November 14ᵗʰ, 2012

Dr. Tony Smith, Superintendent, and Members of the
Oakland Unified School District Board of Education
1025 Second Ave
Oakland, CA 94606

Dear Superintendent Smith and Members of the Board of Education,

I, James Willcox, as CEO of Aspire Public Schools, hereby certify the submission of a request to the Oakland Unified School District Board of Trustees, to renew our charter for Aspire Golden State College Preparatory Academy.

I am honored to present this Charter Renewal Petition on behalf of Aspire Public Schools. Aspire Golden State College Preparatory Academy is an existing and successful charter school serving students throughout Oakland. Aspire Golden State College Preparatory Academy has also met the legal requirements for renewal as set forth in Education Code §§47605 and 47607 as it has:

- Attained (or exceeded) its Academic Performance Index ("API") growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years; and
- Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years; and
- Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

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

Accompanying this letter is the charter petition itself and a CD version of the charter which will allow your staff easy access for their analysis. Thank you for your consideration.

Respectfully,

James Willcox
Chief Executive Officer
Aspire Public Schools

Enclosure

ASPIRE
PUBLIC SCHOOLS

College for Certain

Aspire Golden State

College Preparatory Academy

Charter

Original Charter Approved by Oakland Unified School District

(under the name of Millsmont Secondary Academy) in February 2008

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ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY CHARTER: ASSURANCES

The Aspire Golden State College Preparatory Academy ("School") will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

1. The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

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

3. The School shall be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

4. The School shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]

5. The School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined 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)-(B)]

6. The School shall not discriminate on the basis 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). [Ref. Education Code Section 47605(d)(1)]

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

8. The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

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

10. The School shall at all times maintain all necessary and appropriate insurance coverage.

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

12. If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. The School shall 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)]

14. The School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

15. The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

16. The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

17. The School shall comply with all applicable portions of the No Child Left Behind Act.

18. The School shall comply with the Public Records Act.

19. The School shall comply with the Family Educational Rights and Privacy Act.

20. The School shall comply with the Ralph M. Brown Act.

21. The School shall comply with the Political Reform Act.

22. The School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

23. The School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.

24. The School shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the school;

11/14/2012

Elise Darwish   DATE
Acting Area Superintendent, Bay Area
Aspire Public Schools
Lead Petitioner

INTRODUCTION

Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire Golden State College Preparatory Academy ("the 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 34 different campuses in various school districts throughout the state of California. Aspire is a California non-profit 501(c)(3) public benefit corporation and its mission includes the following:

- To increase the academic performance of underserved students

- To develop effective educators

- To share successful practices with forward-thinking educators

- To catalyze change in public schools

The School has been chartered in the Oakland Unified School District ("District") under the auspices of Aspire since 2008. The School's present charter is set to expire on June 30, 2013. The School complies with the legal requirements for renewal as set forth in Education Code §§47605 and 47607 as it has :

1. Attained (or exceeded) its Academic Performance Index ("API") growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years;

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;

3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years;

API and School Rank: 2008 - 2012				
	2008-09	2009-10	2010-11	2011-12
API (Base)	665	660	734	699
State target	N/A	7	7	5
Actual Growth	B	-4	74	-35

State Rank	2	1	4	TBD
Similar Schools Rank	7	6	9	TBD

*(See: **http://www.cde.ca.gov/ta/ac/ap/apireports.asp** for further information regarding the School's academic performance)*

The School has done a financial analysis and projections that support continued operation of a 6-12 school in the District on a financially sound basis.

The School is located at 1009 66th Ave. Oakland, California, where Aspire Public Schools has built the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District ("the District") to renew the charter for School for a five-year period, from July 1, 2013 to June 30, 2018.

The Charter Schools Act of 1992 states that:

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

a) *Improve pupil learning.*

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

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

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

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

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

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

- California Education Code Section 7601(a)-(g)

The 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 A: Educational Program

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

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

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

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

Target Population

The School currently serves approximately 483 students in grades 6-12. A summary of historical enrollment and demographics can be found in Appendix I.

According to demographic data compiled by the California Department of Education, the District enrolled 46,377 students in 2011-12. Of these students, African Americans constitute 31% of the students, American Indians .4%, Asians 13.4%, Filipinos .8%, Hispanics 41%, Pacific Islanders 1.1% and Whites 8.8%. During the 2011-12 school year, students who spoke English as a second language made up 28.8% of the District student body. The School seeks to enroll a diverse population of students that reflects these demographics.

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; and

- Students whose 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 School's Mission

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

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

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

How Learning Best Occurs

Aspire's education program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The California content standards drive the instruction of Aspire by providing the road map of what students need to know. Students will have the skills and habits of mind to graduate with the A-G approved coursework in order to gain admission to a postsecondary school of their choice.

In order 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. They believe 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 their core curriculum.

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 School's Program Design Elements

Community

Aspire schools are small with approximately 70 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for our secondary schools (6-12) is between 420 and 600 students.

- *Smaller 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 29:1 ratio in grades four through twelve. Also, students in the 6th through 12th grade spend part of each day in advisory sessions with a student-teacher ratio of approximately 17:1.

- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 17 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social service agencies). The same group stays together through graduation, and provides a support structure for students.

Learning Time

Aspire provides 15% more learning time for students, and uses time more effectively during the year and day to maximize in-depth learning.

Longer school day

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

Longer school year

Aspire schools provide approximately 186 to 190 days of instruction, which is about 11 more days than traditional public schools. Some of these additional days are on Saturday, when

parents can attend class with their children. A sample school calendar is attached in Appendix III.

<u>Modified Traditional Calendar</u>

Modified Traditional Calendar: After its first year of operation, the 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 has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. Sample Instructional Guidelines are attached in Appendix IV. These guidelines, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

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

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

- *Problem Solving:* this method provides students with a 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.

- *Project-based Learning:* In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the "habits of mind" necessary for success in college and the world beyond, such as perseverance, responsibility, and time management.

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

- *Flexible supports*: Many supports will be provided within the classroom, the school and community. For example, 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.

- *Authentic experiences:* In the early elementary grades at Aspire schools, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at Aspire schools, students focus on "reading to learn," through reciprocal teaching, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

  Distance Learning: In grades 11 and 12, students may elect to take some specialized coursework on-line, through colleges and universities.

Curriculum

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

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

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

  One of the main resources in K-6 literacy instruction may be the Open Court Reading materials. Writing is be supplemented with vocabulary and instruction based on the Six Traits of Writing. Grades 9 -12 use California's Recommended Literature list for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, non-fiction texts and additional resources such as Write Source.

- *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! Interact and a variety of non-fiction texts.

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

- *Mathematics:* 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, Harcourt Brace, Prentice Hall and California Preparatory Mathematics can be interwoven with other real-life problems.

  A key tool in mathematics instruction is the standards-based software program Edusoft. Edusoft creates, scores and reports standards-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Edusoft reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction.

  For example, the results of a standards-based assessment given in 5th grade might show that 90% of the students mastered Math Standard Number Sense 1.2, but only 15% mastered Number Sense 2.3. The teacher would provide remediation for students who did not understand one standard and reteach the whole class the other standard. 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:* Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted

textbooks may be supplemented with AIMS, FOSS, and local scientific resources such as guest speakers, field trips, and presentations.

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

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

- *Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.

- *Health:* 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.

Early College Model

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

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

Alignment with California state standards and UC A-G requirements

Aspire offers the full complement of courses to meet California's state testing expectations in grades 9 through 11, ensuring that all students master the California standards. For non-tested courses, Aspire will work closely with the local institutions of higher education to design and provide courses that both meet the college's requirements and work within the California Frameworks.

Sample Scope and Sequence

A – G Reqm't	9th Grade		10th Grade		11th Grade		12th Grade	
	S1	S2	S1	S2	S1	S2	S1	S2
A: Social Science			World History	World History	US History	US History	Econ	*Civics*
B: English	English 1	English 1	English 2	English 2	English 3	English 3	Expos. Read/ Writing	*English 1A*
C: Math*	Geometry	Geometry	Alg 2	Alg 2	Pre-Calc	Pre-Calc	*Statistics*	*Math Analysis*
D: Lab Science	Physics	Physics	Biology	Biology	Chemistry	Chemistry		*Biology*
E: Foreign			Spanish 1	Spanish 1	Spanish 2	Spanish 2		

Language								
F: Art					Art 1	Art 2	*Drama*	
G: Electives						*Psych*	*Anthro*	*AA Lit*
Aspire Add'l	*Tech*	*Tech*						College Summit	
	AVID	AVID	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
	English Comp	English Comp						

* Students are expected to pass Algebra in the 8th grade

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

Assessment

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

- All standardized and standards-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, CST, CELDT and Physical Fitness Test)[2];

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment, SRI Reading Assessment, SAT and ACT)

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[2] 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.

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

- Day-to-day assessments related to specific content or skills (running record for language arts; Edusoft 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

- Examination of final products (a final draft of a paper, an interdisciplinary final project, and 8th grade Rites of Passage (ROPES) project, 6-12 Exhibitions) based on criteria and standards clearly communicated at the beginning of the project.

A sample assessment calendar can be found in Appendix V.

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has 3 to 5 computers in a classroom with Internet access, a computer lab or access to banks of laptop computers. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

Support for English Learners

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. The School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher

qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

- Home Language Survey

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

- CELDT Testing

    All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment[3] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

Reclassification Procedures

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

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

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

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

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

- The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

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

- realia (real objects and materials)

- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)

- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)

- graphic organizers (matrices, Venn diagrams and webs)

- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

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

Ongoing Assessment of EL Students

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

Monitoring and Evaluation of Program Effectiveness

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

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

Support for students

<u>Highly Qualified Teachers</u>

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 No Child Left Behind Act. Teachers are typically encouraged to pursue National Board Certification within their first five years at Aspire. 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.

<u>Personalized Learning Plans</u>

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

Support for Students Achieving Below Grade Level

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

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

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

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

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

Support for Students Achieving Above Grade Level

Because Aspire's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School.[4] For instance, the instruction during language arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Students in grades 9-12 achieving above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities.

Support for Special Education Students

In accordance with state and federal law, each student eligible under IDEA will be provided a free appropriate education in the least restrictive environment. No student will be denied admission to the School because he or she is in need of special education services. Aspire

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

is dedicated to ensuring that identified special education students shall be enrolled in the same 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 will include instructional strategies and systems which will support students with special education needs. The PLP will allow the teacher, student and parent to share information and create a program which meets the student's personal needs. It may include teacher interventions for a student or a list of student outcomes. The language arts and math programs focus on differentiating instruction for students. The professional development of all teachers focuses on making the curriculum fit the needs of every child in the classroom.

Aspire is charged with ensuring that all students, including students with disabilities, are progressing towards grade level mastery of California Content Standards and will attain College Readiness. Aspire's educational program includes systems of intervention, including After School Program, 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 ELL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

- CST
- CAHSEE
- CELDT
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

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

The decisions regarding specialized academic services each student will receive are the responsibility of the Individualized Education Team, which includes the involvement of parents in decision-making and developing the written Individualized Education Plan.

Post-Secondary Transition planning assessments and activities will be aligned with the School's College Guidance activities to ensure successful transition to college, other continued

learning as well as to develop the life and job skills that will lead to meaningful work and independence.

The identification process for students who would be eligible for special education services begins when students have been accepted through the enrollment lottery and enrolled in the School. Through the process of "Child Find", the Student Success Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education.

Specialized Academic Instruction will be provided by the Education Specialist (Mild/Moderate or Moderate/Severe) as determined in an eligible student's Individual Education Plan. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided as needed for students with specific accommodations or modifications to their learning program as included in their individual IEP. These options will also serve general education students with intensive academic or behavioral support needs as determined through the intervention process.

LEA Member in EDCOE Charter SELPA

The 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. As such, State and Federal funding shall be allocated directly to the School per the allocation plan of the Charter SELPA. The 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 School shall participate as an LEA member of the El Dorado County Office of Education Charter SELPA for the purposes of special education.

LEA Assurances

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

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

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

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

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

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

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

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

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

The 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, and the Charter SELPA. The Aspire Director of Special Education will involve the 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 school and to provide coaching support to the site special education to ensure that all requirements of IDEA are met, and each child is well served.

A comprehensive year-long Aspire Special Education Professional Development plan shall be developed with site team input to provide continuous learning opportunities and support to special education staff, as well as to build the capacity of the site team in meeting compliance with state and federal statutes, reporting requirements and use of instructional data for decision-making. In addition to an Induction Program for Education Specialist Credential, professional development will be provided about promising practices that support the specialized learning needs of special education students in the least restrictive environment, including: universal design for learning, models of collaboration and the unique specialized earning needs of the secondary learner. 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 each staff' individual professional development needs. Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter SELPA, or the Diagnostic Center.

Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements

Parents will receive a notice at the beginning of each school year that describes the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. A copy of the school's Parent Student Handbook, which includes this notice, is attached in Appendix VI. Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

The School is accredited by the Western Association of Schools and Colleges (WASC) and to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools

and out of state universities and colleges and by the admissions committees of the UC/CSU system.

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

Graduation and Course Requirements

- Complete course requirements (See below).

- Pass portfolio and exhibition reviews (See below).

- Passing of the California High School Exit Exam

- College readiness and acceptance at a four-year college or university (See below).

High School Graduation Requirements: Prescribed Course of Study

Students may fulfill course requirements through coursework at the School or through approved on-line coursework or approved coursework at a local college or community college. Students wishing to earn a high school diploma from the School shall successfully complete course work within a course of study in alignment with the UC/CSU A-G program and earn a designated number of credits.

Subject	Credits Required	Comments
A. History/Social Sciences	30	1 year of World History, 1 year of US History, 1 semester each of US Government & Economics.
B. English	40	Emphasis in Literature & Composition.

C. Mathematics	20	Courses must be taken in grades 9-12 and should include at least Geometry and Algebra 2; 3 years recommended
D. Laboratory Science	20	In at least two areas: physical and biological science; 3 years recommended
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.
F. Visual & Performing Art	10	The 10 credits must be in the same form of art.
G. Electives	50-70	Courses can be additional years in any of the A-G courses listed above or labs which extend the A-G courses. Courses such as PE, academic literacy, etc. do not satisfy this requirement.
Advisory	20-40*	Students must enroll in and pass advisory every year. Schools will vary in offering half or full courses
Technology	10	May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective.
Total	240	All students must earn a C- or better for credit.

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

High School Graduation Requirements: Additional Requirements

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

Requirement	Comments
Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12
College Credits	Students must take at least 5 college courses, 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the academic elective or A-G requirements above.

	This may be waived by schools due to financial constraints; however students must still meet the academic elective requirement above.
College Entrance Exams	Students must apply for and take the prescribed college-board entrance examinations.
College Applications	Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges).
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA.
College acceptance	Students must be accepted to a 4-year university

Additional High School Graduation Guidelines

1. Students must be enrolled in a minimum of 240 instructional minutes per school day. (Education Code 46144, 46146)
2. The total number of credits that a student may earn for "teacher assistance" or other forms of in-school or out-of-school work experience shall not exceed 10 credits total.

Portfolio and Exhibition Requirements

In 12th grade, students will be expected to demonstrate mastery through portfolios (a collection of student work) in the four core subject areas and in selected elective courses. These portfolios may include research papers, scientific experiments, essays and other products of students' inquiries. They may also include tests, teacher or employer/internship evaluations, or other assessments of student work. Students will also be expected to present and defend their portfolio before a panel of judges including teachers and outside assessors. Students must complete an exhibition in each grade level: 9, 10, 11 and 12.

College Readiness and Acceptance to a Four-Year University

Throughout a student's educational experience at Aspire, they will receive support and counseling about getting accepted into four year universities. One-on-one counseling, parent workshops and a culture of college aspirations will allow every student to leave Aspire and attend a four year university. These services begin in sixth grade. College readiness and acceptance at one of these institutes of higher education are also graduation requirements.

Specifically, in order to graduate, each student is expected to fulfill the following requirements:

- Students must apply for and take the prescribed college board entrance examinations

- Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges)

- Students must apply to at least one (1) scholarship

- Students must be accepted to a 4 year university

By creating a College for Certain® culture, providing the necessary skills and coursework and supporting students through the process, Aspire is preparing the students for a successful postsecondary experience.

Element B: Measurable 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

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

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, history-social science, and language arts (including reading, writing, listening and speaking);

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

  - *Life Skills*: develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[5]

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[5] 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.

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

Please see specific measurable pupil outcomes below in Element C.

Element C: Methods by Which Pupil Progress Toward Meeting Outcomes is Measured

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

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

The School commits to pursuing the following pupil outcomes:

Measurable Pupil Outcomes (6-12)

Measurable Pupil Outcomes	Instrument	Target
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate
Annual Basis: State Target for API Growth	API	State Target Every Year
Annual Basis: Increase Proficiency Levels on CST-Science	Percent P/A	
Annual Basis: Increase Proficiency Levels on CST- ELA	Percent P/A	
Annual Basis:	Percent P/A	

Increase Proficiency Levels on CST-Math		
Annual Basis: Increase Proficiency Levels on CST-Social Science	Percent P/A	
Annual Basis: 95% of all 10th graders pass CAHSEE	CAHSEE Pass Rate	
Annual Basis: 100% of students grades 6 – 11 pass Exhibitions of Learning at end of year	EOY Pass Rate	
Annual Basis: 100% of high school seniors pass Senior Portfolio	EOY Pass Rate	
Annual Basis: Expository Writing Assessment- All students will score a 3 or 4 per Aspire Rubric	EOY	
Annual Basis: 90% of students who take a post-secondary level class online or in community college pass	EOY	
Annual Basis: 100% of 8th graders pass Algebra I with a grade of C- or higher	EOY Grades	
Annual Basis: 95% of families and students are satisfied	Annual Surveys	
Annual Basis: 100% of all students with an IEP meet a	Annual Meeting Data	

minimum of 80% of IEP goals		
Annual Basis: Students are reclassified English Language Proficient	Annual RFEP Data	

Collecting, Analyzing, and Reporting Data

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;

- The Principal and other administrators will receive data on the school's student achievement, attendance, and discipline using Aspire's Admin Data Portal and Principal Operational Dashboard;

- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP; and

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

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the SABE/2 and the California Physical Fitness test will be administered and used to inform the 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. Three Aspire assessments provide the best benchmarks of a student's progress towards reaching the state standards.

Reading Assessment

In grades 6 -12, the Developmental Reading Assessment (DRA) is used to benchmark students reading achievement at least three times a year. This assessment tool measures students' independent reading level and instructional path to help teachers guide students to the next reading level. It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span from 1 to 70 to show incremental reading growth. Aspire has set benchmarks for every grade level. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

If students are not proficient readers when they reach the 9th grade level, teachers will switch the assessment to the Stanford Reading Inventory. This tool allows a broader diagnosis of students reading at grade levels 1st through 12th. The scores are collected and analyzed on a regular basis.

Aspire Writing Assessment

Two times a year every student in the school takes a writing assessment. The prompts change and are aligned with the genres specific to the 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. Benchmarks are set for every grade level. These scores are analyzed two times a year.

Aspire Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The exams include both computation and a problem solving section. The computation is scored with Edusoft 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.

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.

School-wide Evaluation Tools

Annually, the status of the school will be reported using a School Health Dashboard. This tool allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- o Student achievement: Academic Performance Index, course grades, behavior, and internal benchmark scores;

- o Affiliation: results on the staff, parent, and student surveys, teacher retention; and

- o Financial: actual versus budget and forecast; average daily attendance.

Reporting and Accountability

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

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

External Reporting

Aspire in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the

District regarding any such inquiries. The School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of the School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

Element D: Governance Structure of School

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

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

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

Members of the School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. The School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Aspire Public Schools Board of Directors

The School is an independent charter school governed by the Aspire Board of Directors. The biographies and resumes of the current Aspire Board of Directors are attached in Appendix XI. Aspire is a California, nonprofit, public benefit corporation. Proof of Aspire's nonprofit status is attached in Appendix IX.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and a conflicts code are attached in Appendix X, but not incorporated herein by reference.

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

or any other characteristic described in Education Code Section 220. Aspire complies with all applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

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

Parent and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of parent and school representatives. Each school's ASC may participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and parents. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's Board of Directors oversees issues related to Aspire schools in general, while the ASC's focus on the day-to-day concerns of each respective Aspire school.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals

- Exhibition panels – parents may sit on panels to judge student work

- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School

- Student-led conferences – students will lead conferences on their work during the year to keep parents informed

- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees

- Fundraising – parents and community members may work with the school to raise additional resources to support students and the school program

- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources

- Aspire Board of Directors meetings – parents and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

Addressing Parent Concerns and Complaints

Aspire is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School and Aspire throughout the school year. In addition, an Ombudsman will serve as an objective, third party resource for parents or community members who wish to express a grievance to Aspire about the School. The Ombudsman, a respected community leader from the School's local community, will use his/her discretion to ameliorate specific parental concerns and may choose to discuss the problem with Aspire's Board of Directors in serious cases.

The School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The School will not, at any time, refer complaints to the District.
The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the School leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. The School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the

Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with The School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees. The School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The School will implement specific and continuing steps to notify applicants for admission and employment, students and 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.

Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form , attached in Appendix XII. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination/Harassment Policy and Complaint Procedure , attached in Appendix XIII.

Element E: Employee Qualifications

The qualifications to be met by individuals to be employed by the school.

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Sample job descriptions are attached in Appendix XV. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined in this charter.

Principal Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- Bachelors degree
- Graduate coursework in educational administration

<u>Required experience:</u>

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

Office Manager Qualifications

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

<u>Required knowledge, skills, and abilities:</u>

- Strong organizational, time management, and multi-tasking skills

- Strong interpersonal and communication skills

- Expedience in office management

- Ability to work independently as well as with a team

<u>Required educational level:</u>

A.A. degree or equivalent work experience

<u>Required experience:</u>

- 3 plus years in fast-paced administrative support position

- Experience in school front office preferable

- Proficiency with Microsoft Office

Teacher Qualifications

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

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

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

Additionally, teachers shall meet all applicable highly qualified requirements under the No Child Left Behind Act.

Teacher Hiring

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

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for the School.

- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets;

coordinating with current staff or participating students for demonstration lessons; and sending 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.

- *Students:* Actively participate in evaluating candidates through demonstration lessons and provide input.

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 2 weeks of 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. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction.

In addition, Aspire conducts several school-year workshops in specific areas. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their School Principal at least twice a year according to research-based criteria. A copy of Aspire's Evaluation Tool is attached in Appendix XV.

Element F: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

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

In order to provide safety for all students and staff members, all Aspire schools implement appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with Aspire's insurance carriers and risk management experts. A sample school site health and safety plan is attached in Appendix XVII.

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

Procedures for Background Checks

Employees and contractors of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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.

TB Testing

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

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising 7th graders.

Medication in School

The 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, Scoliosis

Students will be screened for vision, hearing and scoliosis. Aspire will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Diabetes

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

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of the 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 school site may be used as a starting basis for updating the procedures for the School.

Blood-borne Pathogens

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

Drug-Free / Alcohol-Free / Smoke-Free Environment

The School shall be a drug-, alcohol- and tobacco-free workplace.

Facility Safety

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

Comprehensive Anti-Harassment Polices and Procedures

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

Element G: Means to Achieve Racial/Ethnic Balance

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

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

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.

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

Element H: Admission Requirements

Admission requirements, if applicable.

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

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).

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

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 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 school

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

- All students currently enrolled in the School

- 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

- Children of Aspire Regular, Full-time employees

- Siblings of students already admitted to the Charter School

- Children of founding families of the Charter School

- Children residing within the District

- All other students who reside in the state of California

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

In no circumstance will a waitlist carry over to the following school year.

Upon confirmation that a student has secured a spot at the school, parents must submit a completed Registration Form.

Planned Application, Public Random Drawing, and Admission Schedule

Aspire typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter timeframe if required by the opening date of a particular Aspire school.

December – January	Recruit students (via referrals, networking, and holding enrollment and option fairs).

Collect Student Interest Forms.

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

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

Element I: Financial Audit

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

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

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

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344.

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

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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

Element J: Pupil Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled.

