USERS – New Vendor</u>

Same information required as above.

New Vendor selection should always read YES

Include an attachment with Vendor W-9 (without it, your request will be rejected automatically)

Forward ACH Form (Direct Deposit) to vendor for review and submission.

- This ACH form is important as Aspire is moving toward electronic payments. This payment system will also ensure that your requested payments are received sooner by the vendors.

<u>ACH FORM</u>

ACH Forms can be found in the MyAspire Page under Teammate Resources and Accounting.

D. PAYMENTS INELIGIBLE FOR CHECK REQUESTS

Check Requests are reserved for payments needed by the vendor to complete a service or order in a short time. If services timelines or delivery of orders are not affected, then the check request is not an emergency. If the payment is not due for another 7 business days then the request does not constitute as an emergency check request. In both these cases, payments must be submitted through COUPA invoices process.
Invoices that have been entered and approved by both supervisors and AP, are processed and paid every week, Thursday.

Check Request Best Practices

Due to the time and effort it takes for a check request to be completed, we recommend working with vendors and suppliers to have an invoice created to be submitted through Coupa for payment, rather than processing check requests. Because

we are able to send ACH payments, the time it takes for a vendor to receive payment has been dramatically reduced. Please be sure to offer this.

X. Petty Cash

A. OVERVIEW FOR PETTY CASH

- Each Aspire Public Schools school site is allowed to have up to $200 in Petty cash for day-to-day purchasing needs of less than $25 per purchase.
- Petty cash can be reimbursed from the Home Office as quickly as a monthly basis upon receipt of the school ledger and receipts. Otherwise, reimbursements will be done as reported by the schools.
- Petty cash is to be controlled by the Office Manager or Business Manager of the school site.

- Each school site with petty cash must report a ledger with receipts at least once per year.
- Each site should have a petty cash box (with a lock) and a receipt book. The Home Office will send each school site a petty cash ledger (spreadsheet).

B. USE OF PETTY CASH

Petty cash should be used to purchase items such as:

- Emergency stamps
- COD package
- Pizza for a group of teachers/staff who help you get ready for an evening event, etc.
- Large pizza purchases are not permitted
- Treats, such as donuts or coffee, for parents or staff for support of an event

C. HOW TO MANAGE PETTY CASH

In order to use petty cash you need:

- A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5” by 11” paper.
- Signature of person receiving funds acknowledging receipt of money.

- The reason for the reimbursement listed on the paper.
- Your signature authorizing the transaction.
- A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original petty cash Ledger and receipts are due to the AP Team at the Home Office

D. HOW TO REPLENISH PETTY CASH

Petty Cash can be replenished by sending the following documents to Home Office AP Team:

- Petty Cash Ledger
- Receipts attached paper
- Petty Cash Count sheet with signatures verifying accuracy

Once the AP team receives all the necessary information, a paper check will be issued to the school site where it can be cashed and then added back to the petty cash box that is locked up.

XI. Employee Expense Reimbursement

A. PURPOSE

The purpose of Aspire Public Schools' expense reimbursement policy is to:

- Maintain effective controls on resources
- Authorize reimbursement to teammates for reasonable and appropriate business purposes
- Ensure expenses are in compliance with IRS, state, and/or granting/funder agency regulations
- Ensure that resources are wisely used to achieve the organization's mission

All employees of Aspire Public Schools are eligible to submit expense reimbursements, documented with receipts, through our expense reporting system and are expected to do so in a timely fashion. All expenses must be approved by a supervisor or authorized person other than the employee before payment. Employees should make every effort to submit requests weekly or within 30 days of incurring such expense. Items submitted **45 calendar days** after the date it was incurred may not be reimbursed.

Reimbursements typically occur weekly on Thursday's but may vary due to holidays or Home Office closures. Once a supervisor has approved a report, it will go to the Accounts Payable team to process the payment. The Accounts Payable team will utilize direct deposits as the method of payment to expedite reimbursements to employees where direct deposit have been set up. It may take up to **7 business days** from the supervisor approval for a reimbursement to be issued to a staff member.

B. EXPENSES ELIGIBLE FOR REIMBURSEMENT

Aspire Public Schools will reimburse employees for reasonable, necessary, and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, postage, supplies, meals, gas for rental cars, air travel, rental cars, and lodging. Below are specific guidelines for reimbursement of mileage, air travel, car rentals, other transportation, hotels, and meals and entertainment.

C. EXPENSES INELIGIBLE FOR REIMBURSEMENT

Aspire must adhere to certain guidelines as set forth by the California Department of Education for the use of State and Federal funds. The following is a list of non-reimbursable items:

- Personal expenses or family member expenses
- Alcohol and tobacco (with exceptions noted in the Aspire Alcohol Policy)
- Gift cards (amounts should be paid by Aspire Public Schools Foundation)
- Laundry or cleaning expenses
- First class tickets or upgrades
- Early check-in fees for hotels, flights, and reservations
- Travel insurance
- Room upgrade fees
- Membership dues at any country club, private club, athletic club, or tennis club
- Baggage fee for less than 3 nights stay
- Hotel gym or health club fees
- Massages or spa services
- Traffic citations
- Movies or PPV in hotels
- In room minibar items
- Clothing or jewelry purchases
- Fee for obtaining background check and/or TB clearance test
- Cash advances
- Political contributions or donations

Common purchases from common vendors used on an ongoing basis exceeding a $1,000 threshold should not be charged to personal credit cards. Instead, expenses exceeding the threshold of $1,000 should be entered in Coupa as either a check request, or purchase order. Employees should follow up with their Office Manager about this process.

D. SUBMITTING AN EXPENSE REIMBURSEMENT

The following guidelines must be followed to avoid delay in reimbursement of expense reports:

- When an expense is incurred, the original itemized receipt should be scanned or saved in PDF or JPEG format. Original receipts should be maintained by the employee for their own records. Receipts are required for all items above $25, and items $25 and below without receipt support may be rejected.
- A clear explanation of the expense should be provided in the expense template, so the supervisor and the Accounts Payable team (AP) can understand what the money was spent on. For meals, the business purpose of the meeting and the names and positions of all the attendees should be noted.
- The Expense Reimbursement Template should be completed. Select the project/site code affiliated with the expense report.
- When submitting business airline/mileage/car rental for reimbursement, follow the guidelines specific to those sections of the policy.
- Click on the “submit” icon located on the bottom of the page in order for the report to go through the appropriate approval chain process.
- Managers/Supervisors are responsible for reviewing that expenses are reasonable in amount, appropriate based on the employee’s responsibilities, supported by a receipt, coded accurately, and consistent with Aspire Public School’s expense policy prior to approving.

E. Mileage

Employees can be reimbursed for the cost of driving their personal car on Aspire Public School business (Effective 7/1/2025: 70. cents per mile). The trip must be reasonable and necessary and approved by an employee’s supervisor. Mileage must be submitted in the following format as displayed in the line item description: “Home Office to Monarch”; or “CV Regional office to CHA”.

Note that an employee cannot be reimbursed for a "normal" commute. For example, if an employee has a normal 2 mile round-trip to work, and is assigned on a particular day to go to another location and that round trip is 10 miles, the mileage reimbursement will be for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller, CFO, or a Senior Leadership Team (SLT) member.

Aspire Public Schools is not responsible for parking tickets, or moving violation tickets.

F. Air Travel

Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to do the following when purchasing flights:

- Purchase airfare in Economy class or equivalent. If Economy class is unavailable, the employee must obtain approval from the CFO or Controller before purchasing a ticket.
- Purchase airfare at least 14 days ahead of travel when possible. Tickets purchased less than 14 days in advance must be approved by the employee's supervisor in advance of purchase.
- If airline flights provide a credit for refunds with regards to business airfares which Aspire paid for, the refund should be reimbursed to Aspire Public Schools.
- When expense reimbursements are submitted, it must include the following description: Order confirmation number/itinerary number, and date of travel. For example: AEX1234 and 05/31/17.
- Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
- Airline baggage fees for trips lasting two nights or less are not allowable, unless traveling with a discount airline. Charges incurred for baggage on domestic flights should not exceed $50 per flight.

Aspire Public Schools is not responsible for lost, stolen, or damaged luggage. Should this occur, the employee is responsible for filing a claim with the airlines and/or the employee's own insurance company. If change fees are applicable due to a change in flight, the expense must be approved in advance by the employee's supervisor. Aspire Public Schools does not reimburse for early check-in.

California Air Travel: In a continued effort to contain travel costs, Aspire has instituted a cap on flight expenditures in California. The following limits will be in effect for round trip flights between these regions (based upon making a

reservation at least 14 days in advance of departure):

- SF Bay Area--Los Angeles - $450
- Sacramento--Los Angeles - $450

Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking, and include the rationale and justification for amounts exceeding the limits above (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed without appropriate approval and justification ahead of time.

G. Car Rentals

Car rentals should be used only when needed and alternate forms of road transportation (uber, taxis, public transit, and personal vehicles) are not available. Aspire Public Schools' corporate account with Enterprise should be utilized as much as possible because it will typically provide the best rate and may provide the best deal. The link to the Enterprise Corporate booking site is here. Aspire Public Schools employees are expected to do the following when booking rental cars:

- Rent "mid-size" models or lower and not exceed $85 $ per day base rate
- Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency
- Aspire Public Schools will not be responsible for damages that occur during business use of either a personal or rented car
- Rentals over a weekend or holiday period are **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor
- Refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company
- Car rentals should be submitted in the line item description as follows: (Order number/itinerary number & service date(s) incurred)

H. Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals. This category includes:

- Uber/Lyft/Taxi fares between office/home and airport as well as

between airport / hotel and final destination (e.g. conference) when traveling

- Public transportation used instead of taxis when traveling out of town
- Train Fares

I. Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an overnight stay is required.

- Aspire Public Schools employees are expected to stay in standard business class lodgings, and room rates are expected to be reasonable for the location, otherwise are subject to rejection and may not be reimbursed. Below is an approved list of hotels and lodging within each of our regional locations:

Bay Area Regional Hotels and Rate Information:

Hotel	Address	Phone	Instructions
Bayside Hotel / Best Western	1717 Embarcadero, Oakland, CA 94606	510-356-2450	See Google Doc HERE
Executive Inn	1755 Embarcadero, Oakland, CA 94606	510-536-6633	See Google Doc HERE
Courtyard Oakland	1001 Broadway, Oakland, CA 94607	510-451-4000	See Google Doc HERE

Central Valley Regional Hotels and Rate Information:

Hotel	Address	Phone	Instructions
Holiday Inn Express	5045 S State Highway 99 E Frontage, Stockton, CA 95215	209-946-1234	See Google Doc HERE
Hilton Stockton	2323 Grand Canal Blvd. Stockton, CA 95207	209-957-9090	See Google Doc HERE

Los Angeles Regional Hotels and Rate Information:

Hotel	Address	Phone	Instructions
Embassy Suites	8425 Firestone Blvd, Downey, CA 90241	562-861-1900	See Google Doc HERE
Millennium Hotels	506 S Grand Ave, Los Angeles, CA 90071	213-612-1511	See Google Doc HERE
Crown Plaza	6121 E Telegraph Rd, Commerce, CA 90040	323-728-3600	

For other hotels/lodging, use the current GSA per diem lodging rates below as a guide (rate per night excluding taxes). Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking, and include the rationale and justification for amounts exceeding the limits above (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed without appropriate approval and justification ahead of time.

- Bay Area: $300
- Central Valley: Sacramento: $275
- Central Valley: Stockton/Modesto: $250
- Los Angeles: $285

- Any lodging stay outside of that stated above must be approved by the employee's supervisor (written consent to be attached with receipts).
- Employees will not be reimbursed for a stay in a city longer than that is legitimately necessary.
- The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.
- When work commitments require Friday and Monday trips to the same city, employees are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
    - Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
    - Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

J. Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance

at the theater, sporting events, etc. Food will be paid for by Aspire Public Schools and any excessive entertainment charges will be paid for from the Aspire Public Schools Foundation.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Please see below for breakdown of Aspire's maximum daily reimbursement of: $95 :

- Breakfast (6:30 am – 11 am) $20 including tip
- Lunch (11:30 am – 4:30 pm) $30 including tip
- Dinner (5 pm – 9 pm) $45 $ including tip

It is not acceptable to purchase one meal for one person at the daily maximum of $80.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- An itemized receipt of food/drinks purchased as well as the description of purpose of meal is required. This must include the number of individuals and the names of those attending, their titles, business relationship, if applicable, and business purpose of meal and/or entertainment.
- Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.

K. Teachers' Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

Note: Please verify with the Office or Business Manager if certain orders can be placed through the punch out catalog through Coupa in which vendors can automate invoices through the software. This will provide an additional discount when using the catalog, and diminish excess charges on personal credit cards.

XIALCOHOL POLICY

Per California Education Code Section 32435, no school district, county board of education, or county superintendent of schools can expend public funds on the purchase of alcohol. In addition, the risks associated with the consumption of alcohol at events sponsored by Aspire Public Schools must be actively managed. The purpose of this section is to outline when and how alcohol expenses at Aspire Public Schools-sponsored events will be reimbursed and how to manage the risk associated with serving alcohol.

No alcohol purchased for an Aspire Public Schools-sponsored event can be paid for with public funds. Any such expenses must be approved in advance by C-level management and paid for with private, unrestricted philanthropy held by the Aspire Foundation. Only offsite Aspire- sponsored events may include alcohol consumption paid for with Foundation funds:

- Annual Town Halls
- Annual Leadership Retreat
- All-Principal Meetings
- All-Directors Meetings
- Region, School or Department Retreats

Any other alcohol expenses must be reviewed and pre-approved by Chiefs, for department or other Aspire-wide events, or Area Superintendents for school or regional events.
All alcohol expenses must be coded as follows:

- Object Code: 5206 (Approved Beverages)
- Resource Code: 0000 (Unrestricted and will be covered with private funds)
- Site Code: Home Office Department (100-199); Regional Office (200, 300, 400 or 500)

The Chief Financial Officer will be responsible for monitoring the overall adherence to the policy and for ensuring that the organization has adequate philanthropic funds to cover the purchase of alcoholic beverages such that no public funds are used.