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

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. See Appendix XVIII for the School's complete suspension and expulsion policies and procedures.

The School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves the School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. The School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

In the case of a special education student, or a student who receives 504 accommodations, the School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a

review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not

caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Element K: Employee Retirement System

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

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

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Element L: Pupil School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools...

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

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

Element M: Description of Employee Rights

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

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

The right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code §47604. The rights of employees to leave another LEA or another organization will be as specified in their previous LEA or organization.

Element N: Dispute Resolution Procedures

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

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

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

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

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

To Charter School, c/o School Director:
      Aspire Golden State College Preparatory Academy
      1009 66th Ave
      Oakland, CA 94621

To Coordinator, Office of Charter Schools:

Educational Center at Tilden
4551 Steele Street, Room 10
Oakland, California 94619

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

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

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

Element O: Exclusive Public School Employer Declaration

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

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

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

Element P: Process for Charter School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

- California Education Code Section 47604(b) (5) (P)

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

Documentation of Closure Action

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

Notification to the California Department of Education

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

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

Notification to Parents and Students

The Aspire Board of Directors will promptly notify parents and students of the School, the State Board of Education, the County Office of Education in which the schools are located, the Charter School's SELPA, the retirement systems in which the School's employees participate

(e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

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

Financial Close-Out

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

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

Dissolution of Assets

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

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

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

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

CHARTER–RELATED ISSUES

Term of Charter Petition

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

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

The School's renewed charter shall begin on July 1, 2013 and will expire on June 30, 2018. Any amendments to School's charter may be made by the mutual agreement of the governing board of Aspire and the District. Aspire may present a petition to materially amend the Charter at any time, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in the Charter Schools Act.

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

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.

Revoking the Charter

Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to cure the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

- California Education Code Section 47607(b)(1)-(4) and 47607(c)

A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.

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

DISTRICT IMPACT STATEMENT

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

- California Education Code Section 47605(g)

The School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including. The School to provide certain information in certain formats in certain ways to the general public and specifically

The District may charge for the actual costs of supervisorial63 oversight of the School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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

- The School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

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

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

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

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

Facilities

The School intends to continue operating at its current location at 1009 66th Avenue, Oakland, California.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, 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 Office of Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another facility during the term of this charter, the School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Administrative Services

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

Potential Civil Liability Effects

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

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

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

Financial Statements

Attached in Appendix XX , please find the following documents for the 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 school that flow through the District shall be forwarded to Aspire in a timely fashion.

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

- September 1 – Final Unaudited Financial Report for Prior Year

- December 1 – Final Audited Financial Report for Prior Year

- December 1 – First Interim Financial Report for Current Year

- March 1 – Second Interim Financial Report for Current Year

- June 15 – Preliminary Budget for Subsequent Year

APPENDIX

ASPIRE
PUBLIC SCHOOLS
College for Certain

Aspire Golden State

College Preparatory Academy

Charter

Original Charter Approved by Oakland Unified School District

(under the name of Millsmont Secondary Academy) in February 2008

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ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY CHARTER: ASSURANCES

The Aspire Golden State College Preparatory Academy ("School") will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

1. The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

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

3. The School shall be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

4. The School shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]

5. The School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined 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)-(B)]

6. The School shall not discriminate on the basis 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). [Ref. Education Code Section 47605(d)(1)]

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

8. The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

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

10. The School shall at all times maintain all necessary and appropriate insurance coverage.

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

12. If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. The School shall 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)]

14. The School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

15. The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

16. The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

17. The School shall comply with all applicable portions of the No Child Left Behind Act.

18. The School shall comply with the Public Records Act.

19. The School shall comply with the Family Educational Rights and Privacy Act.

20. The School shall comply with the Ralph M. Brown Act.

21. The School shall comply with the Political Reform Act.

22. The School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

23. The School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.

24. The School shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the school;

11/14/2012

Elise Darwish   DATE
Acting Area Superintendent, Bay Area
Aspire Public Schools
Lead Petitioner

INTRODUCTION

~~Aspire Public Schools ("Aspire") wishes to establish a public charter school, Millsmont Academy Secondary, ("School" or "Charter School") to prepare students for college, work, and citizenship. Our focus is on students who are currently under-served and under-represented in college.~~

Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire Golden State College Preparatory Academy ("the School").

~~Founding Group~~

~~Aspire Public Schools, a 501(c)(3) nonprofit public benefit corporation, is a pioneer and leader in California public education. Since its founding in 1998, Aspire has opened 21 high-quality, small, college-preparatory campuses throughout California, and has demonstrated the important role of charter schools in providing education opportunities for California's diverse youth. Its schools have had consistently strong academic results, parents and teachers are highly satisfied, and the organization was named by Fast Company magazine as one of the top 20 social entrepreneurial organization in the country in four of the last five years. Aspire is widely regarded as one of the leading not-for-profit charter management organizations in the country.~~

~~→ See Appendix for more information on Aspire's results t~~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 34 different campuses in various school districts throughout the state of California. Aspire is a California non-profit 501(c)(3) public benefit corporation and its mission includes the following:

- To increase the academic performance of underserved students

- To develop effective educators

- To share successful practices with forward-thinking educators

- To catalyze change in public schools

The School has been chartered in the Oakland Unified School District ("District") under the auspices of Aspire since 2008. The School's present charter is set to expire on June 30, 2013. The School complies with the legal requirements for renewal as set forth in Education Code §§47605 and 47607 as it has :

1. Attained (or exceeded) its Academic Performance Index ("API") growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years;

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;

1.3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years;

API and School Rank: 2008 - 2012				
	2008-09	2009-10	2010-11	2011-12
API (Base)	665	660	734	699
State target	N/A	7	7	5
Actual Growth	B	-4	74	-35
State Rank	2	1	4	TBD
Similar Schools Rank	7	6	9	TBD

*(See: **http://www.cde.ca.gov/ta/ac/ap/apireports.asp** for further information regarding the School's academic performance)*

The School has done a financial analysis and projections that support continued operation of a 6-12 school in the District on a financially sound basis.

The School is located at 1009 66th Ave. Oakland, California, where Aspire Public Schools has built the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District ("the District") to renew the charter for School for a five-year period, from July 1, 2013 to June 30, 2018.

Intent of the Charters Schools Act

The Charter Schools Act of 1992 states that:

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

a) *Improve pupil learning.*

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

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

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

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

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

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

- California Education Code Section 7601(a)-(g)

The 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~~

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

~~The School will make important contributions to the legislative intent outlined above. By granting this charter school petition, OUSD will help fulfill the intent of the Charter Schools Act of 1992 by providing students with a quality educational option.~~

~~The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(O). These sections of law and the required descriptions are discussed below. This document is presented in the order and format suggested by the State Board of Education's recommended "Model Application."~~

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

PETITION ELEMENTS

Element A: Educational Program

Governing Law:

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

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

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

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

The School's Mission

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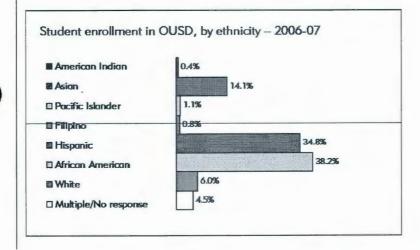
Target Population

The School ~~plans to open serving approximately 220 students in grades 6-10 and grow to serve approximately 500 students in grades 6-12.~~ currently serves approximately 483 students in grades 6-12. A summary of historical enrollment and demographics can be found in Appendix I.

Comment [MF1]: Be sure to correct appendix #

According to demographic data compiled by the California Department of Education, the District enrolled 46,377 students in 2011-12. Of these students, African Americans constitute 31% of the students, American Indians .4%, Asians 13.4%, Filipinos .8%, Hispanics 41%, Pacific Islanders 1.1% and Whites 8.8%. During the 2011-12 school year, students who spoke English as a second language made up 28.8% of the District student body. The School seeks to enroll a diverse population of students that reflects these demographics.

~~47,012 students in 2006-07. 28% were designated English Learners, and 69% were low income (i.e., eligible for Free/Reduced-price meals). Those students represented the following ethnicities:~~

Student enrollment in OUSD, by ethnicity – 2006-07

Ethnicity	Percentage
■ American Indian	0.4%
▨ Asian	14.1%
☐ Pacific Islander	1.1%
▨ Filipino	0.8%
▨ Hispanic	34.8%
☐ African American	38.2%
▨ White	6.0%
☐ Multiple/No response	4.5%

~~The School seeks to enroll a student body whose diversity represents the district and community where the school is located.~~

~~Aspire' educational program is designed to increase college-going rates for students who have historically been under-represented in college and who face barriers accessing a college education, specifically:~~

- ~~Students from low-income families~~

- ~~Students whose primary home language is not English~~

- Students living in communities with low-performing schools and low college-going rates
- Students who would be the first in their families to attend college

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; and

- Students whose 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 School's Mission

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

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

The fundamental characteristic of the new millennium is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. Therefore, students must have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express

themselves thoughtfully. They must also have important academic and personal habits, including self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and in the 21st Century world of work and citizenship.

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

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

*How Learning Best Occurs*Student learning best occurs when the school's structures, academic program, pedagogical strategies, curriculum standards and materials, assessments, culture, and support systems are all aligned towards the same, college-preparatory[1] While many of the elements described below are expected to be in place from the first day of the School's opening, other elements may be implemented as students matriculate into higher grades and/or as the School becomes more establis

Aspire's education program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The California content standards drive the instruction of Aspire by providing the road map of what students need to know. Students will have the skills and habits of mind to graduate with the A-G approved coursework in order to gain admission to a postsecondary school of their choice.

---

[1] Not all elements of the program design will be in place during initial years of the School's operation, but all elements should be operational by Year 3 (i.e. the first year there are 12th graders).

In order 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. They believe 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 their core curriculum.

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.

> **Comment [AF2]:** I don't think this is true of secondary schools
>
> **Comment [MF3]:** Check with school to see if this is true

Structures to Support Learning

The School is structured to support high student achievement by creating as many personalized learning opportunities, with smaller school and class sizes and more time for learning.

The School's Program Design Elements

Community

Aspire schools are small with approximately 70 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for our secondary schools (6-12) is between 420 and 600 students.

- *Smaller 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 29:1 ratio in grades four through twelve. Also, students in the 6th through 12th grade spend part of each day in advisory sessions with a student-teacher ratio of approximately 17:1.

- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 17 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social service agencies). The same group stays together through graduation, and provides a support structure for students.

Learning Time

Aspire provides 15% more learning time for students, and uses time more effectively during the year and day to maximize in-depth learning.

Longer school day

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

> **Comment [MF4]:** Be sure to correct Appendix #

~~With more time, teachers can delve into topics more deeply and cover more topics. The school's day will be approximately seven-and-a-half hours — or about one more hour of instruction each day than students in many traditional public schools.~~

Longer school year

Aspire schools provide approximately 186 to 190 days of instruction, which is about 11 more days than traditional public schools. Some of these additional days are on Saturday, when parents can attend class with their children. A sample school calendar is attached in Appendix III.

> **Comment [MF5]:** Be sure to correct appendix #

~~The School will provide 187 regular days of instruction, seven days more than traditional public schools. In addition, each year the School will hold three additional days of instruction on Saturdays, during which parents attend specially-designed academic programs with their children.~~

~~Block scheduling~~Modified Traditional Calendar

Modified Traditional Calendar: After its first year of operation, the school uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

~~The daily schedule will be organized around blocks of 90-120 minutes. With this flexible schedule, students can delve more deeply into subjects with these extended periods of time, students have more opportunity for additional supports from their teachers, and teachers can integrate elements of the curriculum more seamlessly.~~

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 has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. Sample Instructional Guidelines are attached in Appendix IV. These guidelines, as well as the purchased curriculum materials, provide the structure for a standards-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:

> **Comment [MF6]:** Be sure to correct append

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

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

- *Problem Solving:* this method provides students with a 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.

- *Project-based Learning:* In this approach, students apply learning to complex problems, and are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products. Projects are also ideal for developing the "habits of mind" necessary for success in college and the world beyond, such as perseverance, responsibility, and time management.

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

- *Flexible supports*: Many supports will be provided within the classroom, the school and community. For example, 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.

- *Authentic experiences:* In the early elementary grades at Aspire schools, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at Aspire schools, students focus on "reading to learn," through reciprocal teaching, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

  Distance Learning: In grades 11 and 12, students may elect to take some specialized coursework on-line, through colleges and universities.

Curriculum

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

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

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

  One of the main resources in K-6 literacy instruction may be the Open Court Reading materials. Writing is be supplemented with vocabulary and instruction based on the Six Traits of Writing. Grades 9 -12 use California's Recommended Literature list for the core of its English Language Arts program. This may be supplemented with real life readings such as editorials, non-fiction texts and additional resources such as Write Source.

- *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! Interact and a variety of non-fiction texts.

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

- *Mathematics:* 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, Harcourt Brace, Prentice Hall and California Preparatory Mathematics can be interwoven with other real-life problems.

  A key tool in mathematics instruction is the standards-based software program Edusoft. Edusoft creates, scores and reports standards-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Edusoft reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction.

  For example, the results of a standards-based assessment given in 5th grade might show that 90% of the students mastered Math Standard Number Sense 1.2, but only 15% mastered Number Sense 2.3. The teacher would provide remediation for students who did not understand one standard and reteach the whole class the other standard. 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:* Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted textbooks may be supplemented with AIMS, FOSS, and local scientific resources such as guest speakers, field trips, and presentations.

Comment [AF7]: Not all schools do this

Comment [MF8]: Check the school's master schedule in Powerschool to see if they do this

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

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

- *Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.

- *Health:* 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.

Summer School and Intersessions

The School, either separately or in collaboration with another Aspire school, will offer special academic programs during normal school holidays. These programs may include opportunities for acceleration (such as deep exploration of a single topic) or remediation (such as make-up work for credit).

Academic Program

Aspire provides students an academic course of study that results in completion of the University of California / California State University system's "a-g" requirements.

Subject	UC/CSU Yrs req'd	Aspire Yrs req'd	Comments
a) History/Social Sciences	2	3	World History, US History, US Government / Economics
b) English	4	4	Emphasis in Literature & Composition
c) Mathematics	3	4	Algebra 1 or higher
d) Laboratory Science	2	4	In at least two areas: physical and biological science
e) World Languages	2	2	All credits in the same language
f) Visual & Performing Art	1	1	All credits in the same form of art
g) College Preparatory Electives	1	3	Courses can be additional years in any of the above subject areas, may include technology

In addition, Aspire's program and graduation requirements include a number of other elements:

Advisory/AVID: Students participate in one or more classes that help build study skills, life skills and awareness of college. This may be covered through Aspire's advisory curriculum or through the AVID program.

Internship: Students complete 200 hours of internship (equivalent to 1 full year of credit hours)

Service Learning: Students participate in community service.

Exhibitions: Students successfully complete an exhibition of their work, including both written and oral presentation components, judged by a panel that includes external community members, in 9th, 10th, and 11th.

Senior Project/Portfolio: Students complete the senior project or portfolio by the spring of their 12th grade year.

College Credits: Students earn at least 15 college credits before the spring of their 12th grade year, which may include online coursework, college-level classes offered on the School's campus, or college classes offered by a local institution of higher education.

[For more detail on graduation requirements, see Section below on "Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements."] *Early College Model*

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

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

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

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Course Credit

The School aims to give students the opportunity to earn an Associate's degree or two years of college credit toward the baccalaureate while in high school. Transferability will be ensured by having all college classes offered by the School qualify under Areas 1-6 of the Intersegmental General Education Transfer Curriculum ("IGETC"), the transfer core curriculum which fulfills the lower division general education requirements of both the University of California and the California State University system. Under the dual-credit system, one semester of college credit is equivalent to a full year in a high school course.

Alignment with California state standards and UC A-G requirements

Aspire offers the full complement of courses to meet California's state testing expectations in grades 9 through 11, ensuring that all students master the California standards. For non-tested courses, Aspire will work closely with the local institutions of higher education to design and provide courses that both meet the college's requirements and work within the California Frameworks.

Sample Scope and Sequence

Comment [MF9]: Accept all of Amy's edits

A – G Reqm't	9th Grade		10th Grade		11th Grade		12th Grade	
	S1	S2	S1	S2	S1	S2	S1	S2
A: Social Science			World History	World History	US History	US History	Econ	Civics
B: English	English 1	English 1	English 2	English 2	English 3	English 3	Expos. Read/ Writing	English 1A
C: Math*	Geometry	Geometry	Alg 2	Alg 2	Pre-Calc	Pre-Calc	Statistics	Math Analysis
D: Lab Science	Physics	Physics	Biology	Biology	Chemistry	Chemistry		Biology
E: Foreign Language			Spanish 1	Spanish 1	Spanish 2	Spanish 2		

	S1	S2	S1	S2	S1	S2	S1	S2
F: Art					Art 1	Art 2	*Drama*	
G: Electives						*Psych*	*Anthro*	*AA Lit*
Aspire Add'l	*Tech*	*Tech*					College Summit	
	AVID	AVID	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
	English Comp	English Comp						

* Students are expected to pass Algebra in the 8th grade

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

~~All secondary courses that are tested through California's Standardized Testing and Reporting ("STAR") program are offered as high school courses, ensuring that all students master the California standards. For non-tested courses, the School will work closely the local institutions of higher education to design and provide courses that both meet the college's requirements and work within the California Frameworks.~~

~~Sample Scope and Sequence~~

~~A—G Reqm't~~	~~9th Grade~~		~~10th Grade~~		~~11th Grade~~		~~12th Grade~~	
	~~S1~~	~~S2~~	~~S1~~	~~S2~~	~~S1~~	~~S2~~	~~S1~~	~~S2~~
~~A: Social Science~~			~~World History~~	~~World History~~	~~US History~~	~~US History~~	~~Econ~~	*~~PoliSci~~*
~~B: English~~	~~English 1~~	~~English 1~~	~~English 2~~	~~English 2~~	~~English 3~~	~~English 3~~	~~Expos. Read/ Writ~~	*~~English 1A~~*
~~C: Math*~~	~~Geometry~~	~~Geometry~~	~~Alg 2~~	~~Alg 2~~	~~Trig~~	~~Trig~~	*~~Statistics~~*	*~~Pre-Calc~~*
~~D: Lab Science~~	~~Physics~~	~~Physics~~	~~Biology~~	~~Biology~~	~~Chemistry~~	~~Chemistry~~		*~~Biology~~*
~~E: Foreig~~			*~~Spanish or~~*	*~~Spanish or~~*				

n Langu age			~~ASL~~	~~ASL~~				
F: Art					~~Art 1~~	~~Art 2~~	~~Drama~~	
G: Electiv es						~~Psych~~	~~Anthro~~	~~AA Lit~~
Aspire Add'l	~~Tech~~	~~Tech~~					~~Interns hip~~	~~Interns hip~~
	~~AVID~~	~~AVID~~	~~Advisor y~~	~~Advisor y~~	~~Advisor y~~	~~Advisor y~~	~~Advisor y~~	~~Advisor y~~
	~~English Comp~~	~~English Comp~~						

~~* Students are expected to pass Algebra in the 8th grade~~

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

Assessment

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

- All standardized and standards-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, CST, CELDT and Physical Fitness Test)[2];

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[2] 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.

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment, SRI Reading Assessment, SAT and ACT)

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

- Day-to-day assessments related to specific content or skills (running record for language arts; Edusoft 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

- Examination of final products (a final draft of a paper, an interdisciplinary final project, and 8th grade Rites of Passage (ROPES) project, 6-12 Exhibitions) based on criteria and standards clearly communicated at the beginning of the project.

A sample assessment calendar can be found in Appendix V.

Technology as a Tool

At Aspire, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school has 3 to 5 computers in a classroom with Internet access, a computer lab or access to banks of laptop computers. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

Support for English Learners

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need

additional support for English learning. The School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

- Home Language Survey

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

- CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment[3] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

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

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

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

- The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

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

- realia (real objects and materials)

- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)

- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)

- graphic organizers (matrices, Venn diagrams and webs)

- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

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

Comment [MF10]: Be sure to correct appendix #

Ongoing Assessment of EL Students

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

Monitoring and Evaluation of Program Effectiveness

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

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

Support for 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 No Child Left Behind Act. Teachers are typically encouraged to pursue National Board Certification within their first five years at Aspire. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Personalized Learning Plans

The 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 School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by the school (e.g. in- school, after-school or specialized classroom instruction). The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow the School to help meet the general education needs of students with disabilities (who may also have Individualized Education Programs ("IEPs") or 504 plans as required by law), English learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for Students Achieving Below Grade Level

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

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

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

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

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

Support for Students Achieving Above Grade Level

Because Aspire's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School.[4] For instance, the instruction during language arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Students in grades 9-12 achieving above grade level may also have the opportunity to take additional college courses and access internship opportunities commensurate with their skills and abilities.

Pedagogical Strategies

Aspire educators use the organization's Instructional Guidelines, which describe a variety of pedagogical strategies and support educators in employing the strategies most effective for the subject matter and for individual students. Instructional Guidelines are not a script, and good implementation of Aspire's program requires highly skilled teachers. Model lessons by exemplar teachers, visits to Aspire Model Classrooms, and coaching by the school principal all help individual teachers in implementing the Instructional Guidelines effectively.

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

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

- Explicit Instruction: provides students a traditional form of teaching wherein the teacher presents the lesson and students individually demonstrate their new skills or knowledge.

- Guided and Independent Practice: Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice will be massed immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material.

- Problem Solving: gives students a step-by-step process for determining a solution.

- Inquiry: presents students with a problem or question, around which they formulate and test theories to work towards a solution.

- Project-based Instruction: offers students the opportunity to apply learning to complex problems; students are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products.

- Apprenticeship: students spend part of their time working in the community for local organizations, applying their learning to work alongside professionals.

- Distance Learning: Students may elect to take some specialized coursework on-line, through colleges and universities.

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

➔ See Appendix for Aspire's Humanities Instructional Guidelines Table of Contents

Curriculum Standards and Materials

Aspire schools use a combination of adopted programs and elements developed in-house to build basic skills, higher-order thinking skills, and life-skills. The curriculum deeply rooted in California state standards, and is intended to be simultaneously rigorous and relevant to students. The curriculum is clearly articulated as a K-12 system and includes language arts, mathematics, science, social science, and Spanish. Other subjects essential to a healthy and balanced life are also covered through classes in visual and performing arts, health and nutrition, and physical education.

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

- Language Arts: To help students develop strong literacy skills, Aspire uses a comprehensive language arts curriculum based on meeting students' personal reading and writing needs through individual and small group instruction using a variety of texts.

- Mathematics: The School uses the College Preparatory Mathematics (CPM) curriculum. This standards-aligned curriculum sets expectations high, uses real life problems to create learning opportunities, and uses information technology extensively.

- Science: The Aspire program examines scientific concepts in thematic units. The units emphasize investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focus on application of the scientific method to everyday life. The content is aligned with the California State Framework. The school will use Holt Rinehart and Winston as its textbook for science, and Foss as an additional resource.

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

- Visual and Performing Arts: Appreciation and participation in the arts are essential to each student's development. To inspire students, to help ideas come to life by using multiple intelligences, and to ensure cultural literacy, the arts may be integrated into thematic units in each class, in addition to being offered as separate classes. Additional opportunities to develop individual interests and performance opportunities may also be provided through connections within the community and in collaboration with other schools.

- Physical education: Students will be expected to develop their physical abilities and fitness, and the School plans to offer opportunities for league and club sports (both boys and girls), possibly in collaboration with other charter schools. Dependent on budget availability, physical education may also be offered as a separate class, integrated into core classroom thematic units, or offered as a before- or after-school enrichment activity. The School will administer the mandated physical fitness tests.

- Music: Dependent on budget availability, physical education may be offered as a separate class, integrated into core classroom thematic units, or offered as a before- or after-school enrichment activity.

- Technology: Students will be expected to develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. The School will offer student the opportunity to take a community college technology class, and will also integrate technology skill development in core academic classes and as part of exhibitions.

- Health instruction: Health is primarily addressed through science units. The School may also partner with an external agency, such as Peer Health Exchange, to provide health education.