The Accounts Payable team will be responsible for monitoring alcohol reimbursement / invoice payment requests and for ensuring that alcohol beverages are coded to the appropriate object code. If the itemized receipt includes food and alcohol, the coding for the expense reimbursement must be split into parts to differentiate between the object/site code for food and the object/site code for alcohol. Food will be paid for by Aspire Public Schools and alcohol and any excessive meeting charges will be paid for from the Aspire Public Schools Foundation.

Risk Management
Aspire has an obligation to manage the risk exposure when alcohol is being serviced at an event. Here are some suggestions to consider when hosting an Aspire organized event that includes the consumption of alcohol:

- Limit the number of drinks to 2 per person
- Encourage designating a driver and offer transportation options such as taxi or ride-sharing
- Include some language in the agenda about responsible drinking
- Serve food with any alcohol

XII. Moving Expense Reimbursement Policy

Aspire may reimburse an employee for moving expenses to assist a new employee with reasonable costs incurred in moving household goods and personal effects as the result of an accepted offer of employment. Reimbursement is limited to the cost of travel to the new Aspire location/area for the individual and immediate members of the family/household.

"Reasonable Costs" includes those costs or expenses that are necessary under the circumstances of a particular move, i.e., a move from the old to the new residence must be made via a conventional mode of transportation using the shortest and most direct route available and in the shortest period of time normally required to travel such a distance. Meals and food costs are not reimbursable.

<u>Maximum</u> moving expense reimbursement:

- Move from East Coast or Internationally to California: $4,000
- Move from Midwest to California: $2,500
- Move in California to/ from Bay Area or Central Valley and Los Angeles: $1,000

The specific amount available for reimbursement will be determined based on the beginning location and the location of employment.

Paid receipts must be submitted to Accounting via an expense report with 60 days of initial employment to be considered reimbursable. Any receipts submitted after this period are not eligible for reimbursement. Reimbursements for moving expenses are not taxable.

The CFO must authorize the moving expense reimbursement and must be confirmed in advance of offering to the new employee.

Asset Management

I. Bank Statements & Reconciliations

A. BANK RECONCILIATIONS

Bank reconciliations for all Aspire bank accounts are performed on a monthly basis by the Accounting staff. They are reviewed by either the Assistant Controller or Controller. Outstanding check lists are provided for each account in the reconciliation including a list of payroll checks for applicable accounts. The list of outstanding checks for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. Phone calls and emails to vendors with outstanding checks are made typically after an item becomes 90 days old. The list of outstanding checks for payroll are sent to the payroll staff monthly for follow up. Phone calls and emails again are typically done after the item is 90 days old.

Reporting of unclaimed vendor or employee expense checks is performed after the check becomes 3 years old from the end of a given fiscal year. These items are reported to the California State Controller's Office on an annual basis. Unclaimed payroll checks are reported to the California State Controller's Office once the check becomes 1 year old from the end of a given fiscal year. Unclaimed payroll checks are reported on an annual basis.

II. Cash Management

Aspire Public Schools cash management procedures will adhere to 2 CFR 200.302.

A. CASH MONITORING

Day to day monitoring of cash balances within Aspire's bank accounts is managed by the Assistant Controller and overseen by the Controller and CFO. The main day to day operational bank accounts of Aspire for receipts and payments include:

- Wells Fargo California Checking account
- Umpqua California account (deposits only)

In addition, each school site has at least one bank account for specific school site receipts and payments (refer to school site ledger section).

On at least a weekly basis, the staff accountant or Assistant Controller prepares a summary cash position for the main bank accounts together with any cash balances within Government Money Market Funds and Treasury Bills (refer to Investment Policy Statement section). Based upon the cash projection for the week and month, including the timing of accounts payable, payroll and receipts, the Assistant Controller will recommend amounts to move to or from the Wells Fargo California Checking account. This is reviewed by the Controller, and if approved, cash transfers will be initiated and approved from within the Well Fargo CEO portal or Umpqua banking portal. Wire transfers are initiated within Umpqua by the staff accountant and approved and released by the Controller, Director of Finance or CFO. Cash transfers to or from the Government Money Market Funds are executed by the Controller, Director of Finance or CFO upon approval by the CFO. The Government Money Market Funds are accessed through the Wells Fargo CEO portal and cash transfers are restricted to only flow to and from the Wells Fargo California checking account.

Refer to the following sections for more specific cash receipts and payment processes:

- Cash Receipts & Deposits
- School Site Deposit Process
- Invoice Approval & Processing
- Cash Disbursements & Wire Transfers
- Petty Cash

B. BANK SIGNATORIES

The CEO, CFO and COO are authorized bank signatories. Limits of authority are set out in the Authorized Approvers & Authorization Limits section within the fiscal control policies.

C. ONLINE BANK ACCESS

Access to the Wells Fargo CEO and Umpqua portals is controlled by the Controller, Director of Finance and CFO. No other roles have access to administration. All transactions within the Wells Fargo CEO and Umpqua portals (with the exception of Government Money Market Fund transfers) require dual custody, meaning that no one individual can enter and approve a transaction or add/edit services to a user profile without the review and approval of another. Access to the Government Money Market Fund transfers is restricted to the CFO, Controller and Director of Finance.

D. Federal Cash Management & Interest Remittance

In accordance with 2 CFR 200.305, Aspire Public Schools will appropriately calculate, report, and remit interest earned on unspent federal advances. Aspire Public Schools will calculate the interest earned based on average daily or average monthly cash balances, report the result of the calculations, and remit interest earned on federal advances to CDE promptly, but at least annually. Aspire will review unspent Federal cash balances, and report any interest earned in excess of $500 back to CDE. Any interest owed will be transmitted back to CDE on an quarterly basis.

Federal funds will be pooled with non-federal funds in Aspire's physical bank account. Interest owed will be calculated in the following manner:

- Aspire wil reasonably determine the federal portion of total earned interest for the period.
- Aspire will apply applicable interest rates to the reporting period's average daily federal cash balances
    - If the combined federal cash available under this approach is negative for any day during the period, Aspire will record the average daily federal cash balance as zero to avoid reducing or offsetting federal interest earnings
- Since non-federal funds will be pooled with federal funds, Aspire may reduce the daily federal cash balances by the corresponding proportionate share of required cash match for each program.
    - For example, if federal program Title XYZ has a 20 percent match requirement and Aspire accounts for the non-federal match in the Title XYZ federal program resource code, then the 20 percent proportionate share of match may be excluded from the calculated daily and average daily balances.

III. Investment Policy

A. SCOPE

This policy applies to those state and private funds of Aspire Public Schools that may be used for any purpose and are defined by an unrestricted resource code under the general ledger chart of accounts. It also applies to restricted private donor funds which are not limited from investing (hereinafter "Cash"). Cash *excludes* all 2015 and

2016 Bond proceeds, which are not investable. The purpose of this policy is to set forth guidelines for the investment of the Cash. This policy also defines how decisions regarding the management and investment of Cash shall be made.