- Life Skills: To be successful in the real world, students need to be able to work effectively together, listen to each other, make good decisions and lead respectfully. Aspire incorporates these "life skills" throughout the curriculum, and explicitly teaches them as part of the Advisory program and/or in AVID class. Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate.

- Study Skills: Students will be expected to learn how to be effective learners, including accessing information, taking notes, conducting research, taking tests, participating in class discussions, and evaluating what they know and need to learn. These skills will be explicitly taught as part of the Advisory program and/or in AVID class.

Curriculum Resources by Subject and Grade

	English	Social Studies	Math	Science
6th Grade	Seedfolks; Odyssey; Book of Greek Mythology; House on Mango Street; Julius Caesar; WriteSource	Teachers Curriculum Institute: Ancient World, History Alive Literature Circle selections on Egypt, India, Greece, Mesopotamia; primary	College Preparatory Mathematics: Foundations for Algebra Year 1	Aspire Science & Technology; Integrated Science

			~~documents~~
~~7th Grade~~	~~The Giver; The Canterbury Tales; Literature Circle selections on Medieval Times; WriteSource~~	~~Teachers Curriculum Institute: The Medieval World; primary documents~~	~~College Preparatory Mathematics: Foundations for Algebra Year 2~~	~~Aspire Science & Technology, Integrated Science~~
~~8th Grade~~	~~Gathering Blue; My Brother Sam is Dead; Famous American Poems; Roll of Thunder, Hear Me Cry; WriteSource~~	~~Teachers Curriculum Institute: The United States Through Industrialism, Manifest Destiny~~ ~~Famous American Speeches; primary documents~~	~~College Preparatory Mathematics Math 1: Algebra~~	~~Aspire Science & Technology, Integrated Science~~
~~9th Grade~~	~~The Bean Trees; Bless Me Ultima; Master Harold and the Boys; To Kill a Mockingbird; Romeo & Juliet; WriteSource~~	~~N/A~~	~~College Preparatory Mathematics Math 2: Geometry~~ ~~Discovering Geometry~~	~~Holt, Rinehart and Winston~~ ~~Aspire Biology~~
~~10th Grade~~	~~Fahrenheit 451; Animal Farm; Lord of The Flies; Antigone; All Quiet on the Western Front; Catcher in the Rye; Night; Chronicle of a Death Foretold; WriteSource~~	~~World History by Appleby et. al. [Glencoe]; primary documents~~	~~College Preparatory Mathematics Math 3: Algebra II~~	~~Holt, Rinehart and Winston~~ ~~Aspire Chemistry~~
~~11th Grade~~	~~Of Mice and Men, The Crucible, The Great Gatsby, American Poetry,~~	~~The American Vision by Appleby et. al. [Glencoe]; primary~~	~~College Preparatory Mathematics Math~~	~~Aspire Physics~~

		documents	4: Math Analysis	
	Hamlet, Catcher in the Rye, The Adventures of Huckleberry Finn, Raisin in the Sun, The Joy Luck Club; WriteSource			
12th Grade	The Metamorphosis; Things Fall Apart; Blood Wedding; Othello; Siddhartha Invisible Man; In the Time of Butterflies; Brave New World; Their Eyes Were Watching God; WriteSource	Economics by McConnell and Brue [McGraw-Hill] We the People (6th ed.) by Patterson [McGraw-Hill] Governing California. (2nd ed.) by Giventer [McGraw-Hill]; primary docs	Calculus by Anton and Bivens	N/A

In designing lessons, educators are also able to share and access resources through MyAspire, Aspire's Intranet.

→ Please see Appendix for examples of curriculum materials for core academic subjects available on Aspire's Intranet, including samples of: Pacing Guide, Essential Vocabulary, Book List and description of AVID.

Assessment

Assessment allows the School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments will be used because no single assessment provides sufficient information on students' learning in the three outcomes (basic skills, thinking skills, life skills). Students will assessed through state and nationally recognized tests (e.g. California High School Exit Exam, California Subject Matter Tests, SAT tests), Aspire-designed benchmark and/or interim assessments (e.g. 3-5 cumulative standards-aligned assessments of standards given periodically during the school year, including math, reading, writing, and science), day-to-day teacher-designed assessments

(e.g. quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products including exhibitions.

→ See Appendix for Aspire assessment calendar and sample Benchmark Assessment

Culture of College for Certain

The School intends to establish a school culture in which students expect that they will attend and graduate from college. This culture of "College for Certain" will be cultivated through artifacts, rituals, language and stories. College-related artifacts will be pervasive throughout the school: classrooms will be named after colleges and universities and college banners and other college paraphernalia will adorn the walls. Routines and rituals will be designed to convey the discipline needed to be successful in college. Adults will use academic vocabulary on a daily basis. At Town Halls, success stories — initially by staff and guests, and eventually by alumni — will vividly remind students of what is possible. In AVID, students will learn about college options, as well as develop the habits required to succeed academically. During the middle grades, the focus will be on academic preparation and awareness. In grades 9-10, the focus will shift to building a strong academic foundation and understanding different college choices. By grades 11-12, students will be already taking some college-level coursework through the Early College model, and actively applying for colleges.

Support Systems for All Students

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

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. Once each semester during Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, updating the PLP as necessary, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, the School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows students from

low socio-economic status to receive the appropriate interventions, if needed, provided by the school through in-school intervention, after-school intervention or specialized classroom instruction. The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow the School to help meet the general education needs of students with disabilities (who may also have Individualized Education Programs ("IEPs") or 504 plans as required by law), English language learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for Under-Performing Students

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

Students targeted for additional intervention will include students who meet the following criteria:

Assessment	Criteria For Additional Intervention
CST — ELA or Math	Basic, Far Below Basic, Below Basic
California High School Exit Exam	Not passing — including students beyond 12th grade
Parent Recommendation	Any
Teacher Recommendation	Any

Support for Students Achieving Above Grade Level

Students achieving above grade level will have the opportunity to take additional college courses (both during the school year and during the summer) and access internship opportunities commensurate with their skills and abilities. Students in grades 6-8 receive differentiated support through leveled, small group guided reading and guided math instruction.

Support for English Learners

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

Home Language Survey

The School will administer the home language survey upon a student's initial enrollment into the School (on enrollment forms). Students in the country less then twelve months will be given the Aprenda assessment to determine the student's primary language proficiency.

CELDT Testing

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;

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

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

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

Strategies for English Learner Instruction and Intervention

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

- realia (real objects and materials)

- manipulatives (drawings, posters, brainstorming clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)

- visuals (study prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)

- graphic organizers (matrices, Venn diagrams and webs)

- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

All teachers will be given professional development in teaching English Language Learners in their appropriate content areas. Additionally, the Sopris West materials for English Language Development, Sopris West Language (a state approved curriculum) will be purchased. The English Language Development Standards have been mapped to Aspire's Instructional Guidelines. This chart below matches the appropriate instructional strategy for the ELD standards.

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

Ongoing Assessment of EL Students

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

Support for Students with Disabilities

Support for Special Education Students

In accordance with state and federal law, each student eligible under IDEA will be provided a free appropriate education in the least restrictive environment. No student will be denied admission to the 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 same 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 will include instructional strategies and systems which will support students with special education needs. The PLP will allow the teacher, student and parent to share information and create a program which meets the student's personal needs. It may include teacher interventions for a student or a list of student outcomes. The language arts and math programs focus on differentiating instruction for students. The professional development of all teachers focuses on making the curriculum fit the needs of every child in the classroom.

Aspire is charged with ensuring that all students, including students with disabilities, are progressing towards grade level mastery of California Content Standards and will attain College Readiness. Aspire's educational program includes systems of intervention, including After School Program, 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 ELL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

- CST
- CAHSEE
- CELDT
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

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

> Comment [MF11]: Be sure to correct appendix #

The decisions regarding specialized academic services each student will receive are the responsibility of the Individualized Education Team, which includes the involvement of parents in decision-making and developing the written Individualized Education Plan.

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

The identification process for students who would be eligible for special education services begins when students have been accepted through the enrollment lottery and enrolled in the School. Through the process of "Child Find", the Student Success Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education.

Specialized Academic Instruction will be provided by the Education Specialist (Mild/Moderate or Moderate/Severe) as determined in an eligible student's Individual Education Plan. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided as needed for students with specific accommodations or modifications to their learning program as included in their individual IEP. These options will also serve general education students with intensive academic or behavioral support needs as determined through the intervention process.

LEA Member in EDCOE Charter SELPA

The 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. As such, State and Federal funding shall be allocated directly to the School per the allocation plan of the Charter SELPA. The 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 School shall participate as an LEA member of the El Dorado County Office of Education Charter SELPA for the purposes of special education.

LEA Assurances

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

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

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

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

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

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

- Assessments-The school will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every

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

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

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

The 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, and the Charter SELPA. The Aspire Director of Special Education will involve the 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 school and to provide coaching support to the site special education to ensure that all requirements of IDEA are met, and each child is well served.

A comprehensive year-long Aspire Special Education Professional Development plan shall be developed with site team input to provide continuous learning opportunities and support to special education staff, as well as to build the capacity of the site team in meeting compliance with state and federal statutes, reporting requirements and use of instructional data for decision-making. In addition to an Induction Program for Education Specialist Credential, professional development will be provided about promising practices that support the specialized learning needs of special education students in the least restrictive environment, including: universal design for learning, models of collaboration and the unique specialized earning needs of the secondary learner. 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 each staff individual professional

development needs.   Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter SELPA, or the Diagnostic Center.

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

- California Education Code Section 47642

Overview

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

Upon its opening in the 2008-2009 academic year, the School shall be categorized as a member of the Aspire local education agency ("LEA") in conformity with Education Code Section 47641(a). The Aspire LEA is a member of the El Dorado County Office of Education ("EDCOE") Special Education Local Plan Area ("SELPA").

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504

team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

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

Services for Students under the IDEIA

Aspire Public Schools is a LEA member of the EDCOE SELPA.

Upon its opening in the 2008-2009 academic year, the School shall participate as a member of the Aspire Public Schools LEA in the EDCOE SELPA in accordance with Education Code section 47641(a). All schools in the Aspire Public Schools LEA make the following assurances:

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

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

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

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

Individualized Education Program – The School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.

Assessments – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, and more often

if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's IEP goals and progress at the IEP meeting and student-led conferences.

Confidentiality and Procedural Safeguards – The School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

Personnel Standards – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.

State Assessments – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the CAHSEE, the California Standards Test, and the CAT 6.

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

The Director of Special Education, the Program Specialist and other team members will work with the EDCOE leadership to provide monthly professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided annual professional development about practices that support the needs of special education students in the least restrictive environment. To assist the professional development of the professional team at Aspire Public Schools the organization will maintain an annual membership to CARS Plus.

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

In accordance with state and federal law, each student eligible under the IDEIA will be provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program Team.

The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

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

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

Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements.

Parents will receive a notice at the beginning of each school year that describes the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. A copy of the school's Parent Student Handbook, which includes this notice, is attached in Appendix VI. Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

The School is accredited by the Western Association of Schools and Colleges (WASC) and to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system.

> **Comment [AF12]:** Please see myaspire WASC page- all have been updated this year and all are accredited

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

Governing Law: If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western

Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

—California Education Code Section 47605(b)(5)(A)(ii)

Parents of students in grades 9-12 will receive a letter at the beginning of each school year that describes the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. The School's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

The School will seek to earn accreditation by the Western Association of Schools and Colleges (WASC) and to ensure that every student has the opportunity to graduate with University of California/California State University (UC/CSU) approved coursework. With WASC accreditation and UC/CSU course approval, students' coursework is recognized by other schools and out of state universities and colleges and by the admissions committees of the UC/CSU system. To earn WASC accreditation the School will apply for accreditation in the fall of the School's second year. This is the earliest date that WASC recommends new schools to apply.

By the late winter of the school's second year WASC will send a team to do a one day visit at the School. After their visit (and typically within two months) WASC will notify the School of its status. The School anticipates receiving the highest approval rating for two reasons. First, much of the criteria that WASC seeks are criteria the School must meet in order to be granted a charter. Second, over one third of the schools that apply earn Interim Accreditation (the school has met all criteria and will conduct a self study the following year to gain full accreditation) and well over half earn Candidacy Status (the school is progressing and promises to meet all criteria and will conduct a self study in two years).

On such a timeline, the School is likely to earn WASC accreditation with Interim Accreditation by the end of its third year and WASC Accreditation with Candidacy Status by the end of its fourth year.

To meet the UC/CSU minimum eligibility the school will offer the fifteen "a-g" required courses.

A. History/Social Science for   2 years

B. English for   4 years

C. Mathematics for ———————— 4 years (4 is recommended)

D. Lab Science for ———————— 3 years (3 is recommended)

E. Language other than English for 2 years

F. Visual and Performing Arts for 1 year

G. College preparatory electives for 1 year

———— TOTAL ———— 15 years (equivalent to 15 "units")

The School intends to apply for UC/CSU course approval in September of its second year. This is the earliest date that the UC/CSU system recommends new schools to apply. The process of teachers submitting drafts, receiving feedback and submitting final course descriptions takes place between September and December of year two. The School anticipates that it will receive notification of course approvals in the fall of year three. The School anticipates course approval for each course for two reasons. First, the UC/CSU system makes models of approvable course descriptions available on their website. Second, the UC/CSU system provides feedback on teachers' first drafts of their course descriptions so that when teachers submit their final course descriptions they can meet the specific requirements of the UC/CSU system.

Secondary Graduation *and Course* Requirements

- Complete course requirements (See below).

- Pass portfolio and exhibition reviews (See below).

- Passing of the California High School Exit Exam

- College readiness and acceptance at a four-year college or university (See below).

High School Graduation Requirements: Prescribed Course of Study

Students may fulfill course requirements through coursework at the School or through approved on-line coursework or approved coursework at a local college or community college. Students wishing to earn a high school diploma from the School shall successfully complete course work within a course of study in alignment with the UC/CSU A-G program and earn a designated number of credits.

Subject	Credits Required	Comments
A. History/Social Sciences	30	1 year of World History, 1 year of US History, 1 semester each of US Government & Economics.
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	20	Courses must be taken in grades 9-12 and should include at least Geometry and Algebra 2; 3 years recommended
D. Laboratory Science	20	In at least two areas: physical and biological science; 3 years recommended
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.
F. Visual & Performing Art	10	The 10 credits must be in the same form of art.
G. Electives	50-70	Courses can be additional years in any of the A-G courses listed above or labs which extend the A-G courses. Courses such as PE, academic literacy, etc. do not satisfy this requirement.
Advisory	20-40*	Students must enroll in and pass advisory every year. Schools will vary in offering half or full courses
Technology	10	May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective.
Total	240	All students must earn a C- or better for credit.

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

High School Graduation Requirements: Additional Requirements

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

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

Additional High School Graduation Guidelines

1. Students must be enrolled in a minimum of 240 instructional minutes per school day. (Education Code 46144, 46146)
2. The total number of credits that a student may earn for "teacher assistance" or other forms of in-school or out-of-school work experience shall not exceed 10 credits total.

Portfolio and Exhibition Requirements

In 12th grade, students will be expected to demonstrate mastery through portfolios (a collection of student work) in the four core subject areas and in selected elective courses. These portfolios may include research papers, scientific experiments, essays and other products of students' inquiries. They may also include tests, teacher or employer/internship evaluations, or

other assessments of student work. Students will also be expected to present and defend their portfolio before a panel of judges including teachers and outside assessors. Students must complete an exhibition in each grade level: 9, 10, 11 and 12.

College Readiness and Acceptance to a Four-Year University

Throughout a student's educational experience at Aspire, they will receive support and counseling about getting accepted into four year universities. One-on-one counseling, parent workshops and a culture of college aspirations will allow every student to leave Aspire and attend a four year university. These services begin in sixth grade. College readiness and acceptance at one of these institutes of higher education are also graduation requirements.

Specifically, in order to graduate, each student is expected to fulfill the following requirements:

- Students must apply for and take the prescribed college board entrance examinations

- Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges)

- Students must apply to at least one (1) scholarship

- Students must be accepted to a 4 year university

By creating a College for Certain® culture, providing the necessary skills and coursework and supporting students through the process, Aspire is preparing the students for a successful postsecondary experience.

Complete course requirements (See below).

Pass portfolio and exhibition reviews (See below).

Students may fulfill course requirements through coursework at the School, CSUS or through approved on-line coursework or approved coursework at a local community college. Students in grades 8-12 will have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system a-g requirements. When students fulfill the UC/CSU system requirements they will earn the following credits:

Subject	Yrs req'd
a) History/Social Sciences	3
b) English	4
c) Mathematics	4
d) Laboratory Science	4
e) World Languages	2
f) Visual & Performing Art	1
g) College Preparatory Electives	3

More specifically, students at the School will be expected to achieve at the following levels in various subject areas:

Social Science: Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students will be expected to learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use

methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas.

Language Arts: Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Examples include oral reports and debates, written letters and essays. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.

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

Science: Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.

Spanish/Second Language: Students will be expected to work with the fundamentals of language structure, pronunciations, grammar, vocabulary, idioms and phrases in Spanish to develop competency in oral and written Spanish. Students will be expected to work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures.

Portfolio and Exhibition Requirement: Students will be expected to demonstrate mastery through portfolios (a collection of student work) in the four core subject areas and in selected elective courses. These portfolios will include research papers, scientific experiments, essays and other products of students' inquiries. They may also include tests, teacher or employer/internship evaluations, or other assessments of student work. Students will also be expected to present and defend a number of their portfolios before a panel of judges including teachers and outside assessors.

Technology: Students will be expected to demonstrate mastery of computer applications in MS Word, Excel and Powerpoint through completion of a college computer class offered on the campus or by challenging the class by examination.

Other: Students will select various elective courses offered at the school with a focus on completing high-school graduation requirements and/or college undergraduate requirements through the approved "dual-credit" system of an Early College High School. Students have the opportunity to pursue a career pathway and college certificate program and/or meeting college undergraduate

~~requirements.   During the Personalized Learning Plan meetings, students will work with parents and advisors to select electives that will be engaging, purposeful and educative. Course syllabi will be designed based on assessment of the students' strengths and weaknesses and on the California State Education Standards.~~

~~Note that the school's graduation requirements are subject to change based on Aspire Board Policy, and that graduation requirements over the initial years of the charter as program elements are established.~~

Element B: Measurable Pupil Outcomes

III. MEASURABLE 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

> *- California Education Code Section 47605(b)(5)(B)*

An Aspire education provides students with access to opportunities for success in future endeavors – in higher education, work, and citizenship. Through personalized learning experiences, students master basic skills, acquire the thinking skills needed for the rigorous work of the real world, and develop productive life skills. ~~The School's~~ 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, history-social science, and ~~English~~ language arts (including reading, writing, listening and speaking);

-

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

- *Life Skills*: develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[5]

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

Please see specific measurable pupil outcomes below in Element C.

These student exit outcomes are further subdivided into strands and specific standards at different grade and skill levels, based on California state content standards.

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

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[5] 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 C: Methods by Which Pupil Progress Toward Meeting Outcomes is Measured

~~**Methods to Assess Pupil Progress Toward Meeting Outcomes**~~

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

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

The School commits to pursuing the following pupil outcomes:

Measurable Pupil Outcomes (6-12)

Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate
Annual Basis: State Target for API Growth	API	State Target Every Year
Annual Basis: Increase Proficiency Levels on CST-Science	Percent P/A	
Annual Basis: Increase Proficiency Levels on CST- ELA	Percent P/A	

Annual Basis: Increase Proficiency Levels on CST-Math	Percent P/A	
Annual Basis: Increase Proficiency Levels on CST-Social Science	Percent P/A	
Annual Basis: 95% of all 10th graders pass CAHSEE	CAHSEE Pass Rate	
Annual Basis: 100% of students grades 6 – 11 pass Exhibitions of Learning at end of year	EOY Pass Rate	
Annual Basis: 100% of high school seniors pass Senior Portfolio	EOY Pass Rate	
Annual Basis: Expository Writing Assessment- All students will score a 3 or 4 per Aspire Rubric	EOY	
Annual Basis: 90% of students who take a post-secondary level class on-line or in community college pass	EOY	
Annual Basis: 100% of 8th graders pass Algebra I with a grade of C- or higher	EOY Grades	
Annual Basis: 95% of families and students are satisfied	Annual Surveys	
Annual Basis: 100% of all students with an IEP meet a	Annual Meeting Data	

minimum of 80% of IEP goals		
Annual Basis: Students are reclassified English Language Proficient	Annual RFEP Data	

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

The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. Aspire Home Office staff oversees the administration of all applicable state-mandated assessments such as STAR, CELDT and the CAHSEE.

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

EXHIBIT: TOOLS FOR MEASURING STUDENT OUTCOMES

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal
Language Arts	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (4-8)	2x a year	4th — Level 40 5th - Level 50 6th — Level 60 7th — Level 70 8th — Level 80
		Aspire's standards-based reading assessment (6-12)	3x a year	90% correct
		Aspire's standards-based multiple choice writing assessment (6-12)	3x a year	90% correct
		Aspire's standards-based writing assessment (6-12)	2x a year	3 out of a 4 point rubric
		California Standards Test (6-11)	Once a year	Proficiency
		Report Card	4x a year	3.0 GPA
		CAHSEE (10th grade)	Until passed	Passing score
Math	Students will be expected to apply mathematical concepts	Aspire's standards-based math assessment (6th —	3x a year	90% correct

	and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	Algebra 2)		
		Math Assessment Collaborative problem solving assessment (6th - Geometry)	Once a year	90% correct
		Report card (6-12)	4x a year	3.0 GPA
		California Standards Test (6-11)	Once a year	Proficiency
		CAHSEE (10th Grade)	Until passed	Passing score
Science	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Project-based assessments (see science scope and sequence) (6-12)	One per unit	Mastery based on unit specific rubric/passing score on test
		Report Card	4x a year	3.0 GPA
		California Standards Test (8th Grade, subject specific)	Once a year	Proficiency
Social Science	Students will be expected to apply historical, political, philosophical, geographical,	End of Unit Assessments (see Humanities units)	One per unit	Mastery based on unit specific

	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.			*rubric/assess ment test*
		California Standards Test (6-11)	*Once a year*	*Proficiency*
		Report Card	*4x a year*	*3.0 GPA*
Life Skills	*Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.*	*Attendance rate*	*Monthly*	*95% attendance*
		Students participating in co/extra-curricular activities	*Annually*	*95% of the school is involved*
		Graduation rate		*100% graduation*

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;

- The Principal and other administrators will receive data on the school's student achievement, attendance, and discipline using Aspire's Admin Data Portal and Principal Operational Dashboard;

- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP; and

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

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the SABE/2 and the California Physical Fitness test will be administered and used to inform the 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. Three Aspire assessments provide the best benchmarks of a student's progress towards reaching the state standards.

Reading Assessment

In grades 6 -12, the Developmental Reading Assessment (DRA) is used to benchmark students reading achievement at least three times a year. This assessment tool measures students' independent reading level and instructional path to help teachers guide students to the next reading level. It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span from 1 to 70 to show

incremental reading growth. Aspire has set benchmarks for every grade level. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

If students are not proficient readers when they reach the 9th grade level, teachers will switch the assessment to the Stanford Reading Inventory. This tool allows a broader diagnosis of students reading at grade levels 1st through 12th. The scores are collected and analyzed on a regular basis.

Aspire Writing Assessment

Two times a year every student in the school takes a writing assessment. The prompts change and are aligned with the genres specific to the 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. Benchmarks are set for every grade level. These scores are analyzed two times a year.

Aspire Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The exams include both computation and a problem solving section. The computation is scored with Edusoft 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.

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.

School-wide Evaluation Tools

Annually, the status of the school will be reported using a School Health Dashboard. This tool allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: Academic Performance Index, course grades, behavior, and internal benchmark scores;

- Affiliation: results on the staff, parent, and student surveys, teacher retention; and

- Financial: actual versus budget and forecast; average daily attendance.

Reporting and Accountability

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

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

External Reporting

Aspire in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the

District regarding any such inquiries. The School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of the School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically

requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

Assessment Modifications and Accommodations

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

CAHSEE Modifications and Accommodations

Students are entitled to use any accommodations and modifications specified in their IEP or Section 504 plan. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed but may be eligible for a waiver of the CAHSEE requirement.

English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (Education Code Section 60852). During this time, they still required to take the CAHSEE.

The School will implement AB 347 and Education Code sections 1240, 35186, 37254, 52378, and 52380. If the School receives intensive instruction funds per Education Code section 37254:

All pupils who have not passed one or both parts of the CAHSEE by the end of grade twelve, including students with disabilities, have the opportunity to receive intensive instruction and services as needed based on the results of the diagnostic assessment and prior results on the high school exit

examination, for up to two consecutive academic years after the completion of grade twelve or until the pupil has passed both parts of the CAHSEE, whichever comes first.

English learners who have not passed one or both parts of the CAHSEE by the end of grade twelve will receive services to improve English proficiency as needed. (Ed. Code §37254(d)(5).)

The School will employ strategies for intensive instruction and services that are most likely to result in those pupils passing the parts of the CAHSEE that they have not passed such as tutoring, practice tests, computerized assessments, etc. (Ed. Code §37254 (d)(4).)

All pupils who have not passed one or both parts of the CAHSEE by the end of grade twelve are notified in writing at the last known address before the end of each school term of the availability of the services in sufficient time to register for or avail themselves of those services each term for two consecutive academic years. Students will be notified in writing of their right to file a complaint pursuant to the district's Uniform Complaint Process. This notice will be posted in each school and district office and on the Internet Web site of the school district. Further, the notice must comply with the translation requirements of Section 48985. (Ed. Code §37254 (d)(3).)

School-wide Outcomes and Methods of Measurement

In addition, to measures of individual student progress towards outcomes, the School has school-wide goals for its Academic Performance Index (API), set by Aspire and designed to ensure each school reaches an 8 Similar Schools Ranking in four years. Once this goal is reached, every school sets a target of 800. After this is met, specific goals are created based on the school's data. Additionally, the school has Adequate Yearly Progress goals which meet or exceed the federal and state standards. Overall, the school aims to have every student score Proficient or Advanced Proficient on the California State Test in every subject.

Use and Reporting of Data

Data is collected, analyzed, reported and used regularly, at every level and with many constituents.

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

Parents are informed about both their individual student's and the school's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Student Led Conferences conducted twice a year. At this time, they also develop, modify, or review their child's Personalized Learning Plan. At this time they find about the progress of their student in all areas—academic, socially and emotionally. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly report cards. Report card grades for 6-8 students will be either standards-based or in traditional letter grade format. Report card grades for high school courses (9-12) will be in traditional letter grade format. Parents of English Language Learners will also receive mandated communications on reclassification per Title III. Parents of students with IEPs will receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of nondisabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section which are provided to all students.

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

The principal, collaborating with teachers, instructional coaches, Advisory School Council, and Regional Vice President (principal's supervisor), uses the STAR assessment results to create annual and targeted plans for increased achievement. The entire school takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development. In addition, results from benchmark tests for ELA and Math are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and intervention services for students.

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

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

Element D: Governance Structure of School

IV. Governance Structure

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

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

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

Members of the School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. The School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Aspire Public Schools Board of Directors

The School is an independent charter school governed by the Aspire Board of Directors. The biographies and resumes of the current Aspire Board of Directors are attached in Appendix XI. Aspire is a California, nonprofit, public benefit corporation. Proof of Aspire's nonprofit status is attached in Appendix IX.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and a conflicts code are attached in Appendix X, but not incorporated herein by reference.

> **Comment [MF13]:** Be sure to include these documents in the Appendix
>
> **Comment [MF14]:** Add in the # of the appendix

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

or any other characteristic described in Education Code Section 220. Aspire complies with all applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

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

Parent and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of parent and school representatives. Each school's ASC may participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and parents. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's Board of Directors oversees issues related to Aspire schools in general, while the ASC's focus on the day-to-day concerns of each respective Aspire school.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals

- Exhibition panels – parents may sit on panels to judge student work

- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School

- Student-led conferences – students will lead conferences on their work during the year to keep parents informed

- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees

- Fundraising – parents and community members may work with the school to raise additional resources to support students and the school program

- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources

- Aspire Board of Directors meetings – parents and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

Addressing Parent Concerns and Complaints

Aspire is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School and Aspire throughout the school year. In addition, an Ombudsman will serve as an objective, third party resource for parents or community members who wish to express a grievance to Aspire about the School. The Ombudsman, a respected community leader from the School's local community, will use his/her discretion to ameliorate specific parental concerns and may choose to discuss the problem with Aspire's Board of Directors in serious cases.

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the School leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. The School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the

Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any
complaint filed with The School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees. The School will adopt and publish grievance procedures providing for prompt and equitable resolution of
student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The School will implement specific and continuing
steps to notify applicants for admission and employment, students and 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.

Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form , attached in Appendix XII. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination/Harassment Policy and Complaint Procedure , attached in Appendix XIII.

Comment [ES15]: Change appendix number

Comment [ES16]: Change appendix number

Not-for-profit Public Benefit Corporation

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

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

Aspire is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, color, religion, age, citizenship, gender, sexual orientation, disability, nationality or ethnic origin.

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

→ See the Appendix for Aspire's Articles of Incorporation.

Board of Directors

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

All Board meetings shall comply with the Brown Act.

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

Board of Directors Membership

The Aspire Board of Directors consists of a maximum of 11 regular members plus one seat for every sponsoring district. As provided by Education Code Section 47604(b), the District Board of Education shall be entitled to one representative on the Aspire Board of Directors.

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

Board Duties

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

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

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

Be in writing;

Specify the entity designated;

Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and

Require an affirmative vote of a majority of Board members.

Advisory School Council

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to creates an Advisory School Council ("ASC"), consisting of parent, community, and school representatives. The School's ASC will participate in developing school policies and assist in engaging the community. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. In addition to the School's Principal, the ASC will consist of representative(s) from each of the following groups: teachers, parents, students, community. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Additional Opportunities for Parent Involvement

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

School-Family-Student Compact: To underscore that a mutual commitment is needed promote academic success, the teacher, parent(s), and student all sign a compact during a three-way conference at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for the success of all students, staff development, and parent satisfaction.

Special Saturday classes: Scheduled at the beginning of the year, these three mandatory half-day sessions allow parents to attend school with their children.

Participation in school decision-making: In addition to roles in the school's parent organization, Aspire includes two parent representatives on the Site Advisory Council and parent participation on the school's Teacher Hiring Committee.

Opportunities to evaluate the school and its staff: Each spring, parents are asked to complete a survey evaluating the School, the principal, and their child's teachers. The survey results are reviewed by the School staff as well as Aspire's Home Office and are a factor in personnel decisions such as merit raises.

Regular communication about student learning and behavior: parents, students and teachers meet at least twice a year during Student-Led Conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.

Naturally, parents will also be encouraged to volunteer, and the School will also provide a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, serving on parent committees, fundraising, and communicating with other parents.

Addressing Parent Concerns and Complaints

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

→ See Appendix for Aspire's Uniform Complaint Procedures and Community Complaint Form.

Commitment to a Discrimination-free and Harassment-free Education

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

→ See Appendix for Aspire's Anti-Discrimination/Anti-Harassment Policy and Complaint Procedure

<u>Element E: Employee Qualifications</u>

~~V. Human Resources~~

~~Aspire and the School are committed to attracting, selecting, developing, inspiring, and rewarding the best educators and education professionals to serve our students.~~

~~Qualifications of School Employees Overall~~

The qualifications to be met by individuals to be employed by the school.

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Sample job descriptions are attached in Appendix XV. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined in this charter.

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

~~→ See Appendix Va for biographies of Founding Team~~

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

Principal Qualifications

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

Required knowledge, skills, and abilities:

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

~~Demonstrated knowledge of curriculum, instruction, and assessment~~

~~A record of success developing teachers~~

~~Excellent communication, presentation and interpersonal skills~~

~~Excellent organization, time management and follow-up skills; demonstrated ability to successfully handle multiple activities concurrently~~

~~Strong community-building skills~~

~~Entrepreneurial passion~~

~~Demonstrated P&L responsibility~~

Required educational level:

- Bachelors degree
- Graduate coursework in educational administration

~~Masters in education is highly desirable~~

Required experience:

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

5 plus years teaching and administrative experience

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

A.A. degree or equivalent work experience

Required experience:

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

Teacher Qualifications

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

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

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

Additionally, teachers shall meet all applicable highly qualified requirements under the No Child Left Behind Act.

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

Required knowledge, skills, and abilities:

Knowledge of child cognitive development and different learning styles

Deep knowledge of subject matter, including California State Standards and subject-specific frameworks

Knowledge of assessments

Ability and willingness to implement Aspire Instructional Guidelines

Ability to analyze and use qualitative and quantitative student academic performance data to guide classroom practice

Ability and willingness to reflect and improve

Demonstrated interest in and ability to collaborate with colleagues, parents and community

Minimum educational level:

Bachelor degree

Subject-specific Master's degree required for individuals teaching college-level classes

Certification

Teachers of core, college-preparatory courses at the School will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the California Commission on Teacher Credentialing.

Experience required:

1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Teacher Hiring

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

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for the School.

- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending 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.

- *Students:* Actively participate in evaluating candidates through demonstration lessons and provide input.

The School will use a rigorous multiple-stage approach to selection that includes: a resume screen; interview(s); writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

Committed to students and learning

Knowledgeable about their subject matter

Skilled in management of learning

Reflective in their practice

Community-oriented

The School's principal is responsible for making hiring decisions, and receives input from a site Hiring Committee at all stages in the selection process. The Hiring Committee may include:

Office Manager: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates' paperwork to Aspire.

Teachers: Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their subject area.

Parents: Conduct interview(s) and observe demonstration lessons.

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 2 weeks of 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. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction.

In addition, Aspire conducts several school-year workshops in specific areas. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their School Principal at least twice a year according to research-based criteria. A copy of Aspire's Evaluation Tool is attached in Appendix XV.

> **Comment [ES17]:** Edit appendix reference

Aspire is committed to the professional development of all of its team members. Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 2 weeks of summer training to become fluent in the Aspire education program. In addition, Aspire conducts two regional training sessions in areas identified as system-wide weaknesses based on the prior year's STAR results. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, and conduct school-based professional development sessions. Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards.

In accordance with Senate Bill 2042, which requires that teachers in the state of California earn their Professional Clear Credential (CCTC) through on the job mentoring and training, Aspire established its own CCTC-approved Induction Program to help beginning teachers with a Preliminary Credential to earn their Clear Credential. The School's teachers will be eligible to participate in this two-year program, which provides weekly or bi-monthly one-on-one instructional coaching. By the completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction standards in the California Standards for the Teaching Profession (CSTP) framework.

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

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

Staff Evaluation

Aspire is committed to both increasing the academic performance of California's diverse students and developing effective educators. As a result, Aspire's practices related to performance management are a combination and balance of accountability and support. Performance expectations and reviews should be discussed periodically during the year. Performance reviews may be formal or informal, and verbal or written. Examples of such ongoing review can include walkthroughs at school sites, peer review, lesson observations and/or 360 degree feedback. Educators generally receive formal written performance evaluations once every year. The formal evaluation is based on planned and unexpected classroom observations, student growth data, self-evaluation, peer evaluation, parent feedback via a survey, and student feedback via a survey. Office manager evaluation is based on principal observation, self-evaluation and input from Aspire Home Office staff. Principal evaluation is based on school academic growth, self-evaluation, and survey results from parents, students and staff.

→ See Appendix for Educator Evaluation Rubric, Principal Evaluation Rubric and Office Manager Evaluation Rubric

Compensation

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

Retirement Benefits

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

—California Education Code Section 47605(b)(5)(K)

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

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

Employee Representation

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

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

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

District Employee Return Rights

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

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

The right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated by or as nonprofit public benefit corporations under Education Code section 47604. The School shall have no right to bind the District in any manner with respect to re-hiring of former District employees.

Element F: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

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

In order to provide safety for all students and staff members, all Aspire schools implement appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with Aspire's insurance carriers and risk management experts. A sample school site health and safety plan is attached in Appendix XVII

Comment [MF18]: Add in the # of the appendix

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

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

Procedures for Background Checks

Employees and contractors of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The Principal and Aspire Human Resources department shall monitor compliance with this policy. Individuals who will volunteer at the School outside of the direct supervision of a

~~credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.~~

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.
~~All School staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49~~

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising 7th graders.
~~All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.~~

Medication in School

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

Vision, Hearing, Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of the 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 school site may be used as a starting basis for updating the procedures for the School.

Blood-borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. ~~The School has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B~~

virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free / Alcohol-Free / Smoke-Free Environment

The School shall be a drug-, alcohol- and tobacco-free workplace.

Facility Safety

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

Comprehensive Anti-Harassment Polices and Procedures

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

Comprehensive School Safety Plan

The School shall adhere to a Comprehensive School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: e.g. earthquakes, floods, shootings, and electricity loss.

➔ See Appendix for Comprehensive School Safety Plan

Element G: Means to Achieve Racial/Ethnic Balance

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

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

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.

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

Element H: Admission Requirements

Admission requirements, if applicable.

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

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).

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

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 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 school

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

- All students currently enrolled in the School

- 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

- Children of Aspire Regular, Full-time employees

- Siblings of students already admitted to the Charter School

- Children of founding families of the Charter School

- Children residing within the District

- All other students who reside in the state of California

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

In no circumstance will a waitlist carry over to the following school year.

Upon confirmation that a student has secured a spot at the school, parents must submit a completed Registration Form.

Planned Application, Public Random Drawing, and Admission Schedule

Aspire typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter timeframe if required by the opening date of a particular Aspire school.

| **December – January** | Recruit students (via referrals, networking, and holding enrollment and option fairs). |

Comment [MF19]: Delphine says that for schools that have <75% FRL, she needs us to add in a lottery preference for the closest district school if that school's FRL is >75%... something about SB740 funding

Comment [TP20]: The only criteria to which there may be any comment is the "feeder" preference (bullet point 2). From a strict technical reading of the law, there is no such preference, however there is also no specific exclusion of this preference. My suggestion is to leave it in place and see if the district has any issue with it.

Comment [MF21]: All students currently enrolled in the School, Children residing within the District, and All other students who reside in the state of California are all required preferences. Everything else can be included or excluded and rearranged

Comment [e22]: These need to be specific to the charter/region. The area superintendent needs to be involved.

Collect Student Interest Forms.

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

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

Element I: Financial Audit

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

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

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

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344.

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

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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

Element J: Pupil Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled.

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

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. See Appendix XVIII for the School's complete suspension and expulsion policies and procedures.

The School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves the School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. The School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

In the case of a special education student, or a student who receives 504 accommodations, the School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a

review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not

caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Element K: Employee Retirement System

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

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Element L: Pupil School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools...

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

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

Element M: Description of Employee Rights

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

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

The right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code §47604. The rights of employees to leave another LEA or another organization will be as specified in their previous LEA or organization.

Element N: Dispute Resolution Procedures

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

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

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

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

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

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

To Charter School, c/o School Director:
        Aspire Golden State College Preparatory Academy
        1009 66th Ave
        Oakland, CA 94621

To Coordinator, Office of Charter Schools:
  Educational Center at Tilden
  4551 Steele Street, Room 10
  Oakland, California 94619

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

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

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

Element O: Exclusive Public School Employer Declaration

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

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

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

Element P: Process for Charter School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

- California Education Code Section 47604(b) (5) (P)

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

Documentation of Closure Action

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

Notification to the California Department of Education

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

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

Notification to Parents and Students

The Aspire Board of Directors will promptly notify parents and students of the School, the State Board of Education, the County Office of Education in which the schools are located, the Charter School's SELPA, the retirement systems in which the School's employees participate

(e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

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

Financial Close-Out

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

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

Dissolution of Assets

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

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

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

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

CHARTER-RELATED ISSUES

Term of Charter Petition

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

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

The School's renewed charter shall begin on July 1, 2013 and will expire on June 30, 2018. Any amendments to School's charter may be made by the mutual agreement of the governing board of Aspire and the District. Aspire may present a petition to materially amend the Charter at any time, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in the Charter Schools Act.

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

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.

Revoking the Charter

Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to cure the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

- California Education Code Section 47607(b)(1)-(4) and 47607(c)

A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.

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

DISTRICT IMPACT STATEMENT

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

- California Education Code Section 47605(g)

The School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including. The School to provide certain information in certain formats in certain ways to the general public and specifically

The District may charge for the actual costs of supervisorial63 oversight of the School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the School is able to obtain substantially rent free facilities from the District.   Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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

- The School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

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

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

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

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

Facilities

The School intends to continue operating at its current location at 1009 66th Avenue, Oakland, California.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, 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 Office of Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another facility during the term of this charter, the School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Administrative Services

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

Potential Civil Liability Effects

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

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

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

> **Comment [MF24]:** Be sure to correct the appendix #

Financial Statements

Attached in Appendix XX, please find the following documents for the 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 school that flow through the District shall be forwarded to Aspire in a timely fashion.

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

- September 1 – Final Unaudited Financial Report for Prior Year

- December 1 – Final Audited Financial Report for Prior Year

- December 1 – First Interim Financial Report for Current Year

- March 1 – Second Interim Financial Report for Current Year

- June 15 – Preliminary Budget for Subsequent Year

VIII. IMPACT ON CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the school district.

– California Education Code Section 47605(g).

Pursuant to Education Code Section 47604(e), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities

required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

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

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

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

IX. MISCELLANEOUS CHARTER-RELATED ISSUES

Term of Charter Petition

Governing Law: A charter may be granted pursuant to Sections 7605... for a period not to exceed five years. A charter granted by a school district governing board...may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

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

The School's Charter shall begin on July 1, 2008 and expire five years thereafter. Any material revisions to School's Charter shall be made by the mutual agreement of the governing board of Aspire and the SUSD in accordance with Education Code Section 47607. Aspire may present a petition to renew or materially revise the Charter at any time, and SUSD agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Section 47605 or its successors.

NOTE: Renewal petition will be submitted within the last 270 days before charter expiration.

Interpreting the Charter

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

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

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

are not limited to, changes in the law or the administration of STRS, PERS and/or the federal social security systems.

Revoking the Charter

Governing Law: A charter may be revoked by the authority that granted the charter under this chapter if the authority finds through a showing of substantial evidence that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.

—California Education Code Section 47607(c)(1)-(4)

Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

—California Education Code Section 47607(d)

Aspire and the District agree to act in good faith to notify the School in writing of any violation that may result in the revocation of the Charter and, if the District Board does not determine in writing that the violation does not constitute a severe and imminent threat to the health or safety of the pupils, the District shall provide a reasonable opportunity to remedy such a violation. In such a situation, Aspire and District shall follow the laws and procedures in the California Education Code. Aspire reserves all appeal rights provided under Education Code Section 47607(e) – (k). All relevant timeframes include the parameters set forth by AB 2030.

AFFIRMATIONS/ASSURANCES

AS THE AUTHORIZED LEAD PETITIONER, I, GLORIA LEE, HEREBY CERTIFY THAT THE INFORMATION SUBMITTED IN THIS APPLICATION FOR A CHARTER FOR THE CREATION OF A CALIFORNIA PUBLIC CHARTER SCHOOL, TEMPORARILY NAMED MILLSMONT ACADEMY SECONDARY, TO BE LOCATED WITHIN THE OAKLAND UNIFIED SCHOOL DISTRICT BOUNDARIES, IS TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF; I ALSO CERTIFY THAT THIS APPLICATION DOES NOT CONSTITUTE THE CONVERSION OF A PRIVATE SCHOOL TO THE STATUS OF A PUBLIC CHARTER SCHOOL; AND FURTHER, I UNDERSTAND THAT IF AWARDED A CHARTER, THE CHARTER SCHOOL:

- SHALL MEET ALL STATEWIDE STANDARDS AND CONDUCT THE STUDENT ASSESSMENTS REQUIRED, PURSUANT TO EDUCATION CODE SECTION 60605 AND 60851, AND ANY OTHER STATEWIDE STANDARDS AUTHORIZED IN STATUTE, OR STUDENT ASSESSMENTS APPLICABLE TO STUDENTS IN NON-CHARTER PUBLIC SCHOOLS.

- SHALL BE DEEMED THE EXCLUSIVE PUBLIC SCHOOL EMPLOYER OF THE EMPLOYEES OF THE MILLSMONT ACADEMY SECONDARY FOR PURPOSES OF THE EDUCATIONAL EMPLOYMENT RELATIONS ACT.

- SHALL BE NON-SECTARIAN IN ITS PROGRAMS, ADMISSIONS POLICIES, EMPLOYMENT PRACTICES, AND ALL OTHER OPERATIONS.

- SHALL NOT CHARGE TUITION.

- SHALL ADMIT ALL STUDENTS WHO WISH TO ATTEND MILLSMONT ACADEMY SECONDARY, AND WHO SUBMIT A TIMELY APPLICATION, UNLESS THE CHARTER SCHOOL RECEIVES A GREATER NUMBER OF APPLICATIONS THAN THERE ARE SPACES FOR STUDENTS, IN WHICH CASE ADMISSION SHALL BE DETERMINED THROUGH A PUBLIC RANDOM DRAWING PROCESS. ADMISSION TO THE CHARTER SCHOOL SHALL NOT BE DETERMINED BY THE PLACE OF RESIDENCE OF THE CHILD OR HIS OR HER PARENTS.

- SHALL NOT DISCRIMINATE ON THE BASIS OF RACE, ETHNICITY, NATIONAL ORIGIN, GENDER, SEXUAL ORIENTATION OR DISABILITY.

- SHALL ADHERE TO ALL PROVISIONS OF FEDERAL LAW RELATED TO STUDENTS WITH DISABILITIES INCLUDING, BUT NOT LIMITED TO, SECTION 504 OF THE REHABILITATION ACT OF 1974, TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990 AND THE INDIVIDUALS WITH DISABILITIES IN EDUCATION IMPROVEMENT ACT OF 2004.

- SHALL MEET ALL REQUIREMENTS FOR EMPLOYMENT SET FORTH IN APPLICABLE PROVISIONS OF LAW, INCLUDING, BUT NOT LIMITED TO CREDENTIALS, AS NECESSARY.

- SHALL ENSURE THAT TEACHERS IN THE CHARTER SCHOOL HOLD A COMMISSION ON TEACHER CREDENTIALING CERTIFICATE, PERMIT, OR OTHER DOCUMENT EQUIVALENT TO THAT WHICH A TEACHER IN OTHER PUBLIC SCHOOLS ARE REQUIRED TO HOLD. AS ALLOWED BY STATUTE, FLEXIBILITY WILL BE GIVEN TO NON-CORE, NON-COLLEGE PREPARATORY TEACHERS.

- SHALL AT ALL TIMES MAINTAIN ALL NECESSARY AND APPROPRIATE INSURANCE COVERAGE.

- SHALL, FOR EACH FISCAL YEAR, OFFER AT A MINIMUM, THE NUMBER OF MINUTES OF INSTRUCTION PER GRADE LEVEL AS REQUIRED BY EDUCATION CODE SECTION 47612.5(A)(1)(A)-(D)

- SHALL NOTIFY THE SUPERINTENDENT OF THE SCHOOL DISTRICT IF A PUPIL IS EXPELLED OR LEAVES THE CHARTER SCHOOL WITHOUT GRADUATING OR COMPLETING THE SCHOOL YEAR FOR ANY REASON, PROVIDING THE PUPIL'S LAST KNOWN ADDRESS WITHIN 30 DAYS, AND UPON REQUEST, A COPY OF THE CUMULATIVE RECORD OF THE PUPIL, INCLUDING A TRANSCRIPT OF GRADES OR REPORT CARD AND HEALTH INFORMATION.

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

> ➤ Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
> ➤ Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
> ➤ Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
> ➤ If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
> ➤ You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education **in conjunction** *with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*

1   What is distinctive about your school?

Aspire Golden State College Preparatory Academy (GSP), formerly known as Millsmont Secondary was founded in the fall of 2007 in partnership with Aspire Public Schools. The name change from Millsmont Secondary Academy to Aspire Golden State College Preparatory Academy was a result of a facility change during the summer of 2011. GSP is located at 1009 66th Street, Oakland in the Coliseum neighborhood in East Oakland, California. GSP's educational program is designed to increase college-going rates for students who have historically been under-represented in college and who face barriers accessing a college education. In June 2011, we graduated our first senior class with 100% college acceptance into a 4-year university. GSP is shaped by Aspires' mission, vision and core values.