B. ROLES AND RESPONSIBILITIES

Aspire Public Schools' Board of Directors has delegated the authority to invest or reinvest Cash of Aspire, and to manage Aspire's investments, to the Chief Financial Officer ("CFO"). The CFO or Controller shall be responsible for communicating this policy to brokers and investment advisory firms. The CFO or Controller shall also be responsible for executing transactions, authorizing specific investment instruments and managing liquidity in accordance with this policy. The Board of Directors shall not approve the purchase or sale of specific investments and shall not make decisions regarding the management of Aspire's investments. The CFO or Controller will be responsible for reporting the investment performance, account balance and asset allocation to the Board of Directors at least quarterly in conjunction with the Board of Directors' review of financial statements. Such report shall include information necessary for the Board of Directors to review the investment portfolio, review the practices and procedures of the CFO, and review whether the investments comply with the Investment Policy Statement and whether Aspire has adequate funds to meet its obligations. The Controller is also responsible for monitoring the available Cash to be invested. This will be done by calculating quarterly the funds received by the state or private donors that is restricted by purpose, and in the case of private donor funds is also restricted from investing (hereinafter "Restricted Cash"). The Restricted Cash balance will be maintained in the Aspire checking accounts over the course of the following quarter, and adjusted for any significant Restricted Cash received or expended. Any additional money will be treated as Cash available to invest.

C. INVESTMENT PHILOSOPHY

This policy establishes the underlying goals of Aspire Public School's investment strategies and identifies the types of investment vehicles eligible for company investment. Goals of investment instruments are in priority order:

1. Protect and Preserve Principal – minimize the probability of a loss of principal value.
2. Provide appropriate level of liquidity for Aspire's cash needs by ensuring that an adequate allocation of cash equivalent securities is maintained and that the other investments can be readily converted into cash if necessary
3. Earn a suitable amount of interest income considering the objectives of preserving principal, liquidity and prevailing market conditions.

In order to achieve these objectives the portfolio will approximately match the anticipated cash needs.

D. INVESTMENT PORTFOLIOS

Aspire Public School's Cash and investments are grouped into two categories: Operating Cash and Core Cash.

General Maturity Parameters:

1. Operating Cash:
    - Provides short-term liquidity for day-to-day operating needs. The maximum maturity of any security shall not exceed 1 month. The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days.

2. Core Cash:
    - Provides a buffer of short-term liquid securities, readily convertible to cash. The maximum maturity of any security shall not exceed 1 year and the weighted-average portfolio maturity shall not exceed 9 months. The core cash portfolio will represent the remainder of cash not invested in the Operating Cash Portfolio.

E. DIVERSIFICATION PARAMETERS

It is the policy of Aspire Public Schools to maintain appropriate asset diversification. To adhere to this policy the investments shall be diversified by:

1. Limiting investments to overconcentration in securities from a specific issuer or business sector (excluding U.S. Treasuries/Securities)
2. Limiting investments in securities that have higher credit risk
3. Investing in securities with varying maturities
4. Continuously investing a portion of the portfolio in readily available funds to ensure that appropriate liquidity is maintained in order to meet ongoing obligations

F. ELIGIBLE INVESTMENTS

The following is a list of authorized security types. However, a particular investment being listed as authorized is necessary but not sufficient criterion to make it an appropriate investment. Each individual investment should be assessed within the context of the current market environment to determine if it adheres to policy objectives:

1. U.S. Treasury Obligations
2. U.S. Agencies and Government Sponsored Enterprises
3. Government Money Market Funds

G. INVESTMENT ALLOCATION MATRIX

Investment Type	Quality Criteria	Maturity Limit	Asset Class Limits	Issuer Limits	Eligible Investment Portfolio
U.S. Treasury Obligations	Full Faith and Credit of U.S.	Up to 12 Months	100% of Portfolio	Unlimited	Operating, Core
U.S. Agencies and Government Sponsored Enterprises	S&P >= AA-/A-1+ Moody's >= Aa3/P-1 Fitch >= AA-/F1+	Up to 12 Months	100% of Portfolio	Up to 40% of Portfolio	Operating, Core
Government Money Market Funds	S&P >= AAAm Moody's >= Aaa-mf Fitch >= AAAmmf	N/A	100% of Portfolio	50% of Portfolio and up to 3% of Money Market Fund assets	Operating, Core

Should any of the investments become out of variance based on the tolerance levels or limits noted above, timely communication will be made to the CFO in order to resolve the discrepancy.

H. DELEGATION AND AUTHORIZATION

Authority to manage Aspire Public School's investment program is delegated to the CFO, who shall be responsible for managing all investment transactions and may delegate ministerial functions, such as initiating investment transactions approved by the CFO, to qualified Aspire staff. The titles of individuals currently fulfilling the following positions are authorized to initiate transactions on behalf of Aspire Public Schools: CFO, Controller and Director of Finance.

I. ADVISOR – BROKER RELATIONSHIP

The CFO shall choose investment advisory firms and brokers involved in Aspire Public Schools' investment program after reviewing options presented by the Controller. The Controller shall administer the program and maintain relationships with advisory and brokerage firms. Such firms shall work through the Controller for managing individual investment vehicles and communicating with Aspire Public Schools.

J. INVESTMENT POLICY EXCEPTION

All exceptions to this policy will require approval by the CFO.

Exceptions may include the following circumstances:

1. A permitted security will have a minimum of two of the three required ratings from Standard & Poor's, Moody's or Fitch. If a purchased security falls below the minimum rating requirement, the security will be reviewed by the CFO.
2. A security with a single rating may be purchased if it meets the minimum ratings criteria. Securities with two or more ratings are acceptable if at least one rating meets the minimum ratings criteria set forth herein.
3. Security and portfolio allocation limits will be determined at the time of purchase. If an asset class surpasses the appropriate allocation limit due to changes in the overall portfolio, the CFO shall be notified and will review the portfolio to determine if any course of action is necessary.

K. OPERATING COVENANTS CONSIDERATION

It is the intention of Aspire Public Schools to comply with both its banking and annual 2015 and 2016 bond covenants. The implementation of this investment policy will consider the impact of those covenants and any future covenants before an investment transaction is authorized.

L. INVESTMENT POLICY REVIEW

The CFO will regularly review and modify the terms of this Investment Policy Statement as the CFO deems necessary. Prior to any changes being implemented, the CFO shall present this Investment Policy Statement to the Board of Directors for review. The CFO shall present this Investment Policy Statement to the Board of Directors for review at least annually. The Board of Directors shall review the Investment Policy Statement and recommendations of the CFO on revisions to it, but shall not take any action or direct the CFO to take any action with regard to Aspire's investment policies, or otherwise formulate or approve any of Aspire's investment policies.

M. INVESTMENT POLICY APPROVAL

The Investment Policy Statement was reviewed and most recently approved by the Aspire Public Schools CFO on June 12, 2018, and reviewed by the Board of Directors on June 21, 2018.

OPERATING PROCEDURE REGARDING INVESTMENTS

This is a supplemental page on operational procedures for our investment policy is not a part of the policy:

1. On a weekly basis, the Assistant Controller prepares a Cash analysis of all cash held in CA checking accounts as well as the balances in the Securities account.

2. In the cash analysis, there will be three checks for compliance in regards to the policy:
    a. To ensure we meet our Restricted Cash balance requirement
    b. To ensure we meet our Operating Cash balance requirement
    c. To ensure we meet the issuer limits requirement for each of our investments

3. Restricted Cash Balance Requirement: Restricted Cash is identified by using specific resource codes under the general ledger chart of accounts. On a quarterly basis (3/31, 6/30, 9/30, 12/31), a trial balance of all cash and investment codes is analyzed to identify all positive Restricted Cash balances (sometimes a restricted resource code can be negative, or overspent, due to timing in receipt of funds). The total amount of

all the positive Restricted Cash codes at the end of a given quarter will be the amount of cash we must maintain within our checking accounts for the upcoming quarter. Unless there are significant Restricted Cash funds received or expended during a quarter, we will not modify the Restricted Cash balance to be maintained during the quarter.

   a. Due to changes of cash flow during each quarter, cash balances in checking accounts will be analyzed on a weekly basis to ensure we meet our Restrict Cash balance requirement for the quarter. Funds will be moved to and from the investment and checking accounts to ensure compliance.

4. Operating Cash Requirement: The operating cash portfolio will be sized at 120 percent of expected cash outflows over the next 30 days. We must keep sufficient liquidity to meet this requirement. Cash in our checking account combined with securities maturing over the next 30 days will used to calculate Operating Cash.

5. In order to maximize the available Cash to be invested, the Finance team must ensure it is spending Restricted Cash throughout the course of a year (Historically, we have waited until year end to spend certain funding). The Assistant Controller and Director of Finance are responsible for coordinating the spending of Restricted Funds throughout the year.
   a. EPA and SB 740 Funding are examples of two types of Restricted Cash resources that we need to begin allocating expenses for throughout the year
   b. Resource 7338 (College Readiness Grant) and Resource 6264 (Educator Effectiveness Grant) will be spent down throughout FY17/18.

IV. School Site Ledgers

A. SCHOOL SITE CHECKING ACCOUNTS

Aspire has created one checking account for each school it operates and has opened three additional checking accounts at schools to support Student Body groups, Field Trip fundraising, and other Development teams. Each school site checking account is monitored on a weekly basis by the Accounting team to manage cash balances and sweep any excess funds deposited to the school's general fund.

The School Site Checking accounts are to be utilized by the school sites for making deposits of donations or fundraising proceeds and to issue checks for the expenditures less than $250. Office Managers/Business Managers are responsible to keep support documents and maintain the ledger up to date by using the Online School Ledgers.

Deposits: Deposits must be made at least once a week. Prior to deposits, Office Managers/Business Managers should make copies the checks. Copies of checks are kept at the school for internal financial records. The Deposits Summary Sheet must be filled with deposits breakdown and check/cash count and verified by two personnel including Office Managers/Business Managers.

Mealtime payment should not be deposited to school site account. It should be deposited to Aspire's main checking account and all backup documents should be sent to Home Office by courier.

In cases where a parent has written a bad check repeatedly, a School may request other form of payment using the NSF Check Letter.

Check Payments: Check payments are limited to $250 per check. Writing multiple checks to pay for expenses greater than $250 is prohibited. Office Managers/Business Managers must obtain an invoice or receipt to write a check. Where invoices or receipts cannot be obtained, appropriate detail documenting the expense should be supplied. A Principal is the sole signer of checks. In absence of a Principal, the Area Superintendent may appoint an Interim Principal or other authorized person to sign checks.

Online School Ledgers: Within 5 business days of the transactions, Online School Ledgers must be updated with applicable documents uploaded. Coding and procedures are available here.

V. Nutrition Application Collections & Payment Procedures

A. APPLICATIONS & ELIGIBILITY

1. The school distributes an application with "Food Service Policy" to all households. Every household is encouraged to return it to designated school personnel as soon as possible within the first week of school.

2. School personnel verify that applications are complete and send completed applications to Aspire FS main office **same day** of receipt from a household.

3. The Aspire FSA determines the eligibility of students by inputting data from the completed household Free and Reduced applications into Mealtime Applications Software which has the state's 2017-2018 eligibility scale. The Aspire FS sends notifications of eligibility the appropriate households and ensure that eligibility is reflected in the school's MealTime system.

4. The Aspire FSA selects the required number of households to verify income and sends "Names of Selection for Verification" to the school, and mail notifications to the appropriate household. If a household does not respond within a week of verification deadline, the school personnel contact the household and documents that contact. The school sends all household responses and documented contacts to the Aspire FS before the verification deadline.

a) *If household has responded before the deadline*, the Aspire FSA sends a "Notification of Eligibility" to the household and ensures that eligibility is reflected in the school's MealTime system.

b) *If the household does not respond before the deadline,* the Aspire FSA sends a "Notification of Denied Benefits" to the household and ensures that the school's MealTime system reflects a "paid" eligibility for all students from the household. If the unresponsive household wishes to re-apply, the Aspire FS requires any **new application to be accompanied with the documentation requested during the verification time period**.

B. PAYMENTS/CHARGES

1. Payments are collected in the school front office by the Office Manager/Assistant, Cafeteria Manager, or online. Payments can be made by students or parents on a daily, weekly, or monthly basis. Notification is given via phone or mail to accounts that have hit their charge limit, so identification is not made in the service line. Each student is allowed to charge up to 3 meals. Once a student accumulates 3 charged meals on an account, the Paid student can no longer be served without prepayment. Billing Statements will go out once a week. If payments are continually late, charging privileges are terminated and prepayment is required.

2. The money received is counted by the cafeteria manager daily. At the end of each week the office manager deposits the money into the bank. All records are sent

to a home office. The home office accounting department reconciles the deposited money.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NOTE: The only protected classes covered under the Child Nutrition Programs are race, color, national origin, sex, age, or disability. – U.S. Department of Agriculture Letter, May 24, 2013

VI. Fixed Assets

A. PURPOSE AND OVERVIEW

Aspire Public Schools utilizes Sage FAS Depreciation 2017.1 accounting software to record, track, and report on all fixed assets. All fixed assets will be tagged, recorded, tracked, and reported by the Accountant at the Home Office in Oakland. Examples of fixed assets include but are not limited to: land, buildings, vehicles, equipment, and furniture. Having a tracking system such as Sage FAS Depreciation benefits Aspire Public Schools because it:

- Provides Aspire with a system to value, track, and report items with significant value for accounting purposes. It helps also in meeting State and Federal Account requirements.
- Assists in providing useful information for Risk Management/Insurance purposes.
- Easy use in identifying assets and yearly inventory processes.

B. DEFINITION

Aspire Public Schools defines a fixed asset as an item, tangible in nature, with a per unit value of $5,000 or greater, and having a useful life in excess of one year. Fixed assets are acquired by purchase, through construction, or donation. One exception to the per unit value rule is furniture and equipment. Bulk furniture (Object code 9443) and equipment (Object code 9444) purchases greater than $5,000 should be capitalized as its useful life is typically around 7 years or greater.