Our Vision:

Every student is prepared to earn a college degree.

Our Mission:

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

Other areas that make GSP distinctive include: small school size, longer school day, longer school year, double periods for English and Math, exhibitions, college readiness and college preparation classes, on site and/or off-site college courses- following the early college model, advisory, family engagement, college trips, instructional coaching and wrap-around services.

Exhibitions:

Exhibitions of learning take place during the last two weeks for the school year. Each grade level assigns a teacher or group of teachers to assign a project that presents the grade level students the opportunity to demonstrate learning over the course of the year. Examples of exhibitions are:

- 6th Grade – Product Prototyping
- 8th Grade – Your ideal career via high school & college readiness

- 10th Grade – Study Abroad delivered in Spanish for students in Spanish II or higher
- 12th Grade - Portfolio

College Readiness:

GSP offers community college courses both on our campus and on the college campus to our 9th through 12th grade students free of charge to our students. The objective to this is to give our students the college experience with the support of the high school while still in high school. This also lowers the college cost to our students by giving them college credit for courses taken in high school.

In addition, each student at GSP visits a college twice a year in order to get a sense of student life and to see themselves as someone who goes to college. A select group of 10th and 11th grade students also participate in the "Panthers Go to College" program where they spend a year preparing for the SAT and learning about the colleges they will visit before heading back east to visit several universities. Last year students went to New England and visited Tufts, Boston University, Yale, and other school. This year, the plan is to go to schools near Washington DC.

Advisory:

Advisory is a required class for each student at GSP. This course assists students in academic guidance, college readiness, and personal/social skills. Advisory is also used to help students build community with their classmates and advisors, as well as become successful students and responsible citizens in our community. Each student is assigned a staff member to be their advisor. Generally speaking there are between 12 and 18 students of the same grade and same gender assigned to an advisor. Advisory groups stay together either until the students graduate or the staff member leaves the school. An advisor's responsibility is to act as the student's advocate on campus. . There is an academic component where there are biweekly progress report checks and daily homework reviews. Advisory meets four days a week for 30 minutes. Advisory is one of the strongest components of the program at GSP. Advisory gives the adults the opportunity to know a small group of students and is often said to act as a student, mother, father, sister and brother.

Family Engagement:

GSP holds two Family Schools in the year to promote opportunities for families to join their students in school in order to gain insight into the student experience, provide additional support from home, and bring the community together. Families have the opportunity to shadow their children through their classes, get to meet their teachers, get a sense of the course and material that will be covered during the year, and gain information on college-readiness, including financial aid and application process.

Two times per year, our advisors, students, and their family members meet for student led conferences. This is an opportunity for our students to speak to their family members about their progress academically and socially. The advisory helps facilitate the conference, but the onus of preparation and thoroughness is on the student. Our students refer to their results on tests, papers, projects, and class work for reflection purposes as they prepare for this event.

Instructional Coaching:

Golden State Prep uses a coaching model that is unique from other Aspire schools. At GSP, every teacher has a coach who observes and provides feedback to them on a weekly basis. The observation focus rotates between TCRP indicators and teacher-chosen foci. Coaches also provide lesson plan feedback, instructional planning support, classroom management support, and model lessons. Additionally, there are three Aspire Wide coaches, with content expertise who work with new teachers at the school and provide support around Induction to meet their credentialing requirements.

Wrap Around Services

Since its opening, Golden State College Preparatory Academy has steadily improved its extracurricular program for all

students. In the last two years, students have had the opportunity to participate in a variety of after-school and school-day programs which allow them to broaden their knowledge base beyond the academic realm. Many of the programs that are provided for students have college readiness and/or provide supplemental curriculum which align themselves to GSP's mantra of "College for Certain." As of March 2012, GSP had 24 during school enrichments, 7 afterschool enrichments, 2 honor roll clubs, and 4 sports teams.

2   How effective is your school overall?

	5	4	3	2	1	
Evaluation: Excellent			x			Unsatisfactory

How do you know?

API and School Rank: 2009 - 2012				
	2008-09	2009-10	2010-11	2011-12
API (Base)	665	660	734	699
State target	N/A	7	7	5
Actual Growth	B	-4	74	-35
State Rank	2	1	4	TBD
Similar Schools Rank	7	6	9	TBD

What are its notable strengths?

Aspire Golden State College Preparatory Academy (also known as Golden State Prep or GSP) lives a mission to prepare every student to earn a college degree. This drives all aspects of the school. Our graduation requirements set each student to be prepared for and at a minimum eligible for acceptance into a California State University. Exhibitions at the end of each year prepare all students to present a rigorous piece of learning to a panel that demonstrates mastery and a focus on college readiness. Our discipline philosophy and program has as its goal the creation an environment where all students can develop a positive identity and achieve academic excellence in preparation for college and beyond. Our teaching and learning is aligned to CA Standards in order to assist students to be on grade level and therefore prepared for college when they graduate.

What are the main priorities for improvement?

GOLDEN STATE COLLEGE PREPARATORY ACADEMY 5-YEAR PLAN

By June 2017, at least 90% of our students demonstrate academic excellence, self-efficacy, and interpersonal & cultural acumen to be on track to successfully complete the first year of college with no remedial courses and at least 2.0 GPA.

Supporting Goals: By June 2017

1. Academic Excellence	09-10 Base	10-11 Target	10-11 Actual	11-12 Target	11-12 Actual	12-13 Target	13-14 Target	14-15 Target	15-16 Target	16-17 Target	GOAL
a. API (Academic Performance Index)	661	700	733	750	699	750					950
b. Perform at grade level* within 4 years of enrolling at GSP											
ELA	28%	38%	39%	47%	37%	55%	64%	72%	81%	90%	90%
Math	30%	40%	33%	48%	29%	55%	64%	73%	81%	90%	90%
Science	18%	30%	28%	38%	29%	41%	53%	66%	78%	90%	90%
History	6%	20%	20%	34%	23%	36%	51%	64%	76%	90%	90%
Overall (% of results that were Prof/Adv)**	24%	35%	32%	46%	31%	43%	55%	67%	79%	90%	90%

c.	Passed the ELA CAHSEE on the 1st attempt	83%	85%	93%	90%	74%	93%	95%	98%	100%	100%	100%
d.	Passed the Math CAHSEE on the 1st attempt	88%	85%	86%	90%	78%	93%	95%	98%	100%	100%	100%
e.	College Ready on the ELA EAP Exam or Alternate^	7%	35%	22%	36%	12%	20%	27%	35%	43%	50%	50%
f.	College Ready on the Math EAP Exam or Alternate^^	69%	75%	50%	10%	16%	85%	90%	90%	90%	50%	50%
g.	6th to 8th grade are on track for Promotion	--			40%	33%	44%	56%	67%	79%	90%	90%
h.	9th to 11th grades are on track for Graduation	--			40%		44%	56%	67%	79%	90%	90%
i.	12th grade are on track for Graduation	N/A			75%	92%	80%	85%	90%	95%	95%	95%
j.	12th grade are accepted to a four year college^	N/A	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
k.	Graduates have met CSU freshman admissions req.	N/A	100%	100%	90%	92%	93%	96%	98%	100%	100%	100%
l.	Graduates complete their first year of university	N/A			60%		68%	75%	83%	90%	90%	90%
2.	**Operational Excellence:** *Each student will receive the maximum benefit of their education through efficient and effective use of our resources*												
a.	Minimum Attendance ADA			94%	96%	95.10%	96%	96.5%	97.0%	97.5%	97.5	97.5%
b.	Minimum After School Attendance ADA for 6th - 9th				110	97	110	110	110	110	110	110
c.	End Year on Budget^					Yes	100%	103%	103%	103%	103%	103%
d.	Full-Time Staff Three-year Retention			18%	60%	46%	65%	70%	75%	80%	85%	85%
e.	Aspire Affiliation (Accountable, Cared For, Trust)^				85%	93.5%	90%	95%	95%	95%	95%	95%

*Proficient or advanced on California STAR exams

**Overall = % of results that were Proficient/Advanced. As students take different numbers of exams at different grade levels, this is not the % of students but rather the results of exams taken that achieved Proficient/Advanced.

^ "Must Achieves" set by the Aspire Board of Directors

^^ "Must Achieves" set by the Aspire Board of Directors. The target for Math EAP in 2010-2011 it was 70% Conditional + College Ready and in 2011-2012 it was 10% College Ready only

3 How well is the school regarded by its students and parents?

	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory

How do you know?

Families and students continue to choose Golden State Prep as their school of choice. While in a significant state of flux last year due to moving locations and changes in school leadership and personnel, families quickly gained confidence in the school as place where their child was supported to achieve high expectations academically and behaviorally as supported by the Parent and Student Survey data. One small example was the appreciation that families felt as the dress code was clarified and enforced throughout the school so that all students wore a purple polo with the school logo and khaki bottoms.

What do (a) students and (b) parents most like about the school?

Students appreciate that they are known by the adults here and expected to preform academically and behaviorally to high expectations. They also appreciate that they are listened to when issues arise either between students or between a staff member and a student. Another aspect that students have liked is that they are prepared for college when they finish Golden State Prep. For the past two years, they have seen 100% of the graduating class being accepted to college. In addition, alumni returned last year to talk about their experience, which encouraged students in their efforts to attain this goal.

All parents in East Oakland want a safe school so their child can learn. As a result, parents really appreciate that Golden State Prep is concerned about their child's safety and learning. They appreciate that the discipline philosophy at Golden State Prep is to create an environment where all students can develop a positive identity and achieve academic excellence in preparation for college and beyond. Another aspect that our parents have appreciated about the school is that we are focused on College for Certain for every student. As a result, they know that students will be supported to participate in a college preparatory curriculum and experience at Golden State Prep.

Data From Survey Administered to All Parents: 2011-2012 School Year			
Statement	Results		
	Yes	Maybe Sometimes	No
The school has high expectations for all students	80%	18%	2%
My child can get extra help in school if he/she needs it	83%	15%	2%
My child is getting a good education at this school	73%	21%	7%
The school has clear goals for students which are known well by parents	74%	20%	6%

Data From Survey Administered to All Students: 2011-2012 School Year					
Statement	Results				
	Totally True	Mostly True	Somewh at	Mostly Untrue	Totally Untrue
I can do almost all the work in this class if I don't give up	34%	38%	21%	4%	3%
My teacher believes in my ability	32%	34%	27%	3%	3%
If you don't understand something, my teachers explains it in another way	26%	34%	30%	6%	3%
My teacher checks to make sure we understand what he/she is teaching us	30%	34%	27%	6%	4%

What do they feel needs improvement, and what action is being taken?
Last year families felt as though the discipline system was too punitive for students and frequently resulted in them being sent out of class for minor disruptions. As a result, a committee of staff, students, and parents created a new discipline philosophy and chain of consequences that was supported by significant professional development for the staff. This philosophy was based on that of OUSD's Urban Promise Academy and tied to a Restorative Discipline System that is resulting in students feeling more supported in their behavior and seeing it as a developmental process and ongoing conversation.

Students wanted to have more student activities. As a result, over the summer the Student Body President met with the Principal, Dean, and Academic Counselor to develop an activities calendar for the year that has resulted in a Welcome Back BBQ and will result in several school dances, three all school field trips, and monthly events that encourage school spirit and improve student culture.

	5	4	3	2	1	
Excellent			x			Unsatisfactory

Evaluation:
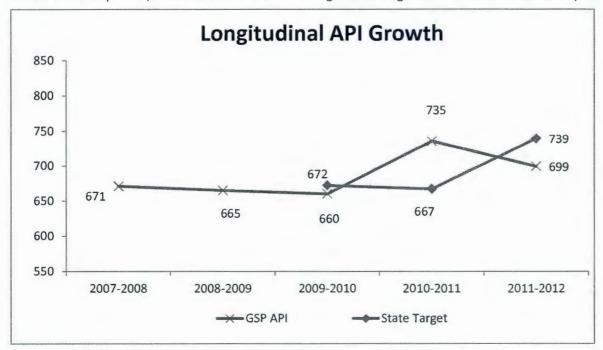
How do you know?

In the 2010-2011 school year, Golden State Prep far exceeded its state and Aspire targets. 2010 marked GSP's base year for data; the school-wide API base score came in at 660. In 2011, the school-wide API increase 76 points to 736. The preliminary results for 2011-2012 show a projected API of 699 down 34 points from the previous year. While we are still analyzing the data, we see a significant amount of the API drop as a result of changing locations of the school, receiving the new school building a week late, an approximate 70% change in the student body from the previous year, and new teaching staff that consisted of 14 of the 17 general education teachers being new to Golden State Prep.

API Growth

Since 2007-2008, Golden State Prep has made overall growth. The two years after GSP's initial year of existence show a minor drop in API, but the students of GSP made significant API growth in the 2010-2011 school-year.

Longitudinal API Growth

2010 Base API	2011 Growth API	Growth in the API from 2010 to 2011
660	736	76

Met 2010 - 11 Growth API Targets:	
Schoolwide	Yes
All Subgroups	Yes
Both Schoolwide and Subgroups	Yes

2009 API	2010 Base API	2011 Base API	2012 Base API	2009-10 Growth	Met 2010 API Criteria	2010-11 Growth	Met 2011 API Criteria	2011-12 Growth	Met 2012 API Criteria

665	661	736	699	-4	No	76	Yes	-35	No

GSP proactively tracks data at the school, grade, class, teacher and student level using CST data and our own internal Cycle of Inquiry process to respond to school site trends and individual student needs. Aspire identified GSP as a focus school and listed its AYP growth as an institutional "Must Achieves."

Golden State Prep has exceeded all of its growth targets in every indicator through the 2010-2011 school year. Multiple measures and analysis opportunities of our data have turned up the same conclusion: we are serving our students well. Rather than falling into intervention and correct actions plans such as Program Improvement, GSP and Aspire Home Office proactively track data at the school, grade, class, teacher, and student level using Cycle of Inquiry process and successfully responds to student needs.

In which subjects and grades do students do best, and why?

Summary of Achievement Strengths

The staff analyzed the data through 2010-2012 and concluded the following GSP achievement strengths:

API/AYP

- GSP's API grew 75 points to 735 in 10-11.
- GSP exceeded its Safe Harbor targets and made AYP on the ELA and Math CSTs in 2010-11.

ELA and Math

- GSP increased the proportion of its students scoring at the P/A levels and decreased the proportion scoring at the FBB/BB levels on the ELA and Math CSTs.
- Approximately 88% of GSP's 7th graders scored a 6 or above on the Writing applications assessment, roughly equivalent to P/A, and grew from 09-10.
- GSP increased the proportion of its 11th graders scoring College Ready and Conditionally College Ready in ELA and Math respectively between 09-10 and 10-11.
- GSP does not have consistent achievement gaps based on ethnicity or economics.
- GSP accelerated 63% of its ELA and 54% of its Math Chronically Underperforming, Underperforming, and Far Below Basic (CUUFBB) students in 10-11—exceeding the Aspire average. GSP moved 15 out of 38 students out of CUUFBB status in ELA and 13 of 50 in math. At the end of the 10-11 school year, GSP had 23 CUUFBB students in ELA and 37 in math.
- Overall GSP had more students increase than drop proficiency levels on the ELA CST. The school's 9th and 10th grade teams did an excellent job both minimizing drops and accelerating students. Its 7th and 11th grade team did excellent jobs accelerating students and good jobs minimizing drops. GSP's 6th grade team did a great job minimizing drops.
- In math, GSP's 7th and Geometry teams did excellent jobs accelerating students and good jobs minimizing drops. GSP's Algebra and Algebra 2 teams did a good job accelerating students.

Science and History

- GSP did a great job increasing its students' mastery of the science standards on the 8th and 10th grade science CSTs.
- GSP's 8th grade history, World History, and US History students demonstrated a greater mastery of the history standard than their Aspire peers in 09-10.

In which subjects and grades is improvement needed, and what action is being taken?

Summary of Achievement Challenges

We are in the process of analyzing the 2011-2012 data. Therefore, the Summary of Achievement challenges are based on the 2010-2011 data. The staff analyzed data through 2010-2011 and concluded the following GSP achievement challenges:

ELA and Math

- Only 22% of GSP's 11th graders were College Ready in ELA while only 50% were Conditionally Ready in math.

- GSP ended the school year with 23 ELA and 37 Math Chronically Underperforming, Underperforming, and Far Below Basic (CUUFBB) students.

- GSP's proportions of students accelerating from the Basic level to the P/A levels have been much lower than the Aspire averages for the last two years. The school had 8 matched students drop from the P/A levels in ELA and 29 drop in math. On net, GSP had 21 fewer matched students at the P/A levels in math.

- GSP's 8th grade team had a greater proportion of students drop than the Aspire median and its 6th and 8th grade teams had a lower proportion accelerate on the ELA CST. In math, GSP had more matched students drop than increase proficiency levels. The school's 6th grade, Algebra, and Algebra 2 teams had more than the Aspire median drop and its 6th grade team had less than the Aspire median accelerate.

- In ELA the school's 6th grade students found the RC/WS strand standards the most challenging while its 7th and 8th grade students found the WS strand standards the most difficult. The school's 9th, 10th, and 11th graders found the WA, LRA/WA, and RC strand standards the most difficult.

- In math GSP's 6th, 7th, and Algebra students found the MG, MPGF/EPR, and FRE strand standards the most difficult. It's Algebra II, Geometry, and Summative math students found the SCPS, VAF, and Geo strands the most challenging.

Science and History

- GSP's 8th and 10th graders found the RCLS and Evolution strand standards the most challenging respectively. The school's Biology and Chemistry students found the EcoEvo and KT/CMS strand standards respectively the most difficult.

- GSP's 8th graders found the WHG/CWA strand standards the most challenging while its World History students found the PWW2/IEI standards the most difficult. The school's US History students found the FAPST standards the most challenging.

English Learners

- GSP did not hit CA's targets for accelerating students CELDT proficiency levels or getting them English Proficient.

Chronically Underperforming, Underperforming, and Far Below Grade Level Students

- GSP made progress in the 2010-2011 year but still has a large number of Chronically Underperforming, Underperforming, and Far Below Basic (CUUFBB) students. GSP focused primarily on accelerating its students in language arts and had several interventions (e.g. Read 180, Seeing STARs, and Special Ed push in). A much smaller emphasis was placed on math and the 1 IPASS class had attendance and other challenges. Given the high numbers of Chronically Underperforming, Underperforming, and Far Below Basic (CUUFBB) students in math, what specifically will GSP do to support these students?

- For those students that did not accelerate, the CSTs are not a good measure of growth. What other evidence does GSP have to show student growth? If these students are in Special Ed, they should probably be taking the CMA. If they are not in Special Ed, have they been tested?

Action/Next Steps/Reflection Questions

The staff analyzed the data above and concluded the following GSP action/next steps/reflection questions:

General

- Teachers who taught in 11-12 analyze their STAR results and identify individual and school improvement strategies for 12-13.

ELA

- GSP still has a large number of students who are reading below grade level. What measures (e.g. DRA/SRI) will GSP use to identify students' reading levels and specifically track progress in reading?

- For those teachers who are returning, what are strand/standard challenges and what will teachers do differently this year to improve student performance?

Math
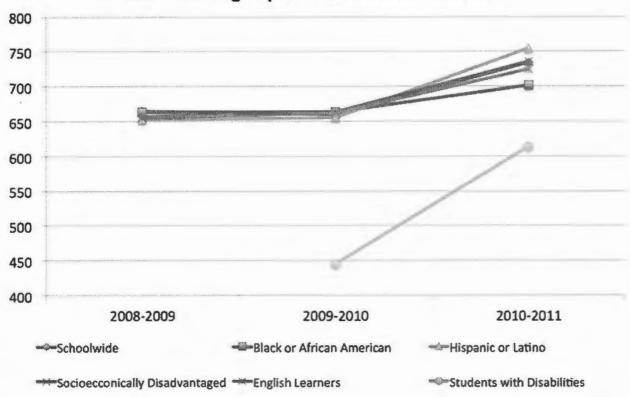
- Overall math performance at GSP has been extremely poor, particularly in upper math. In 10-11 only 34% of the school's students scored at the P/A levels in math. What will GSP do to accelerate its' students math performance? How will it ensure its students master middle school math? How will it create a skilled and effective cadre of upper level math teachers who continue teaching several years?

- Based on analysis of scatter plots and scatter plot tables, are there implications for how math teachers differentiate instruction (i.e. are they more effective with certain groups of kids based on previous skill level)? What are the implications?

- For those teachers who are returning, what are strand/standard challenges and what will be done differently this year to improve student performance?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken

In 2010-2011 subgroups made growth over the previous year in their API results. African American students increased to 702 from a previous level two years in a row of 663. Hispanic students increased 99 points to 755 from 656. Socioeconomically Disadvantaged students increased from 663 to 735 in 10-11. EL students increased 63 points from 662 to 725. Finally, Students with Disabilities increase 168 points from 445 to 613.

We have not finished the analysis of the subgroups for the 2011-2012 school year.

GSP - API Subgroup Data 2008-2009 to 2010-2011

Legend:
- Schoolwide
- Black or African American
- Hispanic or Latino
- Socioecconically Disadvantaged
- English Learners
- Students with Disabilities

The strategies outlined above for the school as a whole are also used for each of the subgroups. Students with disabilities receive additional support in class with an Education Specialist and/or Instructional Aide in order to support their learning and goals as specified in their Individual Education Plan (IEP).

| 5 | How effective is the quality of instruction, including teaching, learning and curriculum? |

	5	4	3	2	1	
Evaluation: Excellent			x			Unsatisfactory

How do you know?

The expectation at the school is that all teachers use a similar mode for delivery of instruction to provided consistency of expectations throughout the day. Typically, this looks like:

Do Now- Activity or assessment that each student does upon entering the room.
Mini Lesson- Short 10 -20 minute lesson where the teacher imparts new information to students
Guided Practice- Teacher practices with the students the new skill or concept being taught and gradually releases students to:
Independent Practice- Student practices the new skill or concept on his/her own with less teacher support.
Checking for Understanding- Teacher has mechanism in place to check for student understanding in the form of an Exit Ticket, Quiz, Pre- Planned Questions, etc.

Additionally, teachers are given and coached on Aspire's Instructional Guidelines. The following represents a snapshot of our pedagogical practices all teachers are expected to use as they progress their practice.

Humanities	Science	Math
Reading Workshop	• Pedagogical Structure of Inquiry	Daily Review
• Reading mini-lessons	• Reading in Inquiry	• Do Now

10

• Independent Reading • Word Work and Academic Vocabulary Building • Read Aloud • Response to Literature and Text Writing Workshop • Writing Mini-lessons • Independent Writing • Interactive Writings • Grammar • Writing Conferences • Six Traits of Writing Small Group Instruction • Standards based mini-lessons • Guided Reading • Guided Writing Academic Discourse • Shared Inquiry • Reciprocal Teaching • Study Groups • Class discussion	• Whiteboarding • Lab Structure • Identifying Misconceptions • Cooperative Learning • Cycle of Inquiry • Scientific Process • COI Data Talks • One Minute Paper Drawing for Understanding and Synthesis • Student Generated Test Questions • Do Now • Notes Quiz • Technical Reading and Writing • Science Safety • Science Olympiad	• Flashbacks • Mental Math Daily Mini Lesson Cooperative Group Learning 3-5 times per week Data Driven Instruction Problem Solving Projects and Problem of the Week Homework Daily Academic Language Support: • Math Dictionary • Standards Tool Kit • Conceptually rich Word Wall • Student Led Solution • Advanced Problem Solving

Which are the strongest features of teaching and learning, and why?

At the beginning of 2011-2012 14 of 17 general education teachers were new to Golden State Prep. As a result, we focused on a few key strategies; these were two strategies in Doug Lemov's book "Teach Like a Champion". First we focused on having a Do Now at the start of every class. Teachers worked in Departments to identify the specifics of a Do Now, the procedures they would need to put in place, and then conducted two different peer observations to see how they were coming in their practice. At the beginning only 10% of teachers were consistently having a Do Now at the start of class and by the end of the cycle, 90% of classes were consistently getting started with students working at the bell.