The use of fixed asset is synonymous with the term capital asset.

C. ACQUISITION

Typically, transactions that become fixed assets are initiated by a purchaser (who requests a purchase through a PO) and authorized by a principal or a manager. The asset goes through the AP process and is posted into the general ledger. Other projects initiated by the school sites or Facility Manager can be capitalized as well as long as it meets the per unit value requirement of $5,000. It is not uncommon for Aspire to receive an asset donation and in this situation the asset will be recorded

with a journal entry by the Accountant at the Home Office. Donated fixed assets to the organization will require a letter or other documentation stating specific details such as value and description of the particular asset. Routinely, the Accountant reviews all general ledger transactions for items coded to the fixed asset accounts and items that may be miscoded to an expense account. The Accountant also meets regularly with the Facilities Manager to discuss updates on projects ongoing at school sites (Refer to the "Fixed Assets Additions-Disposals" job aide for more details on procedures for acquisitions of assets).

D. TRACKING OF FIXED ASSETS

The Accountant at the Home Office is responsible for ensuring all fixed assets are tagged, recorded, tracked, and reported on. Routinely, the Accountant reviews the general ledger to identify fixed assets. Once an asset has been identified, the owner of the PO for the asset purchase will be contacted and notified that the asset will need to be tagged.

Within the Sage FAS Depreciation module, the Accountant is responsible for creating an active asset in the system and entering all applicable information. Typical information to be entered in the new asset created should be:

- Aspire Inventory tag number
- Acquisition date
- Description
- Account codes (Asset and accumulated depreciation account codes)
- Location
- Vendor/manufacturer
- Serial number (if applicable)
- Site/department
- Invoice number
- Quantity and total cost
- Useful life of asset

E. TAGGING FIXED ASSETS

Tagging of a fixed asset will be facilitated by the Accountant. If the Accountant is not available to tag an asset, the tagging should be done by an IT member or School Administrator. Tags will be provided by the Accountant and a photo of the tagged item

should be sent to the Accountant if he/she is not present in the tagging of the asset. A tag should be placed on the item(s) within two weeks of the acquisition.

Tags are used to more closely identify the asset and are very important to its proper disposal or transfer. Not every asset that is recorded is given an asset tag.

Examples of assets that are not to be tagged:

- Building/leasehold improvements
- Software
- Other intangible assets (land)

Examples of assets that are to be tagged:

- Computer equipment (servers, wireless networking equip.)
- Furniture
- Other equipment (storage containers, telephone systems, projectors)

It is critical for assets to be tagged properly so the tag will stay on for life of the asset. If tags do become detached or unreadable for any reason, the Accountant at the Home Office should be notified immediately and the tagged to then replaced with a new one.

It is the responsibility of the Accountant to meet annually with IT Regional Managers to review computer hardware and software related items. The purpose of this meeting is to receive a current status on all equipment to make sure disposals or transfer occur on timely basis.

F. DEPRECIATION

Depreciation calculations shall be executed in the Sage FAS Depreciation system once a month by the Accountant during the month-end closing process. The Accountant then prepares the entry into MIP (Accounting system) to record the depreciation amounts. Depreciation amounts are calculated based on the total value of the asset and the useful life. They are calculated on the straight-line method. Once all acquisitions for the month have been recorded in FAS system, the Accountant shall run the depreciation.

The useful lives of typical Aspire assets are as follows:

Asset Class	**Example:**	**Useful Life (Years)**

Buildings	Classrooms/Gyms	30
Building Improvements	HVAC, Plumbing, Electrical, Flooring, Painting	10-15
Leasehold Improvements	HVAC, Plumbing, Electrical, Flooring, Painting	10-15 or the remaining life of lease, whichever is shorter
Computer Equipment	Servers and hardware	3-5
Custodial Equipment	Floor scrubbers and polisher	5-10
Outdoor Equipment	Playground equipment, Pumps	10-15
Furniture	Desks, chairs, cabinets, storage, etc	5-7
Computer Software	Admin and Instruction	3-5

G. PROPERTY DISPOSAL

If an item asset reaches its “end-of-useful-life” (as determined by a Director or Principal), the items will be classified as obsolete and disposed of. When an item is determined to be obsolete, it is extremely important to take note of the tag number associated with it. This tag number is to be immediately reported to the Accountant at the Home Office once the asset has been disposed of. If the item does not have a tag number a description of the items being disposed shall be reported the Accountant to determine whether a disposal entry is needed.

There are situations where schools may be leaving a location and moving on to a new one. In these cases, the Accountant will be in close contact with the Office Manager at the schools location on the transfer, disposal, or sale of the schools assets.

H. PHYSICAL INVENTORY

A physical inventory is necessary for accountability and control. It confirms the reliability that can be placed on the fixed asset accounting system by verifying the actual existence of items represented by the fixed asset records. At least annually, the Accountant at the Home Office will be responsible for coordinating an inventory check up with each school site. The schools will need to go through and see that all assets that have been tagged still have a tag and if they see tags that need to be replaced, the Accountant shall provide them with new tags. All information will be reported to the Accountant at the Home Office and all necessary updates will be performed.

I. THEFT OR LOSSES

Upon discover of theft/loss or damage to school property, the campus or department must report to the Controller or Accountant at the Home Office. It is extremely important for a report to be made on the situation so that proper insurance claims can be filed in a timely matter. If applicable, a police report should be made and a copy of that report be submitted to the Controller. The claim shall be filed by the Controller with our insurance company CharterSafe.

VII. Insurance

A. Aspire Public Schools maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:

1. Directors & Officers Liability
2. Employment Practices Liability
3. Fiduciary Liability
4. General Liability
5. Employee Benefits Liability
6. Educator's Legal Liability
7. Sexual Abuse Liability
8. Law Enforcement Activities Liability
9. Automobile
10. Excess Reinsurance
11. Crime/Employee Dishonesty
12. Property
13. Pollution Liability
14. Terrorism Liability
15. Student Accident
16. Cyber Liability
17. Employers Liability
18. Workers' Compensation

B. The Board of Directors, supported by the Chief Financial Officer and Chief Executive Officer, will periodically review Aspire Public Schools insurance coverage and may add or eliminate policies from time to time.

Aspire Public Schools requires proof of adequate insurance coverage from all prospective contractors.

C. The Chief Financial Officer (CFO) is responsible for procuring annual renewals with Aspire Public Schools' insurance broker. Following communication of relevant budget information, quotes for renewal will be procured by the CFO in advance of a policy's expiration and presented to the Board of Director's for review and approval.

VIII. External Debt & Line of Credit

A. OVERVIEW

Aspire's current debt and borrowings have taken four primary forms to date:

1. Short-term line of credit borrowing (3-6 months)
2. Medium-term working capital borrowing (1-4 years)
3. Long-term notes (5-10 years)
4. Long-term debt (> 20 years)

B. INITIATING & AUTHORIZING

The initiation of new debt differs based on the type of need that is being financed. All new debt regardless of length must be approved by the Board of Directors. This includes the implementation and renewal of a line of credit.