Once this was in place, we focused as a whole teaching staff on Threshold. As a result of a similar process we saw this go from about 10% of the teachers doing this to about 80%. Greeting students at the start of class proved to be a great way to get a temperature of their students as they came in, making a brief connection with each student, and help students start their day right.

What aspects of teaching and learning most need improvement, and what action is being taken?

When we received the 2010-2011 data last year and based upon having 82% of the teachers being new to the school, over 50% of students new to the culture, a new building, and new location, we decided in the 2011-2012 school year to focus on culture. As a result we took the actions described above. After spending the time to re-build the school culture, our plan is to work on the Classroom Environment first and then to Rigor in the classroom. While we haven't finished analyzing the 2011-2012 data yet, it clearly shows that we have considerable work to do to improve teaching and learning at Golden State Prep.

In quarter 1 of 2012-2013, we are focusing on the Classroom Learning Environment. We are doing a whole school cycle of inquiry (COI) focused around Setting Behavioral Expectations and Responding to Student Behavior. PD has been conducted to provide teacher with several strategies for doing this as well as peer observation for Grade Levels to see and reflect on their practice.

In quarter 2 and 3 we will be focusing on executing a more engaging and cognitively challenging level of student learning by designing and sequencing learning experience to increase and measure the cognitive challenge in class. We will be focusing on the planning, instruction, and curriculum necessary to have this happen and utilizing a COI approach for teachers to monitor their progress at assisting student to make academic achievement on the CA Standards.

6	How effective are the professional development opportunities provided to teachers and administrators?

	5	4	3	2	1	
Excellent	x					Unsatisfactory

Evaluation:

How do you know?

Survey data on PD/growth satisfaction

Aspire Public Schools works diligently to provide as much professional development time for teachers as possible. For one week during the summer teachers who are new to the organization attend a professional development series where they learn about common Aspire practices, unit planning, and classroom management. Lead Teachers and administrators attend Aspire-sponsored professional development at the beginning, middle, and end of each school year focused on maintaining consistency across the organization and on building strong leadership teams at each site. Site-based professional development begins a week before students return, and continues throughout the school year on Fridays when students are released early. These Friday professional development meetings use a variety of configurations ranging from department and grade level to whole staff. In addition to the time for professional development, each teacher and two of our administrators have a coach who is either on-site or works out of the Home Office.

Data From Survey Administered to All Staff: 2011-2012 School Year	
Statement	Results
	% Agree and Strongly Agree
I understand and embrace the vision and mission of our organization	90%
My teammates are focused on high academic achievement and college for all students	90%
I am happy with my working relationships with my teammates at my site	95%
In the past year, I have had opportunities at work to learn and grow	95%
There is someone at Aspire that actively supports my professional growth and development	90%
My supervisor, or someone at work, cares about me as a person	95%

Which are the strongest features of professional development, and why?

There are opportunities that are planned for all teachers or for groups of teachers across the organization which include:

- Twice yearly Leadership Retreats: the leadership teams from each of our schools meet to discuss a variety of topics. Some of these are chosen for the group at large such as TCRP, and others are chosen by the individuals on each team.

- Cross Collaboration: Teachers from across the region meet after Winter Break when all of the mid-year data has been crunched. Teachers and principals meet for an entire afternoon to share best practices on commonly assessed standards.

- New Teacher Training: Every teacher who is new to the organization participates in seven days of training tailored just to them. Five of these days occur in the summer before school starts and two more follow-up days occur during October after the teacher has been working for a little while. The objective of this time is to build a strong foundation for teaching at Aspire.

- School Retreat: Golden State Prep had a school wide retreat at the start of the year with its faculty before school started. This year, given the new principal, much of that time was spent on systems and operations of the school. In addition, culture building and group/department time is available.

- Friday Afternoons: Each Aspire School in the Bay Area has a half day on Fridays so that school-run professional development opportunities can occur. Trainings at GSP for the 2012-13 school year include:
    - Comprehensive Culture training
    - Restorative Practices
    - TCRP – (The College Ready Promise) with focus on Planning, Developing and implementing assessments, Classroom Learning Environment, and Instruction
    - SPED
    - New Teacher trainings
    - DRA training
    - Data Analysis
    - School Safety
    - Support Services (counseling, wrap around activities, and after school)
    - Department & Grade Level meetings —using Cycles of Inquiry
    - Advisory
    - Personal Learning Plans

Golden State Prep uses a **coaching model** that is unique Aspire schools. At GSP, every teacher has a coach who observes and provides feedback to them on a weekly basis. The observation focus rotates between TCRP indicators and teacher-chosen foci. Coaches also provide lesson plan feedback, instructional planning support, classroom management support, and model lessons. New teachers also receive coaching support around Induction to meet their credentialing requirements.

During **whole staff professional development,** three core pieces of our work are addressed: creating values to drive a scholarly school culture with the entire staff, building the capacity of teachers to provide rigorous instruction in differentiated groups of teachers, and the building cultural proficiency of the entire staff.   Feedback on the effectiveness and impact of professional development is provided weekly and informs upcoming agendas.

How are professional development activities selected and evaluated?

The Vice President of Professional and Teacher Development, Heather Kirkpatrick, along with the organization's Education Team determines the professional development opportunities and topics for the organization. After each one, all participants are surveyed and that feedback is used in planning subsequent trainings.

At GSP, the Principal, Deans, and Lead Teachers plan professional development. The Principal creates the quarterly professional development calendar with input from the Leadership Team (all Deans, Resident Principal, Principal, Lead Teachers, and After School Program Director). Teachers are given opportunity to share back what works and what does not work about time spent in professional development, and that is used to develop the next set of meetings.

Weekly **department meetings** are planned and facilitated by Lead Teachers and include looking at student work, analyzing student performance data, using data to inform instruction, and implementing common Aspire practices. Additionally, Cycles of Inquiry (COI's) are run primarily through department meetings. COI's provide an opportunity to deeply address a school-wide focus and include peer observation, data analysis, goal setting, and instructional planning.

Grade level teams meet to collaboratively problem-solve and create action plans as a team to address student culture issues at their grade level and improve the student support systems.

What aspects of teaching and learning most need improvement, and what action is being taken?

When we received the 2010-2011 data last year and based upon having 82% of the teachers being new to the school, we decided in the 2011-2012 school year to focus on culture. As a result we took the actions described above. After spending the time to re-build the school culture, our plan is to work on the Classroom Environment first and then to Rigor in the classroom. While we haven't finished analyzing the 2011-2012 data yet, it clearly shows that we have considerable work to do to improve teaching and learning at Golden State Prep.

In quarter 1 of 2012-2013, we are focusing on the Classroom Learning Environment. We are doing a whole school cycle of inquiry (COI) focused around Setting Behavioral Expectations and Responding to Student Behavior. PD has been conducted to provide teacher with several strategies for doing this as well as peer observation for Grade Levels to see and reflect on their practice.

In quarter 2 and 3 we will be focusing on executing a more engaging and cognitively challenging level of student learning by designing and sequencing learning experience to increase and measure the cognitive challenge in class. We will be focusing on the planning, instruction, and curriculum necessary to have this happen and utilizing a COI approach for teachers to monitor their progress at assisting student to make academic achievement on the CA Standards.

7   How effective is the assessment of student learning?

	5	4	3	2	1	
Evaluation:	Excellent	x				Unsatisfactory

How do you know?

GSP, with the support of Aspire and community, has an assessment and monitoring system to determine the student's progress and the expected school wide learning results. Aspire Public Schools has numerous monitoring systems to help educators keep track of student progress, including a central data portal that stores and aggregates scores on interim and benchmark assessments. Every student takes an interim or benchmark assessment in each of their core classes, 3 times per year, where each question aligns to a California State Standard. Additionally students take the DRA and Writing snapshot assessments in ELA classes as a baseline assessment to inform the teacher's instruction. All of this is heavily shared with families and the community during Student Led Conferences, where families receive a login to PowerSchool, giving them direct access to up-to-date student grades, which correspond directly to mastery of academic standards. All student grades, in any class, are at least 50% summative assessments which incorporate California State Standards, showing a quantifiable relation between student grades and mastery of

standards.

● What are the strongest features of assessment?

Golden State College Preparatory Academy uses a variety of assessments to measure student achievement and drive the development of the academic program. Each day Golden State Prep teachers administer "Do Now's" and "Exit Tickets." These quick, informal assessments allow teachers to gauge student learning of new and spiraled material.

Formal classroom based assessments are administered at least every two weeks. Across curriculum areas, teachers administer multiple choice standards based Edusoft (CST-type) exams, short answer or fill-in the blank exams, as well as assign projects and presentations. In Language Arts, teachers administer English CAHSEE prep tests, expository writing assessments, investigation of primary source document (DBQ) assessments, writing snapshots (administered twice a year to inform writing instruction), SRI assessments are administered twice a year (to determine intervention class placement), and DRA assessments are administered to FBB students to determine intervention and grouping needs for them. In Math, teachers administer the Math Basic Skills test in grades 6-8 (until students master the exam with 85% or higher) and the Math CAHSEE prep test. All teachers have office hours to review concepts and assessments for academic acceleration.

Formal Aspire assessments are administered according to the assessment calendar created in May of the previous school year, and at least three times per year. These exams are curriculum and grade-based benchmarks/interims and prepare the students for CSTs and gauge student knowledge of the standards in the spring. Finally, students are required to complete a research project on a specific subject determined by the teachers and administrators. Students are required to present their projects in an exhibition (requiring the use of verbal, printed and/or technological/computer skills). The exhibitions are graded by a panel of teachers, staff and community members on a rubric.

INTERIMS/BENCHMARKS: Through the analysis of benchmark and interim assessments Golden State teachers revise instructional plans based on specific areas requiring attention, as seen through the data results. The results from interims help teachers group students to for re-teaching.

CYCLES OF INQUIRY: Instructors use the Cycle of Inquiry model (COI) a means to analyze teaching practice with the goal of implementing highly effective teaching practices school wide. All teachers gather data through classroom observations based on pre-determined foci. Teachers analyze data in department meetings and create growth goals to guide action plans.

What aspects need improvement, and what action is being taken?

The biggest need that we have at this moment is responding to student data in order adjust instruction to better meet students' needs. We are doing this in several ways:

- Exit Tickets – We are working to have 100% of teachers administer an Exit Ticket at the end of class to see if students mastered the objective for that day. Coaches are supporting teachers to develop effective 3 to 5 minute formative assessments to do this. We're also working with teachers as a part of their planning to first establish the objective, second create the Exit Ticket, and three plan a sequence of activities for students to perform well on the Exit Ticket.
- Benchmark/Interim Assessment Data Analysis – While we did a pretty good job of analyzing the data in 2011-2012, this year we are focused on utilizing that data to better inform instruction and modification of curriculum. As a result, we are doing more in-depth work of analysis in order to get at more precisely what students don't know so that we can plan learning experiences to teach or reteach

● **How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?**

	5	4	3	2	1	
Evaluation: Excellent	x					Unsatisfactory

How do you know?

Golden State Prep does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school is open to any resident of the State of California.

In order to strive towards a racial and ethnic balance at the school reflective of the district, Golden State Prep has implemented a strategy for recruitment that includes, but is not limited to:
- An open enrollment process that matches that is public and widely publicized
- Providing Spanish translation of oral presentation and materials,
- Distribution of promotional and informational materials in a both English and Spanish
- Outreach meetings in local churches and other community spaces to reach prospective students and parents,
- Allowing for classroom visits and school visits by interested families
- Leveraging our families to help recruit, and
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of Oakland

What are the strongest aspects of efforts to a diverse student population?

The overwhelming majority of students at GSP are students of color and members of ethnic minorities. Approximately 28% of the student population identifies as African American, 70% identifies as Hispanic/Latino, and the remaining 2% of the student population identifies as Pacific Islander or Filipino

In 2011, the number of students who qualify for special education services more than doubled as a result of an influx in student enrollment due to the facility change.

What aspects need improvement, and what action is being taken?

We have not effectively made sure that all of our current and prospective families thoroughly understand how the lottery works, so there is a lot of confusion that leads to disengagement. Therefore, we have created a transparent process that we used for the 2012-2013 school year that resulted in parents knowing the process and how we would select students. We will continue to improve this over the years to come.

9   How effective is the leadership and management of the school?

	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory

How do you know?

As stated above, our vision at Aspire is that "every student is prepared to earn a college degree" upon completion at Golden State Prep. Each of our two graduating classes have had 100% 4-year college acceptance.

In 2011-2012 the school leadership (Principal, Resident Principal, and Deans) were new to the school along with 82% of the teachers, 38% of the non-teaching staff, 67% of the After School staff, and 70% of the students and families. In addition, we had a new building, location, and name. In spite of all of this, WASC granted Golden State Prep a 6-year accreditation. The report cited strong school leadership focused on:

- Supporting each teacher through coaching and professional development first on building relationship and school culture.
- Building relationships and school culture through a schoolwide discipline system, student selected enrichments, and an advisory program.
- Cycles of Inquiry that were whole school focused on building culture though strategies such as Threshold and Do Now and supported through peer observations, department meetings, and professional development.
- Educational Equity so that all students are prepared for college and exhibit our school values
- Developing school values in collaboration with all stake holders: Students, Families, and Staff.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

There are several ways in which we support teachers and staff to implement CA Standards-based Curriculum:
- Golden State Prep utilizes and implements Aspire's Instructional Guidelines for the development of curriculum. In addition, almost all high school English, Math, and History courses have a toolkit with standards based units and lessons that teachers modify for their particular needs.
- New teachers participate in a summer week-long standards based training that includes: creating a standards based pacing guide, task-analysis of CA standards to break them into daily lesson chunks, objective creation using a backward design of (objective, assessment, Do Now, and direct instruction, guided practice, and independent practice, and differentiation)
- Golden State Prep uses Aspire's The College Ready Promise – Teacher Effectiveness Rubric to develop supports for curriculum development and assessing the effectiveness of teacher planning, classroom environment, and instruction.
- Coaches meet regularly and plan support for teacher in curriculum development, unit planning, and lesson planning. Then, when they meet with their coaches they support teachers individually on their standards based curriculum development.
- Teachers reflect weekly on the effectives of their lessons with their coach and by reviewing their individual formative data as well as summative data that is both teacher developed and Aspire created Benchmarks/Interim Assessments.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Principals, with the help of instructional coaches and the area superintendent, are responsible for ensuring that the Aspire Instructional Guidelines are being implemented. This comes with Walk-Throughs, feedback to lesson planning, observation, and work with the site leadership team. The principal also monitors teams' use of the cycle of inquiry, and works with teachers, ideally at least once per month, to address both student and practice progress. If a teacher is not implementing the Guidelines or if they are not making best efforts to do so, depending upon where they are in their career, a support plan is put into place. The principal is responsible for oversight of the plan and coaches or on-site deans may help with the support of it. The goal of a plan such as this is that the teacher moves to implementing the curriculum and to improved instruction. At that point, the teacher is taken off of the support plan. If the teacher does not make the required improvements, the principal may put corrective action in place, which can lead up to and include termination.

Which aspects of leading and managing the academic performance of the school work best, and why?

In 2011-2012 we were focused on creating strong classroom learning environments. We implemented schoolwide COIs focused on Threshold, Do Now, and Equity. An important component of these COIs was peer observations so that teachers could see one another's practice, discuss what they saw, collaborate to create an improvement plan, and revisit a few weeks later to see improvement. This resulted in significant growth in students being on task in classrooms and the teacher and student relationships.

We also provided individual support for each teacher via weekly coaching sessions in order to support each teacher's maximum growth.

In addition, we worked together to refine our lesson planning especially during the first quarter of 2011-2012 utilizing a cycle of: task-analysis of the standard, objectives development so they are measurable, manageable in the time allotted, made first, and most important for college, backward design from objective, to assessment, to Do Now, to direct instruction, to guided practice, to individual practice, and to homework.

These strategies were extremely effective because it was tailored to each teacher while also focusing on the needs of the whole school at that time which was building a strong school learning culture.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

Having focused on school culture last year we now need to focus on academic rigor in the classrooms. The plan is to focus more on instruction while maintaining the strong classroom culture. In this regard, coaching will continue to support teachers in their development of their units and lessons with focus on designing and sequencing of the learning experience, creating cognitively engaging learning experiences for students, and lesson design guided by data. Then, we'll look at how the plans are being implemented in the classroom with a focus on a high quality execution of the lesson cycle, cognitive level of student learning experience, academic discourse, and group structures. We'll work on this in quarters 2 and 3 via four major strategies: 1) Individualized coaching support for each teachers, 2) Individual standards and unit based COI with teacher teams, and 3) Differentiated PD for each of these areas based upon teacher performance data informal and formal observations utilizing the TCRP – Teacher Effectiveness Rubric, and 4) Analysis of Fall and Winter Aspire Benchmarks/Interim Assessments and teacher created standards based unit tests.

10   How well does the charter school collaborate with parents to encourage active participation in their student's education?

	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory

How do you know?

GSP implements a variety of strategies, which inspire and support parental and community involvement. The array of strategies, which GSP provides, supports the 5-year goals identified and communicated via our GSP 5-year goal resource. Throughout the school year, GSP communicates with families via principal memos and other publications. Memos are sent via phone calls, email and hand delivery.

GSP has a dedicated staff member who is responsible for engaging families to participate on the Family Advisory Committee that meets monthly on Tuesday mornings. The goal of the group is to have a representative voice for families in the strategic planning of GSP. Additionally, via monthly family meetings at night, the broader family stakeholder group is invited to GSP and work with school leadership and teachers on issues that impact the entire school. Some of those issues involve attendance, core values, and/or school safety.

Which are the strongest features, and why?

At the beginning of the school year, GSP publishes resources, information memos, and important policies to keep the entire community aligned in belief, expectations, and compliance. Each week parents receive a "Family Message" via email from the school's Principal. This is a letter that communicates school progress and upcoming events at GSP for the week. Families are given the Student/Family Handbook that communicates the school-wide behavioral, habitual, and academic expectations from parents and students. At our back to school night, families and students have an opportunity to clarify those expectations. At GSP, we view families as a critical stakeholder group in improving the quality of education and culture at our school.

Student-Led Conferences keep parents involved in the teaching/learning process at GSP. Parents are required to attend

these conferences led by their child at GSP during the school year. The Student-Led Conferences allow parents to speak with teachers and further examine the academics and school life of their child at GSP. In addition, progress reports are given every two weeks, to keep students and their parents up-to-date in regards to their grades. In between receiving printed copies of Progress Reports, parents and guardians have the ability to log on to an online system and view individual records for each assignment of the Quarter. Parents also receive a phone call each time their child is marked tardy or absent for a class, so they are always aware of their child's daily involvement at school. Additionally, parents are expected to attend IEP and SST meetings to stay involved with their child's educational progression and success.

Last year GSP held its first annual Winter Family Potluck and Family School event. The potluck event brought together the whole GSP family to eat and get to know one another. It was a magnificent way to have students, staff, and families come together and enrich GSP's school culture. The Family School event took place to celebrate Black History month and continue the process of defining the core values we believe should drive our work at GSP. Last year students, staff, and families engaged in a four-month process of discussing what was important to us and how that was represented in values. Through a process of taking hundreds of suggested values, each group engaged in a process of honing these down to 5 to 15 values that were presented to all stakeholder groups at our Family School in March. At that time we discussed what was important to us and at a subsequent meeting in April were able to finalize our five core values. These 5 core values are: Family, Equity, Respect/Integrity, Purpose/Passion, and Growth Mindset.

In the 2012-2013 school year we are utilizing the values to guide our conversations about our Discipline Philosophy, Comprehensive Culture Plan, and academic rigor. Our families are a part of this conversation.

What most needs improvement, and what action is being taken?

There are two significant areas that need improvement:

- Develop the Family Advisory Committee (FAC) into a group that is a more significant part of the decisions at the school. We will do this through developing their leadership capacity, facilitating meetings, and participating on school committees.
- Expand the work of the Family Advisory Committee and families into other areas such as parenting, volunteering, supporting learning at home, and collaborating with the community. We'll start this by identifying an area of focus for the FAC, analyzing skill needs to accomplish the area for growth, creating early win opportunities, and furthering the work.

11   How effectively does the school community analyze and use schoolwide data for continuous improvement?

	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory

How do you know?

The collection, analysis and integration of assessment data are common practice at Golden State Prep and at all of Aspire's schools. Our teachers and leaders receive professional development to enhance their ability to understand and analyze data during Summer Training, PD on Fridays, and on Cross Collaboration Days. Additionally, in the past year, our Director of Data and Assessment, John Ericson, has trained a Data Driver at each site. The purpose of this initiative has been to have someone on site, who understands the data after interims and benchmarks, and to give autonomy to this person to train the rest of the staff on how to best use their data to improve instruction at the school. The Data Driver at Golden State Prep is Marcy Nelson.

Data is currently collected, analyzed, applied for the following purposes:
- Inform teachers of where students are performing on standards at given times of the year
- Inform students of where they are performing on specific standards at given times of the year
- Improve instruction and to make time for much needed reteaching
- Inform where Aspire Coaches are most needed once the first quarter of school has been completed.

Improve Instruction
Interim Assessment data is critical in supporting individual teacher instructional growth. This happens through the strategic use of data analysis and team time. Time is set aside after the Interim Assessments have been administered and scored, so that teachers and their supports can work to analyze the data. Teacher teams, Instructional Coaches, Leads, Deans and the principal analyze the data to achieve two specific goals:
- Figure out the content and/or standards that need to be retaught. Once the specific content is identified, the teacher and the lead, dean, or instructional coach, or principal discuss ways to improve instruction and reteaching ideas.
- Figure out which students are not meeting the expectations so that they can be targeted for intervention and extra academic support.   Once students have been identified, the teacher, with the support of the instructional coach, dean, lead or principal works to create and implement a plan for additional support.
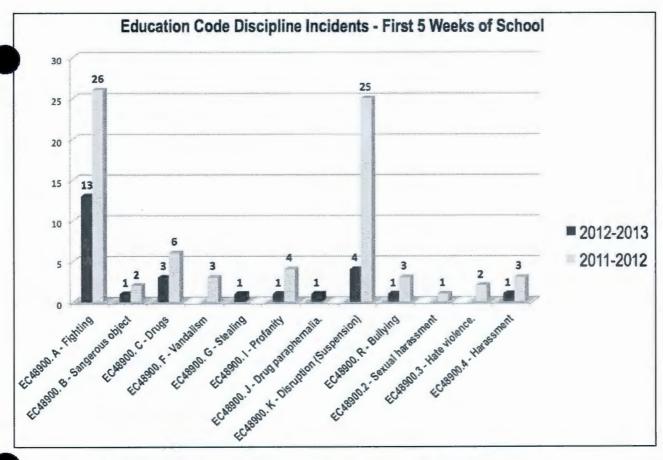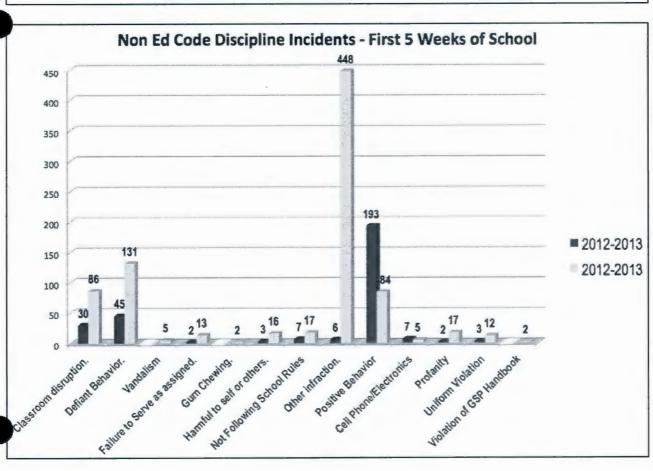
This process happens after each interim cycle. Please see Secondary Assessment Calendar in the appendix.

Improve School Culture
Discipline data is continuously reviewed and analyzed so that plans can be made to improve our student culture. As a result of the student discipline data, the school made some significant changes to our Discipline Philosophy and Comprehensive Culture plan that was supported by PD and Cycles of Inquiry both last year and this year. As a result, we see some significant improvement in the school culture from last year to this year comparing the first five weeks of school.

Education Code Discipline Incidents - First 5 Weeks of School

Legend: 2012-2013, 2011-2012

Categories (x-axis): EC48900. A - Fighting; EC48900. B - Sangerous object; EC48900. C - Drugs; EC48900. F - Vandalism; EC48900. G - Stealing; EC48900. I - Profanity; EC48900. J - Drug paraphernalia.; EC48900. K - Disruption (Suspension); EC48900. R - Bullying; EC48900.2 - Sexual harassment; EC48900.3 - Hate violence.; EC48900.4 - Harassment

Data labels: 13, 26; 1, 2; 3, 6; 3; 1; 1, 4; 1; 4, 25; 1, 3; 1; 2; 1, 3

Non Ed Code Discipline Incidents - First 5 Weeks of School

Legend: 2012-2013, 2012-2013

Categories (x-axis): Classroom disruption.; Defiant Behavior.; Vandalism; Failure to Serve as assigned.; Gum Chewing.; Harmful to self or others.; Not Following School Rules; Other Infraction.; Positive Behavior; Cell Phone/Electronics; Profanity; Uniform Violation; Violation of GSP Handbook

Data labels: 30, 86; 45, 131; 5; 2, 13; 2; 3, 16; 7, 17; 6, 448; 193, 84; 7, 5; 2, 17; 3, 12; 2

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

At the start of a school year, all staff participate in analyzing, identifying areas of improvement, and establishing action plans as we look at the previous year performance data for academic performance and school culture. Each quarter teachers utilize Aspire created Benchmarks/Interim Assessments to assess the progress of their students and design re-teaching or spiraling lessons for students to address skill gaps, maintain mastery, and extend learning. Teachers are supported in this process via Aspire data analysis tools and professional development time. Teachers then create action plans for either whole class or small group instruction.

Describe how the school is training administrators and teachers to understand and use assessment data.

Administrators are given trainings over the summer and throughout the school year were many topics, including data monitoring, are covered. The Data Driver group meets with our Director of Data and Assessment quarterly to go over new and improved ways for teachers to examine both CST results and our internal results. They are taught how to talk about teacher specific student data with the staff and they are trained with a "train the trainer" model on how to use and disseminate our analysis tools so that the whole school can use them to drive their work with the data. This has proven to be a thoughtful and efficient way for us to improve and as an organization from the ground up.

Additionally, the superintendent with great support from the Director of Data and Assessment, work with the principal after the results of each major assessment have been analyzed. The Data team provides the principal with for all of the students, and helps make plans for the principal.

Additionally, as an organization, we are beginning to look at student growth percentiles through our work with TCRP. This proves powerful because we can now measure growth of students in many areas based upon a great number of students at the same levels in the state. It is a way for us to measure within CST bands how our kids are improving or not.

To what extent are parents and students informed of student performance data individually and schoolwide?

Every two weeks Progress Reports are handed out in classes to be discussed with Advisors. These progress report cards help inform the advisors (who stay with the student throughout his/her experience at Golden State Prep) and the family how the student is performing. Quarterly, a report card goes home and at the semester, the semester report card goes home. The school's data on a more macro level is shared at Family Schools and Family Meetings.

Student Led Conferences are held twice per year and provides the family a formal time to come in and meet to discuss their students' progress with teachers and, most importantly, with the student. Student Led Conferences are a time when the student gives evidence of progress, sets goals, and stays accountable to his/her family regarding areas of improvement.

GSP utilizes Power School, an online grading system for parents/guardians and students as a way to communicate up to the minute student progress, assignments, and grades. In addition, bi-weekly progress reports are provided to students and families, which include individual assignments, points & percentages and overall grades to help students gauge and monitor their progress in every course.

What most needs improvement, and what action is being taken?

Our school culture is starting to stabilize and improve so that more time each class period can be spent on learning. As a result, we are now moving our focus toward academic rigor in the classroom. In order to do this teachers will review daily Do Now and/or Exit Ticket data for modification of lessons quickly, analyze units of study in COIs in order to determine re-teaching and spiraling needs of their students, and finally they will analyze their quarter progress on the

Aspire Benchmark/Interim exams to adjusting their pacing plans and instructional strategies to ensure that students master their grade level standards.

12   How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

	5	4	3	2	1	
Evaluation: Excellent	x					Unsatisfactory

How do you know?

The push-in model at GSP for students with IEP aligns with our belief that with adequate support, (Resource Specialists often work with students in the classroom) students will be able to access the contents taught in class. In order to better support our students with IEP's, we hired an additional instructional assistant. At GSP, we also have a variety of resources that help our students access our school's curriculum and programs, such as a computer lab, new science facilities and classroom libraries in every humanities room. Golden State Prep's enrichment program and after school program provide students with opportunities to explore personal growth and career options.

Which are the strongest features, and why?

Through standards-based planning, data collection, reflection, development of best teaching practices, and development of school culture, teachers and staff at GSP work together to ensure that all students are engaged in challenging learning experiences. Teachers and administrators collect data every week and reflect on how to improve results to meet the expected learning goals. Aspire created and developed The College Ready Promise (TCRP) teacher evaluation tool to hold our teachers to high instructional standards across school sites. The rubric is used for both formal and informal observations with specific indicators and levels explicitly written to guide the evaluation process. These rubrics will continue to push our school to expect the upmost quality in terms of planning, instruction, culture, and reflection.

What most needs improvement, and what action is being taken?

As many of our teachers are new, they need to improve in their ability to make adjustments in the curriculum so that students with learning disabilities can better access the content. In order to do this, English and Math teachers have weekly consultation times with the SPED Education Specialist. In addition, we will be providing professional development on how to effectively modify content for all learning through differentiation.

13 How effective is your education program at <u>diagnosing and addressing</u> the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

	5	4	3	2	1	
Evaluation: Excellent			x			Unsatisfactory

How do you know?

We have strong data systems to identify students who are chronically underperforming. In the 2010-2012 our EL and students with disabilities made significant progress as identified on the graph on page 10. Students who are not performing at grade level are identified on unit tests, Aspire Benchmark/Interim Assessments.

To address the needs of ELL, students with disabilities, and students in need of remediation teachers design lessons to meet their needs through differentiation of the content, office hours after school, and additional practice at home. Also, we had a Read 180 and an iPass class for struggling students.

Which are the strongest features, and why?

Our ability to know the students who are struggling is the strongest feature of our program via our Aspire data systems and analysis of student results.

What most needs improvement, and what action is being taken?

As 14 of 17 of last year's teachers were new and 8 of 21 are new this year, we have a relatively inexperienced staff for whom it is difficult to differentiate their instruction. As a result, in quarter 2 and 3 we are focusing on differentiation via group work in order to meet the needs of all students. We are doing this as a part of the focus on rigor in quarters 2 and 3 that will be supported in professional development on grouping strategies and work creating based in data and rigorous academic discourse to raise all students learning in a classroom. This is a part of an overall strategy of increasing the cognitive engagement of the learning experience of students in the classroom.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory

How do you know?

Board members contribute to the effective management of the organization and provide significant benefit to staff in leading the organization. Those elements include policy setting, financial oversight, strategic direction, program evaluation and monitoring and compliance. As our organization and environment evolve, the Board continues to evolve as well. There are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an <u>attachment</u> to this report in Appendix XI.

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

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

step process.
Step 1: Solicit nominations and compile names
Step 2: Initial meeting with nominating Board member
Step 3: Nominator reports back to the Board
Step 4: Prospective member meets with CEO, other Board members and staff
Step 5: Visit schools and attend Board meeting(s)
Step 6: Final meeting with CEO or nominator

Once a candidate completes this process a decision will be issued by the Board based on a majority vote.
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 give a personally meaningful gift, and support the fundraising program of the organization.
Diversity – Geographic, ethnic and gender diversity are very important factors.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The primary role of Aspire's Board is to serve as a group of engaged thought partners for Aspire's management and staff as they work to design and implement the organization's strategy. The Board issues broad policies and recommendations which advance the mission of Aspire. In addition, the Board helps to identify potential "fatal flaws" in staff's decision making that many not be apparent to the team itself.

The Board is responsible for:
- Mission stewardship and strategic direction
- Financial oversight of the organization
- Fundraising
- Program evaluation
- CEO evaluation

Aspire's Board of Directors is highly qualified, engaged and plays a significant role in the organization's strategic decision making. In 2011-12, the Board engaged significantly in the organization's strategic planning process as they provided strategic guidance and insight into the decision-making process to expand out of state. The Board helped to identify key risks and gauge the organizations' ability to effectively mitigate and manage those risks. They subsequently approved expansion to Tennessee.

What are the notable features of the governing board in the school?

The Aspire Public Schools governing board has a long-standing membership, which includes the founder, and many founding board members.

How effectively does the governing board work with the school leader/s?

The governing board is very effective in its work with Aspire's Senior Leadership Team
The Aspire governing board has a number of key policy statements that impact decisions at the school level, including the "Must Achieves," the "Rigor Arch," and the graduation requirements. All are aligned to the Aspire-wide mission of "College for Certain." The implementation of these policies is then delegated to the Area Superintendents, content-area coaches, school-level administrators, and teachers. The Board does not have regular contact with the principals of Aspire's schools due to the scope of the organization, however, Board members visit school sites in order to

maintain familiarity with the program and connected to the on the ground work.

15   How effective is the school at involving parents, teachers, and community members in the governance of the school?

	5	4	3	2	1	
Evaluation: Excellent			x			Unsatisfactory

How do you know?

Lead teachers serve on the Leadership Team, which is the body that supports the long-term direction of Golden State Prep living our values and achieving our goals of college preparation for every student. This is done in coordination with the Principal, Area Superintendent, and central Home Office. The teachers on the Leadership team have an equal voice with the administrators in setting the direction of the school. Also, each week all teachers are asked to provide feedback on any "red flag" issues they would like address. These are then reviewed and action taken to address their needs.

Families provide input via the Family Advisory Council and at monthly Family Meetings so that their voice is heard and incorporated into our planning and actions. Families participated significantly in the creation of the GSP values last year. At the monthly Family Meetings we request and receive feedback from families about how they feel the school is going that is then incorporated into improvement planning and action plans.

A parent and teachers serve on the Culture Committee that created our GSP Discipline Philosophy and Comprehensive Culture Plan and supports our ongoing improvement in student culture. Parents and students also served along with teachers on the WASC committees last year.

Which are the strongest features, and why?

Last year the parents and staff were not happy with the discipline system at GSP. They stated that it felt as though it was about holding kids accountable without providing them with the skills and conversations that took into account their developmental stage and that discipline is a part of the learning process. As a result, parents, students, and staff worked together to create a new Discipline Philosophy and Comprehensive Culture plan that is significantly improving the school culture.

What most needs improvement, and what action is being taken?

Golden State Prep needs to continue to work with involving Families more in the governance of the school. We will do this via creating a strong Family Advisory Committee that meets regularly and focuses both on improving the school culture and family participation at the school. In the 2012-2013 will have the FAC focus on family participation via identifying needs of families for parenting, communicating, volunteering, learning at home, participating in decision making, and/or collaborating with the community. Once the needs are identified the FAC will work on building their skills and supporting all families to do so as well. Then they will create action plans for the improvement areas identified and begin to implement them.

16   How effective is the school at ensuring fiscal soundness and legal compliance?

5	4	3	2	1

Evaluation:

x				

Excellent ⟵ ⟶ Unsatisfactory

How do you know?

The fiscal and legal compliance is accounted for at the school and home office (located off site).

There is a set of "Must Achieves" that comes from the Aspire board of directors. These "Must Achieves" led to the creation of GSP's five-year goals. These goals, in turn, guide our budget. The budget is mapped out on a 3-year cycle – meaning that at all times we plan two years out. This is our responsible resource planning. This helps us ensure that we are aligning resources toward the "Must Achieves" and that we will remain fiscally solvent.

The CFO and Controller have implemented various fiscal control policies and procedures that provide guidance on processes that have financial impact. These policies and procedures are reviewed and updated on a yearly and/or as needed basis. The fiscal control policies and procedures are communicated to the school through various trainings and the organizations intranet. A copy of the fiscal control policies is attached in Appendix XXII.

Lastly, the CFO and Controller review the school's financial and operational compliance on a quarterly basis. There are several tests and audits performed to ensure the various compliance requirements are being met. On a monthly basis, an assigned financial analyst reviews the school's current financial standing with the principal of the school and the Bay Area Superintendent and compares actual revenues and expenses to the board approved budget. If there are any significant variances, the principal talks through the various trade off decisions with the financial analyst and area superintendent. Oftentimes the principal consults his/her leadership team in order to get as much stakeholder input as necessary. The role of the financial analyst is to ensure the school meets its budget throughout the year and that the school has sufficient cash to do so. In addition, the financial analyst submits reports to the Director of Finance which are shared with the CFO and Senior Leadership Team on at least a quarterly basis.

Which are the strongest features, and why?

The strongest features of the school's fiscal management are the fiscal controls and policies, compliance reviews, and dedicated financial analyst monitoring the school's finances on a daily basis. These three items allow the schools to be monitored by Management at any time. They ensure the school is not putting itself in fiscal danger. In addition, the Senior Leadership at Aspire Public Schools takes a very conservative approach to funding rate assumptions, and plans ahead to mitigate the impact of the state cash flow deferrals.

What most needs improvement, and what action is being taken?

Communication of updated policies and procedures needs the most improvement. We have redeveloped our intranet site and are hosting many trainings about specific subjects. Aspire has also created principal dashboards that provide critical budgetary data.

17 How effectively is the school managed fiscally?

5	4	3	2	1
X				

Evaluation: Excellent ⟵ ⟶ Unsatisfactory

How do you know?

There are multiple checks and balances that take place at Golden State Prep and continue through to the top of the organization. There are policies set in place that ensure our compliance with state & federal law for confirming that funds are spent appropriately in an effort to meet our goal of College for Certain. The main parties, Principal, Area Superintendent, CFO and Financial Analyst communicate at least monthly regarding the schools financial standing.

The schools must abide to the policies set at the organizational level.

Which aspects of the school's fiscal operations work best?

The continuous accounting and analysis of the schools financial information works best.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The operations can be improved by cross training more of the staff on its tools. We have implemented Web-Ex trainings and more hands-on training by the finance team members.

| 18 | What are the most significant aids and/or barriers to raising student achievement? |

The most significant aid and barrier to raising student achievement is stability in the teaching staff, administration, and students. Last year we had 83% new teachers, 100% new admin team, 70% new students into the culture. When there is that much change within a system, it is extremely difficult to raise student achievement. This year we have much more stability: 43% new teachers, 0% new administrators, and 39% new students. In order to create this stability, everyone needs to feel and see that they are connected to one another (i.e. strong staff and student culture), effective in what they are doing (increased academic achievement), and contributors to the success (i.e. strong values that are inclusive.). This is our work for the next several years in order to improve student learning and preparation for success in college.

Charter Renewal Data Document

Name of school: Aspire Golden State Preparatory Academy				Name of School Leader: Thomas Kadelbach		
Financial Information				Year		2012-2013
Total Operational Budget		$3,548,762	Per Student Revenue			$7,347
Total Expenditure		$3,548,762	Expenditure Per Student			$7,347
Balance brought forward from previous year		$422,916	Projected balance carried forward to next year			$453,683

Special Populations	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of students receiving *free/reduced lunch*	66%	88%	87%	92%	80%
Percentage of ELL students	29%	37%	21%	27%	24%
Percentage of students with IEPS	7%	5%	4%	9%	7%
Percentage of students with 504 plans				6	7

Pupil mobility in the school in prior year	Number of students	
Students who joined the school other than at the usual time of first admission	20	
Students who left the school other than at the usual time of leaving (excluding expulsions)	39	

Attendance for current and prior year P-2 ADA	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 (most recent)	Attendance Rate to Date
School data	217.52	255.14	300.17	375.43	468.06	97.31%

Background of students 2011-12	Number of students/Percent of Students
African-American	121/27%
Asian/Pacific Islander	2/0%
Hispanic	302/68%
White	0/0%
Mixed/ No Response	14/4%
Gender (male/female)	203/238
Homeless Students	1/0%

Discipline - prior school year(10-11)	Suspension # of incidents	Expulsion # of incidents
African-American	180	0
Asian/Pacific Islander	3	0
Hispanic	193	1
White	0	0
Mixed/ No Response	4	0
ELL	83	0
SPED	56	0
Gender (male/female)	268/112	1/0
Homeless Students	0	0

Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
2011-2012 (for 2012-2013 school year)	*March 7th, 2012*	6	196	90	106
		7	29	0	29
		8	29	0	29
		9	75	30	45
		10	14	0	14
		11	8	0	8
		12	3	0	3
2010-2011 (for 2011-2012 school year)	*March 3rd, 2011*	6	78	60	18
		7	12	0	12
		8	4	0	4
		9	27	0	27
		10	6	0	6
		11	0	0	0
		12	0	0	0
2009-2010 (for 2010-2011 school year)	*March 2nd, 2010*	6	85	60	25
		7	26	13	13
		8	22	9	13
		9	15	7	8
		10	13	0	13
		11	1	0	1
		12	0	0	0
2008-2009 (for 2009-2010) school year		6	102	41	61
		7	31	0	31
		8	5	0	5
		9	19	0	19
		10	2	0	2
		11	0	0	0
		12	0	0	0

Graduation Information	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
HS only Graduation Rate – 12th Grade	N/A	N/A	91%	100%	N/A
Retention Rate (% of 12th grade enrolled since grade 9)			30%		
Post-Graduation Plans – HS Only					
% attending 4-year college	N/A	N/A	70%	Not completed	
% attending 2-year college	N/A	N/A	20%	Not completed	
% attending vocational/ technical training	N/A	N/A	10%	Not completed	
% joined military	N/A	N/A	N/A	Not completed	
% working exclusively	N/A	N/A	N/A	Not completed	
Teacher Recruitment/Retention					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total # of Teachers	9	13	14	17	23
#/% New Hires	N/D	N/D	N/D	14/17	11/23
#/% Retained from Prior Year	N/D	N/D	N/D	3/14	9/17

AYP	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP Met?	No	No	Yes	No	
% AMOS Met	48%	66%	100%	52%	
% Proficient-AMOS: African-American	ELA: 41.6% Math: 39.39%	ELA: 32.9% Math: 37.1%	ELA: 48.5% Math: 42.3%	ELA: 37.4% Math: 46.6%	
% Proficient-AMOS: Asian/PI	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	
% Proficient-AMOS: Hispanic	ELA: 28.17% Math: 27.16%	ELA: 28.3% Math: 42.1%	ELA: 41% Math: S3%	ELA: 32.9% Math: 46.1%	
% Proficient-AMOS: Mixed/No response	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	
% Proficient-AMOS: White	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	
% Proficient-AMOS: Socioeconomically Disadvantaged	ELA: 39% Math: 36%	ELA: 32% Math: 41.1%	ELA: 40.2% Math: 47.5%	ELA: 34.8% Math: 43.8%	
ELL	ELA: 32.8% Math: 32.8%	ELA: 28.3% Math: 43.4%	ELA: 34.7% Math: 44.7%	ELA: 23.4% Math: 37.S%	
Students with Disabilities	ELA: 28.S% Math: 20%	ELA: N/A Math: 27.3%	ELA: N/A Math: 36.4%	ELA: 6.2% Math: 18.8%	

API	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
API	665	660	734	699	N/A
Statewide rank	2	1	4	TBD	N/A
Similar schools rank	7	6	9	TBD	N/A

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Proficient/Advanced	27%	27%	39%	37%	N/A
Basic/Proficient/ Advanced	67%	61%	76%	70%	N/A
Below Basic/Far Below Basic	33%	39%	23%	30%	N/A
MATH					
Proficient/Advanced	30%	30%	33%	30%	N/A
Basic/Proficient/ Advanced	58%	56%	60%	55%	N/A
Below Basic/Far Below Basic	42%	45%	41%	45%	N/A

CAHSEE	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
10th grade pass rate					
ELA	N/A	70%	83%	93%	73%
MATH	N/A	68%	88%	86%	78%

Golden State College Preparatory Academy —Measurable Pupil Outcomes

The **Measurable Pupil Outcomes** listed in the data table below for **Golden State College Preparatory Academy** were extracted from the school's current charter agreement, taking into consideration and modifications pursuant to the previous year's Spring Site Visit.

	Measurable Pupil Outcomes	Instrument	Target	2010-2011 Progress	2011-2012 Progress	2011-2012 Results
1	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (4-8)	2x a year <u>Proficiency Goal</u> 4th – Level 40 5th – Level 50 7th – Level 70 8th – Level 80 <u>Annual Goal</u> 08-09 60%* 09-10 65%* 10-11 70%* 11-12 75%* 12-13 80%*	Aspire Millsmont Academy Secondary did not administer the DRA to students in 6th-8th grade. Intervention eligibility was determined by using the SRI test used for the Read 180 program. All eligible students have been in a specialized Read 180 class since September. SRI tests are done quarterly to measure growth. SRI data is available upon request.	2011-12 SRI Results Grade / Fall / Spring 6th / 33% / NA 7th / 57% / NA 8th / 39% / NA	2011-12 SRI Results Grade / Fall / Spring 6th / 33% / NA 7th / 57% / NA 8th / 39% / NA

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#	Objective	Assessment	Goal	2009-2010 Data	2011-12 Data	2012 Data
2	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Aspire's standards-based reading assessment (6-12)	3x a year <u>Proficiency Goal</u> 90% correct <u>Annual Goal</u> 08-09 50%* 09-10 60%* 10-11 65%* 11-12 70%* 12-13 75%*	(see table below)	(see table below)	(see table below)

Millsmont Secondary 2009-2010 ELA Benchmark and Pre-CST Class Averages

Grade	Fall Bench mark	Winter Bench mark	Spring Pre-CST
6th	51%	58%	59%
7th	48%	53%	56%
8th	n/a	46%	47%
9th	48%	59%	60%
10th	51%	56%	68%
11th	41%	40%	42%

Note: Reading and Writing Assessments are combined to create these percentages.

2011-12 ELA Benchmark and Pre-CST Class Averages

	Fall	Winter	Spring
6th	51%	63%	53%
7th	63%	67%	52%
8th	42%	46%	53%
9th	NA	NA	53%
10th	NA	NA	58%
11th	NA	NA	60%

2012 ELA CST Results

	% Advanced	% Proficient	Total
6th	11%	28%	39%
7th	14%	29%	43%
8th	5%	26%	31%
9th	8%	25%	33%
10th	6%	27%	33%
11th	18%	30%	48%

#	Objective	Assessment	Goal
3	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Aspire's standards-based multiple choice writing assessment (6-12)	3x a year <u>Proficiency Goal</u> 90% correct <u>Annual Goal</u> 08-09 50%* 09-10 60%* 10-11 65%* 11-12 70%* 12-13 75%*

Millsmont Secondary 2009-2010 ELA Benchmark and Pre-CST Class Averages

Grade	Fall Bench mark	Winter Bench mark	Spring Pre-CST
6th	51%	58%	59%
7th	48%	53%	56%
8th	n/a	46%	47%
9th	48%	59%	60%
10th	51%	56%	68%
11th	41%	40%	42%

Note: Reading and Writing Assessments are combined to create these percentages.