Prior to securing any type of debt on a school site, the applicable charter authorizer must be notified in writing.

The need for short-term working capital is determined by doing monthly cash forecast of inflows and outflows and then securing a line of credit that is sufficient to meet our needs while providing a buffer to allow for delays in inflows or unplanned material outflows. In addition, Aspire manages its cash so that public revenue generated for each specific school is not used for any other school. The Controller and the Assistant Controller work closely with the Financial Analysts to create the cash

projections for each school. If a cash shortfall is anticipated for a school, the Assistant Controller or Controller will present a recommendation with the amount to draw on the line of credit for the CFO to approve. Similarly, based upon the cash projections, the Assistant Controller or Controller will present a recommendation to repay amounts on the line of credit for the CFO to approve.

The initiation of medium-term working capital borrowing is initiated by the CFO upon approval from the Board. The purpose for medium-term borrowing is to provide capital for growth of new schools.

Aspire has used long-term debt to finance facilities. To date, Aspire has issued bonds on six occasions.

1. 2001: Bonds were issued to finance the construction of Aspire Lionel Wilson College Preparatory Academy; these bonds were retired as part of the 2010 bond issue described below
2. 2002: Bonds were issued to finance the construction of Aspire River Oaks Charter School and Aspire Ben Holt College Preparatory Academy; these bonds were retired in 2005 with the proceeds of Certificates of Participation that were issued on our behalf by Lodi Unified School District. In 2015 Aspire paid down the COPs by issuing a new bond (2015 series). This bond also funded the capital expansion for a new school, Aspire Ben Holt Middle School.
3. 2010: Bonds were issued to finance the permanent homes of 10 Aspire schools:
    a. Aspire Lionel Wilson College Preparatory Academy (refinanced the 2001 bonds as described below)
    b. Aspire Titan Academy (purchased the facility that was under a long-term lease with PCSD)
    c. Aspire Junior Collegiate Academy (purchased the facility that was under a long-term lease with PCSD)
    d. Aspire Alexander Twilight College Preparatory Academy (purchased the facility that was under a long-term lease with PCSD)
    e. Aspire Alexander Twilight Secondary Academy (opened in 2010)
    f. Aspire Langston Hughes Academy (opened in 2010)
    g. Aspire Port City Academy (opened in 2010)
    h. Aspire Golden State College Preparatory Academy (opened in 2011)
    i. Aspire East Palo Alto Phoenix Academy (opened in 2011)
    j. Aspire Pacific Academy (opened in 2010)

4. 2015: Bonds were issued to buyout the Lodi Capital lease and finance the permanent homes of 3 Aspire schools:
    a. Aspire Ben Holt College Preparatory Academy
    b. Aspire River Oaks Charter School
    c. Aspire Benjamin Holt Middle School
5. 2020: Bonds were issued for expansion construction projects at the following schools:
    a. East Palo Alto Charter School
    b. Aspire University Charter School
    c. Aspire Vanguard Preparatory Academy
    d. Aspire Langston Hughes Academy
    e. Aspire Port City Academy
    f. Aspire Alexander Twilight College Preparatory Academy
    g. Aspire Alexander Twilight Secondary Academy
6. 2021: A Bond was issued for construction of a new site for Aspire Capitol Heights Academy

The 2010 Bonds were refunded in 2016. A new bond was issued in 2016 (Debt is held by College for Certain Inc).
Once the need for long-term financing is identified, the CFO works with a team of lawyers, underwriters, financial advisors and bond trustees to determine whether the financing terms are affordable for the site. Aspire's Board approves all bond-related documents prior to them being signed.

Similarly, the state construction bond programs (Props 47, 55 and 1D) are opportunities for us to finance new facilities. The programs require a detailed application that includes information on the desired area to build, the size of the school and the general demographics in the community where we plan to open the school. The programs are structured such that 50% of the total award amount is in the form of a grant and 50% is paid back to the state over 30 years. All documents are approved by the Aspire Board before signing.

C. RECORDING & PROCESSING

When new debt is incurred, a copy of the loan terms is provided to the Staff Accountant or Assistant Controller to be recorded in MIP. An amortization schedule is created in our monthly reconciliation process to ensure that we are recording the proper balances in the proper categories (e.g. long-term vs. short-term and interest vs. principle). In overview, when debt is taken out, cash is debited and the related debt

accounts are credited and vice versa when payments are made.

Payments made on debt take various forms:

- The Charter School Growth Fund payments on $1M loan will be made on the due dates; interest payments are due annually, and principal payments are due in 2016 & 2017
- Payments on the 2015 and 2016 bond series are withheld from our state apportionment prior to us receiving the funds.
- Prop 47 and 55 interest payments are made on a semi-annual basis and principal payments are made annually.

D. RECONCILING & REPORTING

Each month, our close process ensures that the proper balances are recorded for each debt instrument. This is done by comparing the balances in the short- and long-term accounts against the amortization schedules. The close schedules are prepared by the Assistant Controller and reviewed by the Controller or CFO.

IX. Intra-Organizational Loan Policy

A. BACKGROUND

The Board of Directors of Aspire Public Schools (the "Board"), which operates California charter schools, is committed to safeguarding the organization's assets and ensuring compliance with all applicable state and federal laws and regulations regarding the use of its funds. To provide an accurate and auditable record of all financial transactions, the books, records, and accounts of Aspire Public Schools and each of its charter schools are maintained in conformity with generally accepted accounting principles (GAAP) as applicable to charter schools. Aspire Public Schools uses accounting methods that track the sources and uses of Aspire's and each school's funds and Aspire Public Schools does not commingle, i.e. blend, funds.

Charter schools depend on government funding, and from time to time Aspire Public Schools and its charter schools may experience funding shortfalls, government revenue reductions, unexpected cash flow needs, or funding deferrals that may cause cash shortages. The Board hereby adopts this Policy so that resources can be allocated from within the organization's charter school network and national office to ensure uninterrupted educational services and to safeguard against funding shortfalls. If a school, national or regional office does not have sufficient funds, Aspire Public Schools may, with Board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the national office and/or a regional office. This type of interfund transaction is referred to herein as an "intra-organizational loan". The purpose of this Policy is to ensure such loan transactions and balances, and the origin, source and use of the loan funds, are transparent, auditable, accountable and approved in writing.

The use of intra-organizational loans from one charter school to another charter school and/or the national office and/or a regional office operated by the same nonprofit public benefit corporation has been deemed appropriate by the California Fiscal Crisis and Management

Assistance Team ("FCMAT") in its Charter School Accounting and Best Practices Manual published in 2017: "If a school or central office does not have sufficient funds, the CFO may, with board approval, temporarily transfer funds from a charter school that has surplus funds to another charter school and/or the central office. As long as funds are not blended (i.e., as long as their identity, origin and source remain known and identifiable), loans between charter schools and school sites, interfund, interschool, interdepartment, or intra-organization loans, or due-to/from receivable/payable transactions are allowable." Likewise, according to the legal counsel for the California State Auditor: "a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds."

B. POLICY STATEMENT

Consistent with FCMAT's and the State Auditor's guidance, this Policy permits intra-organizational loans from an Aspire Public Schools charter school that has surplus funds to another Aspire Public Schools charter school and/or the national office and/or a regional office so long as such loans adhere to the procedures set forth herein.

This Policy does not permit any loans to third parties, and does not apply to regular interfund transactions in the ordinary course of business between an Aspire Public Schools school's account and the Aspire Public Schools operating account, such as for reimbursement of cash disbursements made to vendors on a school's behalf or payment of payroll and benefits. As set forth in Aspire Public Schools' fiscal policies and procedures, regular interfund transactions are presented on the financial statements as interfund receivables or interfund payables based on the net account balance. In addition, Aspire Public Schools prohibits commingling funds to such an extent that the funds become blended. For purposes of this policy, blending means that the identity, origin, and source of the funds are lost or unidentifiable.

C. PROCEDURES

The Chief Financial Officer ("CFO") of Aspire Public Schools or designee shall monitor Aspire Public Schools cash balances regularly. When there may be a need for funds at a school, the national office or a regional office, the CFO should assess the reserve funds available for all charter schools as well as the national and regional offices. If a school, national or regional office does not have sufficient funds, the CFO may seek Board approval to make a temporary intra-organizational loan.

All intra-organizational loans must be approved by the Board or designee and documented pursuant to an Intra-organizational Loan Agreement, which shall identify the "lender" and "borrower" accounts and include such terms as the loan amount, repayment period and repayment method (e.g., monthly or quarterly), and a determination that the loan does not adversely affect the public school purposes of the charter school that loans the funds.

The CFO or designee shall ensure the balance of each intra-organizational loan and the origin, source, and use the funds are clear, open, auditable, and accountable. The CFO shall report to the Board as needed on the financial condition of the borrower and lender accounts, amounts outstanding, and anticipated repayment dates.

Specific protocols:

- A schools shall only be able to loan money to another school, the national office or a regional office, such that it has sufficient unrestricted cash reserves to meet its ongoing operating needs.
- At the beginning of each fiscal year and quarter, the CFO, Director of Finance and Controller shall review each school's reserve balance and school cash reserve to identify those schools with sufficient cash balance to loan to another school, and those potential schools in need of funds.
- Each intra-organizational receivable and payable account by school, national office or regional office should be reconciled and reviewed monthly by the 15th following the month end close date.
- At the end of the fiscal year, intra-organizational receivable and payables should be reviewed to determine which accounts may be settled. Any intra-organizational receivables and payables not settled by June 30th of any year should be converted to intra-organizational loan agreements that include interest rate, repayment period, repayment frequency and duration. Agreements should be put in place no later than November 30th of each year following the fiscal year end.
- The interest rate included within the intra-organizational loan agreements is based upon the rate of interest a school with excess funds would earn in Aspire's selected Government Money Market Funds per its Investment Policy. The interest rate will be set at the beginning of each fiscal year and quarter based upon the actual Government Money Market Fund rates.
- Each year, by November 30th any intra-organizational loan agreements and related documents shall be presented and approved by the Board for the preceding fiscal year end.

INTRA-ORGANIZATION LOAN AGREEMENT TEMPLATE

$_____(AMOUNT)_____(DATE)

FOR VALUE RECEIVED, the undersigned, (the "Maker"), hereby promises to pay to the order of _____ (NAME) ("Payee"), the principal sum of $_____pursuant to the terms and conditions set forth herein.

PAYMENT OF PRINCIPAL. The principal amount of this intra-organizational agreement (Agreement) and any accrued but unpaid interest shall be due and payable in

_____ (NUMBER OF PAYMENTS) (CIRCLE ONE: equal monthly installments / equal quarterly installments / payments as described below) beginning_____(DATE OF FIRST PAYMENT).

All payments under this Agreement shall be applied first to accrued but unpaid interest, and next to outstanding principal. If not paid sooner, the entire remaining indebtedness (including accrued interest) shall be due and payable on_____(DATE OF FINAL PAYMENT).

INTEREST. This Agreement shall bear interest at_____(ANNUAL INTEREST RATE) percent.

PREPAYMENT. The Maker shall have the right at any time and from time to time to prepay this Agreement in whole or in part without premium or penalty.

REMEDIES. No delay or omission on part of the holder of this Agreement in exercising any right hereunder shall operate as a waiver of any such right or of any other right of such holder, nor shall any delay, omission or waiver on any one occasion be deemed a bar to or waiver of the same or any other right on any future occasion. The rights and remedies of the Payee shall be cumulative and may be pursued singly, successively, or together, at the sole discretion of the Payee.

STATE DEFERRAL OF REVENUES. If the Maker's state apportionment revenue is subject to payment deferral by order of statue, then the Maker may defer payment to the Payee with no penalty incurred until the Maker receives said deferred funds.

EVENTS OF ACCELERATION. The occurrence of any of the following shall constitute an Event of Acceleration by Maker under this Agreement:

(a) Maker's failure to pay any part of the principal or interest as and when due under this Agreement unless due to state deferrals; or

(b) Maker's becoming insolvent or not paying its debts as they become due.

ACCELERATION. Upon the occurrence of an Event of Acceleration under this Agreement, and in addition to any other rights and remedies that Payee may have, Payee shall have the right, at its sole and exclusive option, to declare the entire remaining amount due under this Agreement to be due and payable immediately.

SUBORDINATION. The Maker's obligations under this promissory Agreement are subordinated to all indebtedness, if any, of Maker, to any unrelated third party lender to the extent such indebtedness is outstanding on the date of this Agreement and such subordination is required under the loan documents providing for such indebtedness.

WAIVERS BY MAKER. All parties to this Agreement, including the Maker and any sureties, endorsers, and guarantors, hereby waive protest, presentment, notice of dishonor, and

notice of acceleration of maturity, and agree to continue to remain bound for the payment of

principal, interest and all other sums due under this Agreement, notwithstanding any change or changes by way of release, surrender, exchange, modification or substitution of any security for this Agreement or by way of any extension or extensions of time for the payment of principal and interest; and all such parties waive all and every kind of notice of such change or changes and agree that the same may be made without notice or consent of any of them.

EXPENSES. In the event any payment under this Agreement is not paid when due, the Maker agrees to pay, in addition to the principal and interest hereunder, reasonable attorneys' fees not exceeding a sum equal to 15% of the then outstanding balance owed on the Agreement, plus all other reasonable expenses incurred by the Payee in exercising any of its rights and remedies upon default.

GOVERNING LAW. This Agreement shall be governed by, and construed in accordance with, the laws of the State of California.

SUCCESSORS. All of the foregoing is the promise of Maker and shall bind Maker and Maker's successors, heirs and assigns; provided, however, that Maker may not assign any of its rights or delegate any of its obligations hereunder without the prior written consent of the holder of this Agreement.

IN WITNESS WHEREOF, Maker has executed this promissory Agreement as of the day and year first above written.

Maker:_____ Payee: _____

(Signature) (Signature)

_____ _____

(Maker's NAME) (Payee's NAME)