2011-12 ELA Benchmark and Pre-CST Class Averages

	Fall	Winter	Spring
6th	41%	46%	42%
7th	49%	50%	52%
8th	50%	55%	48%
9th	NA	NA	72%
10th	NA	NA	62%
11th	NA	NA	59%

2012 ELA CST Results

	% Advanced	% Proficient	Total
6th	11%	28%	39%
7th	14%	29%	43%
8th	5%	26%	31%
9th	8%	25%	33%
10th	6%	27%	33%
11th	18%	30%	48%

| 4 | Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form. | Aspire's standards-based writing assessment (6-12) | 2x a year
<u>Proficiency Goal</u>
3 our of a 4 point rubric
<u>Annual Goal</u>
08-09 50%*
09-10 60%*
10-11 65%*
11-12 70%*
12-13 75%* | The Humanities department administered a writing snapshot in the first semester and another writing snapshot in the second semester. Snapshots are based on a 4 tiered rubric scale.
Dates of Administration:
Writing Snapshot 1: August 31, 2010
Writing Snapshot 2: January 27, 2011
All school educators assisted in grading the writing samples. The grading rubric is available upon request.
Percent Proficient for Writing Snapshot | The Humanities department administered a writing snapshot in the first semester and another writing snapshot in the second semester. Snapshots are based on a 4 tiered rubric scale.
Dates of Administration:
Writing Snapshot 1: August 16, 2011
Writing Snapshot 2: January 31, 2012
All school educators assisted in grading the writing samples. The grading rubric is available upon request.
Percent Proficient for Writing Snapshot | Writing Snapshot, 2011-12 |

Row 4 nested table (first results column):

Grade	Snapshot 1	Snapshot 2
6th	6%	13%
7th	5%	12%
8th	4%	21%
9th	n/a	n/a
10th	15%	33%
11th	5%	16%

Row 4 nested table (second results column) — Writing Snapshot, 2011-12:

	Fall	Winter
6th	18%	9%
7th	43%	43%
8th	33%	18%
9th	30%	52%
10th	33%	51%
11th	59%	82%
12th	25%	66%

Row 4 nested table (last column) — Writing Snapshot, 2011-12:

	Fall	Winter
6th	18%	9%
7th	43%	43%
8th	33%	18%
9th	30%	52%
10th	33%	51%
11th	59%	82%
12th	25%	66%

| 5 | Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form. | California Standards Test (6-11) | 1x a year
<u>Proficiency Goal</u>
Proficiency
<u>Annual Goal</u>
08-09 30%*
09-10 40%*
10-11 50%*
11-12 55%*
12-13 60%* | Millsmont Secondary 2009-2010 ELA CST Results | 2011 ELA CST Results | 2012 ELA CST Results |

Row 5 nested table (first results column) — Millsmont Secondary 2009-2010 ELA CST Results:

Grade	% scored Proficient/Advanced
6th	28%
7th	35%
8th	19%
9th	33%
10th	19%
11th	21%
Total	27%

Row 5 nested table (second results column) — 2011 ELA CST Results:

	% Advanced	% Proficient	Total
6th	19%	29%	48%
7th	8%	33%	41%
8th	10%	15%	25%
9th	14%	30%	44%
10th	12%	24%	36%
11th	16%	21%	37%

Row 5 nested table (last column) — 2012 ELA CST Results:

	% Advanced	% Proficient	Total
6th	11%	28%	39%
7th	14%	29%	43%
8th	5%	26%	31%
9th	8%	25%	33%
10th	6%	27%	33%
11th	18%	30%	48%

6	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Report Card	4x a year <u>Proficiency Goal</u> 3.0 GPA <u>Annual Goal</u> 08-09 65%* 09-10 70%* 10-11 75%* 11-12 80%* 12-13 80%*	Performance Based Report Cards		ELA Report Cards:		ELA Report Cards:	

Performance Based Report Cards

Quarter 1	October 1, 2010
Quarter2/Semester 1	December 17, 2010
Quarter 3	March 25, 2011
Quarter 4/ Semester 2	June 17, 2011

Section 1.01   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4 point scale.

Grade	S1 % Proficient
6th	58%
7th	37%
8th	28%
9th	36%
10th	10%
11th	48%
12th	43%

Performance Based Report Cards

Quarter 1	September 30, 2011
Quarter2/Semester 1	December 16, 2011
Quarter 3	March 24, 2012
Quarter 4/ Semester 2	June 15, 2012

Section 1.02   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4-point scale.

Grade	S2 % Proficient
6th	64%
7th	65%
8th	23%
9th	64%
10th	39%
11th	38%
12th	39%

7	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	CAHSEE (10th grade)	Until passed <u>Proficiency Goal</u> Passing Score <u>Annual Goal (% of students)</u> 08-09 60% 09-10 70% 10-11 75% 11-12 80% 12-13 85%

2009-2010 CAHSEE ELA Results
% Passed	79%
% Proficient	35%

2010-2011 CAHSEE ELA Results
% Passed	93%
% Proficient	57%

2011-2012 CAHSEE ELA Results:
The results have not been received yet for this year.

2011-2012 CAHSEE ELA Results
% Passed	73%

| 8 | Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments. | Aspire's standards-based math assessment (6th – Algebra 2) | 3x a year
 Proficiency Goal
 90% correct
 Annual Goal
 08-09 50%*
 09-10 60%*
 10-11 65%*
 11-12 70%*
 12-13 75%* | | | | | | | | | | | |

Millsmont Secondary 2010-2011 Math Interim and Pre-CST Class Averages

Grade	Fall Interim	Winter Interim	Spring Pre-CST
6th	55%	71%	71%
7th	75%	74%	62%
8th (Algebra 1)	59%	61%	53%
Algebra 2	58%	42%	34%
Geometry	46%	49%	50%
Summative Math	38%	n/a	41%

Note: Interim tests material that has been previously taught. Pre-CST tests all standards students should know in that particular course.

Golden State Prep
2011-12 Math Interim and Pre-CST Class Averages

Grade	Fall	Winter	Pre-CST
6th	56%	70%	64%
7th	60%	65%	53%
8th (Algebra 1)	59%	55%	39%
Algebra 2	64%	52%	48%
Geometry	48%	54%	46%
Summative Math	33%	NA	60%

2011-12 Math CST Results

	% Advanced	% Proficient	Total
6th	23%	25%	48%
7th	12%	41%	53%
Algebra 1	2%	18%	20%
Algebra 2	N/A	N/A	N/A
Geometry	2%	6%	8%
Summative Math	6%	56%	62%

| 9 | Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments. | Math Assessment Collaborative problem solving assessment (6th – Geometry) | 1x a year
 Proficiency Goal
 90% correct
 Annual Goal
 08-09 60%*
 09-10 70%*
 10-11 75%*
 11-12 80%*
 12-13 85%* |

Millsmont Secondary 2010-2011 Math Interim and Pre-CST Class Averages

Grade	Fall Interim	Winter Interim
6th	55%	71%
7th	75%	74%
8th (Algebra 1)	59%	61%
Algebra 2	58%	42%
Geometry	46%	49%
Summative Math	38%	n/a

Note: Interim tests material that has been previously taught. Pre-CST tests all standards students should know in that particular course.

Golden State Prep
2011-12 Math Interim and Pre-CST Class Averages

Grade	Fall	Winter	Pre-CST
6th	56%	70%	64%
7th	60%	65%	53%
8th (Algebra 1)	59%	55%	39%
Algebra 2	64%	52%	48%
Geometry	48%	54%	46%
Summative Math	33%	NA	60%

2011-12 Math CST Results

	% Advanced	% Proficient	Total
6th	23%	25%	48%
7th	12%	41%	53%
Algebra 1	2%	18%	20%
Algebra 2	N/A	N/A	N/A
Geometry	2%	6%	8%
Summative Math	6%	56%	62%

| 1 0 | Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments. | Report card (6-12) | 4x a year
 Proficiency Goal
 3.0 GPA
 Annual Goal
 08-09 65%*
 09-10 70%*
 10-11 75%*
 11-12 80%*
 12-13 85%* |

Performance Based Report Cards

Quarter 1	October 1, 2010
Quarter2/Semester 1	December 17, 2010
Quarter 3	March 25, 2011
Quarter 4/ Semester 2	June 17, 2011

Section 1.03   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4 point scale.

Fall 2011 Math Report Cards:

Grade	S1 % Proficient
6th	72%
7th	39%
8th	16%
9th	13%
10th	28%
11th	59%
12th	54%

Performance Based Report Cards

Quarter 1	September 30, 2011
Quarter2/Semester 1	December 16, 2011
Quarter 3	March 24, 2012
Quarter 4/ Semester 2	June 15, 2012

Section 1.04   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4-point scale.

Spring 2012 Math Report Cards:

Grade	S1 % Proficient
6th	66%
7th	36%
8th	31%
9th	14%
10th	19%
11th	56%
12th	75%

| 1 1 | Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments. | California Standards Test (6-11) | 1x a year
 Proficiency Goal
 Proficiency
 Annual Goal
 08-09 30%*
 09-10 40%*
 10-11 50%*
 11-12 55%*
 12-13 60%* |

Millsmont Secondary 2009-2010 Math CST Results

Grade	% scored Proficient/Advanced
6th	32%
7th	46%
8th	41%
Algebra 2	12%
Summative Math	17%
Total	30%

2010-11 Math CST Results

	% Advanced	% Proficient	Total
6th	26%	29%	55%
7th	8%	38%	46%
8th	4%	30%	34%
Algebra 2		7%	7%
Geometry	7%	19%	26%
Summative Math		10%	10%

2011-12 Math CST Results

	% Advanced	% Proficient	Total
6th	23%	25%	48%
7th	12%	41%	53%
Algebra 1	2%	18%	20%
Algebra 2	N/A	N/A	N/A
Geometry	2%	6%	8%
Summative Math	6%	56%	62%

| 1 2 | Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments. | CAHSEE (10th Grade) | Until passed Proficiency Goal Passing Score Annual Goal (% of students) 08-09 60% 09-10 70% 10-11 75% 11-12 80% 12-13 85% |

2009-2010 CAHSEE Math Results

% Passed	85%
% Proficient	42%

2010-2011 CAHSEE Math Results

% Passed	86%
% Proficient	59%

2011-2012 CAHSEE Math Results

% Passed	78%

1 3	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Project-based assessments (see science scope and sequence) (6-12)	One per unit Proficiency Goal Mastery based on unit specific rubric/passing score on test Annual Goal 08-09 75%* 09-10 80%* 10-11 85%* 11-12 90%* 12-13 90%*

2009-2010 Science Course Offerings

Grade	Course	Relevant topics
6th	Earth Science	Plate techtonics and Earth's structure, Heat, Energy in the Earth System, Ecology, and Resources
7th	Physical Science	Investigation and Experimentation, Earth in the Solar System, Forces, Density and Buoyancy, Structure of Matter, The Periodic Table, Chemistry of Living Systems, and Motion
8th	Life Science	Investigation and Experimentation, Cell Biology, Genetics, Physical Principles in Living Systems, Earth and Life, History Structure and Function in Living Systems, Evolution
9th & 11th	Chemistry	Atomic and Molecular Structure, Chemical Bonds, Conservation of Matter & Stoichiometry, Gases, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Equilibrium, Organic & Biochemistry, Nuclear Processes
10th	Biology	Cell Biology, Genetics, DNA and Protein Synthesis, Evolution, Ecology, Anatomy, Immunology
12th	Ecology	Organisms in our Environment, The Non-Living Environment, Ecosystems, Conserving Resources, Conserving Life

*Physics and Integrated Science will be added to course list in 2011-2012 school year.

2010-2011 Class Averages for Science Pre-CST

Grade	Average % correct on Fall Interim	Average % correct on Winter Interim
Chemistry	30%	29%
Biology	n/a	n/a

2011-2012 Science Course Offerings:

Grade	Course	Relevant topics
6th	Earth Science	Plate techtonics and Earth's structure, Heat, Energy in the Earth System, Ecology, and Resources
7th	Physical Science	Investigation and Experimentation, Earth in the Solar System, Forces, Density and Buoyancy, Structure of Matter, The Periodic Table, Chemistry of Living Systems, and Motion
8th	Life Science	Investigation and Experimentation, Cell Biology, Genetics, Physical Principles in Living Systems, Earth and Life, History Structure and Function in Living Systems, Evolution
9th & 11th	Integrated Science	Ecology, Evolution, Atomic and Molecular Structure, Chemical Bonds, Acids and Bases, Chemical Thermodynamics, Dynamic Earth Processes, Biogeochemical Cycles, California Geology, Heat & Thermodynamics, Waves, Electric & Magnetic Phenomena, Investigation and Experimentation
10th	Biology	Cell Biology, Genetics, DNA and Protein Synthesis, Evolution, Ecology, Anatomy, Immunology
12th	Ecology	Organisms in our Environment, The Non-Living Environment, Ecosystems, Conserving Resources, Conserving Life

2011-2012 Class Averages for Interim Exams

Grade	Average % correct on Fall Interim	Average % correct on Winter Interim
8th Grade – Physical Science	46%	44%
9th Integrated Science	39%	43%
10th Biology	N/A	59%
11th Integrated Science	52%	62%

Grade	Course	Relevant topics
6th	Earth Science	Plate techtonics and Earth's structure, Heat, Energy in the Earth System, Ecology, and Resources
7th	Physical Science	Investigation and Experimentation, Earth in the Solar System, Forces, Density and Buoyancy, Structure of Matter, The Periodic Table, Chemistry of Living Systems, and Motion
8th	Life Science	Investigation and Experimentation, Cell Biology, Genetics, Physical Principles in Living Systems, Earth and Life, History Structure and Function in Living Systems, Evolution
9th & 11th	Integrated Science	Ecology, Evolution, Atomic and Molecular Structure, Chemical Bonds, Acids and Bases, Chemical Thermodynamics, Dynamic Earth Processes, Biogeochemical Cycles, California Geology, Heat & Thermodynamics, Waves, Electric & Magnetic Phenomena, Investigation and Experimentation
10th	Biology	Cell Biology, Genetics, DNA and Protein Synthesis, Evolution, Ecology, Anatomy, Immunology
12th	Ecology	Organisms in our Environment, The Non-Living Environment, Ecosystems, Conserving Resources, Conserving Life

1 4	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Report Card	4x a year Proficiency Goal 3.0 GPA Annual Goal 08-09 65%* 09-10 70%* 10-11 75%* 11-12 80%* 12-13 80%*				

Performance Based Report Cards

Quarter 1	October 1, 2010
Quarter2/Semester 1	December 17, 2010
Quarter 3	March 25, 2011
Quarter 4/ Semester 2	June 17, 2011

Section 1.05   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4 point scale.

Fall 2011 Science Report Cards:

Grade	S1 % Proficient
6th	92%
7th	65%
8th	85%
9th	21%
10th	36%
11th	63%
12th	82%

Performance Based Report Cards

Quarter 1	September 30, 2011
Quarter2/Semester 1	December 16, 2011
Quarter 3	March 24, 2012
Quarter 4/ Semester 2	June 15, 2012

Section 1.06   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4-point scale.

Spring 2012 Science Report Cards:

Grade	S1 % Proficient
6th	77%
7th	62%
8th	48%
9th	38%
10th	41%
11th	50%
12th	43%

41

1 5	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	California Standards Test (8th Grade, subject specific)	1x a year Proficiency Goal Proficiency Annual Goal 08-09 40%* 09-10 50%* 10-11 55%* 11-12 60%* 12-13 65%*	2009-2010 Science CST Results	2010-11 Science CST Results	2011-12 Science CST Results

Row 15 — 2009-2010 Science CST Results

	% Proficient/ Advanced
8th Grade	29%
Chemistry	4%
Physics	13%
10th Grade Life Science	28%
Total	18.5%

Row 15 — 2010-11 Science CST Results

	% Proficient/Advanced
8th Grade	30%
Chemistry	2%
Biology	48%
10th Grade Life Science	53%

Row 15 — 2011-12 Science CST Results

	% Proficient/Advanced
8th Grade	35%
Chemistry	N/A
Biology	32%
10th Grade Life Science	29%

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1 6 Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.

Assessment: End of Unit Assessments (see Humanities units)

Proficiency Goal: One per unit Proficiency Goal Master based on unit specific rubric/assessment test Annual Goal 08-09 75%* 09-10 80%* 10-11 85%* 11-12 90%* 12-13 90%*

Students enrolled in a high school social science course take a corresponding interim assessment for that course. Shown here is the data for the Social Science Interims and Pre-CST exams. As 9th grade students are not enrolled in a social science course, no exam was given.

2010-2011 Class Averages for Social Science Pre-CST

Grade	Average % correct on Fall Interim	Average % correct on Winter Interim	Average % correct on Pre-CST
10th	43%	42%	38%
11th	30%	33%	63%

Students enrolled in a high school social science course take a corresponding interim assessment for that course. Shown here is the data for the Social Science Interims and Pre-CST exams. As 9th grade students are not enrolled in a social science course, no exam was given.

2011-2012 Class Averages for Interim Exams

Grade	Average % correct on Fall Interim	Average % correct on Winter Interim	Average % correct on Pre-CST
10th World History	40%	45%	N/A
11th US History	34%	55%	55%

2011-12 History CST Results

	% Proficient/Advanced
8th Grade	18%
11th Grade	39%
World History	20%

---

1 7 Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.

Assessment: California Standards Test (6-11)

Proficiency Goal: 1x a year Proficiency Goal Proficiency Annual Goal 08-09 20%* 09-10 30%* 10-11 40%* 11-12 50%* 12-13 60%*

Millsmont Secondary 2009-2010 Social Science CST Results

Grade	% scored Proficient/Advanced
8th	5%
10th	4%
11th	14%
Total	5.5%

2010-11 Social Science CST

	% Proficient/Advanced
8th	18%
10th	22%
11th	26%

2011-12 Social Science CST

	% Proficient/Advanced
8th	18%
World History	20%
11th	39%

1 8	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	Report Card	4x a year **Proficiency Goal** 3.0 GPA **Annual Goal** 08-09 65%* 09-10 70%* 10-11 75%* 11-12 80%* 12-13 80%*	Performance Based Report Cards ...	Fall 2011 Social Science Report Cards: ...	Spring 2012 Social Science Report Cards: ...

Row 18 detail:

Performance Based Report Cards

Quarter 1	October 1, 2010
Quarter2/Semester 1	December 17, 2010
Quarter 3	March 25, 2011
Quarter 4/ Semester 2	June 17, 2011

Section 1.07   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4 point scale.

Fall 2011 Social Science Report Cards:

Grade	S1 % Proficient
6th	49%
7th	45%
8th	28%
9th	N/A
10th	17%
11th	44%
12th	7%

Performance Based Report Cards

Quarter 1	September 30, 2011
Quarter2/Semester 1	December 16, 2011
Quarter 3	March 24, 2012
Quarter 4/ Semester 2	June 15, 2012

Section 1.08   Grading
When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Grade point averages are calculated and each letter grade is given a point value. The point value is on a 4-point scale.

Spring 2012 Social Science Report Cards:

Grade	S1 % Proficient
6th	80%
7th	72%
8th	23%
9th	N/D
10th	52%
11th	37%
12th	32%

Row 19:

1 9	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Attendance rate	Monthly **Proficiency Goal** 95% attendance **Annual Goal** 08-09 95%* 09-10 95%* 10-11 95%* 11-12 95%* 12-13 95%*

Attendance Rate for 2010-2011 School Year:

P1	94.69% ADA
P2	94.36% ADA

Attendance Rate for the 2011-12 School Year

P1	95.32% ADA
P2	95.29% ADA

Attendance Rate for the 2011-12 School Year

P1	95.32% ADA
P2	95.29% ADA
P-Annual	93.66% ADA

43

2 0	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Students participating in co/extra curricular activities	Annually **Proficiency Goal** 95% of the school is involved **Annual Goal** 08-09 75%* 09-10 80%* 10-11 85%* 11-12 90%* 12-13 95%*	• Students have the opportunity to participate in several different extra-curricular activities. Examples of these activities are: High School Boys and Girls Basketball High School Boys and Girls Soccer Girls Volleyball Co-ed Cross Country Student Council After School Program Debate Club Guitar Club	Students have opportunities to develop their personal qualities through a variety of Enrichments (during & After School) as well as extra-curricular activities. Examples of Enrichments include:	Students have opportunities to develop their personal qualities through a variety of Enrichments (during & After School) as well as extra-curricular activities. Examples of Enrichments include:

Enrichment examples (middle column):

Alternative Cinema Anime Basketball Board Games Card Games Choir Crazy Science Dodge Ball	Ipads Leadership Mind Games Nail Art Needlework Percussion Pop Dance Salsa Dance Garden Club	Soccer Toothpick Construction T-Shirt Design Ultimate Frisbee Volleyball Yoga Drama Club	Pool and Billards Arts and Crafts Movie Time Video games Glee Club Open Computer Lab

This year we had the following Extra-curricular activities:
- High School Boys and Girls Basketball
- Girls Volleyball
- Student Council

Enrichment examples (right column):

Alternative Cinema Anime Basketball Board Games Card Games Choir Crazy Science Dodge Ball	Ipads Leadership Mind Games Nail Art Needlework Percussion Pop Dance Salsa Dance Garden Club	Soccer Toothpick Construction T-Shirt Design Ultimate Frisbee Volleyball Yoga Drama Club	Pool and Billards Arts and Crafts Movie Time Video games Glee Club Open Computer Lab

This year we had the following Extra-curricular activities:
- High School Boys and Girls Basketball
- Girls Volleyball

Student Council

2 1	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Graduation rate	**Proficiency Goal** 100% graduation **Annual Goal (% of students)** 08-09 N/A 09-10 N/A 10-11 90% 11-12 95% 12-13 100%	• Aspire Millsmont Academy Secondary will be graduating its first senior class this June. Of the eleven students enrolled as seniors, 100% are on track to graduate and 100% have been accepted to at least two four year universities.	Aspire Golden State Prep will graduate eleven students in June. 92% are on track to graduate and 92% have been accepted into four-year universities as of 4/30/2012.	Aspire Golden State Prep had 100% graduation rate in the 2011-12 school year.

*average of all grades

Statutory Renewal Threshold	
1. API Growth Target: (2011-12)	
Did school attain API Growth Target in prior year?	*No*
Did school attain API Growth Target in two of last three years?	*No*
Did school attain API Growth Target in the aggregate of the prior three years?	*Yes*
2. API Rank: (2010-11)	
Is the school ranked 4 or higher on API in prior year?	*Yes*
Is the school ranked 4 or higher on API in two of last three years?	*No*
3. API Similar Schools Rank: (2010-11)	
Is the school ranked a 4 or higher on API Similar Schools in prior year?	*Yes*
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	*Yes*
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	*Yes*

2011-12 API Comparison of Schools Within 3 Miles of Aspire Golden State College Preparatory Academy

School	API
Oakland Charter Academy	867
Aspire Lionel Wilson College Preparatory	827
East Oakland Leadership Academy	767
Urban Promise Academy	761
Lighthouse Community Charter High	758
Madison Middle	725
LIFE Academy	719
Oakland Unity High	705
Aspire Golden State College Preparatory	699
LPS College Park	688
Elmhurst Community Prep	684
Alliance Academy	683
Coliseum College Prep Academy	661
ROOTS International Academy	645
Frick Middle	645
United for Success Academy	622
College Preparatory and Architecture Aca	587
Rudsdale Continuation	586
Street Academy (Alternative)	568
Leadership Preparatory High	561
ARISE High	554
Castlemont High	544
Business and Information Technology High	529
Media College Preparatory	524
Mandela High	522

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	Y
If applicable is your current lease still valid?	Y
Do they extend through the end of your requested charter term (2012-2017)?	Y

If the lease does not extend though the end of your charter term please describe your plans for a facility solution which includes either:
- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
- A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely

Describe the condition of your current facility.

This is a new facility built to accommodate 570 students in grades 6 through 12 for Aspire Public Schools.
The subject property is located in an area originally developed for industrial use but which has since evolved into a high density residential and commercial neighborhood through collaborative efforts with the City of Oakland in and private developers. Following extensive environmental remediation to ensure student health and safety, this new facility benefits Aspire's existing students who were presently housed in leased facilities inadequate for school growth and allows for new students to comfortably enroll.
The development of this site included new construction of a two-story
27-classroom building, ample space for administration and specialty rooms including science labs, library, art and computer lab. Exterior improvements include green recreational space and outdoor basketball courts.

What procedures are in place for handling facility repairs?

Currently the school has an on-site Building Manager to manage facility repairs. Building Manager also has Home Office support for major repairs and larger emergencies through Aspire's Facility Manager.

Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

Cleaning and landscaping will be contracted with outside vendor for daily custodial activities, weekly landscaping, and quarterly/break cleaning such as floor maintenance and larder landscaping projected. A new contract is currently being reviewed by the Home Office.

FUTURE PLANS	
Discuss the key challenges or risks that you see for your school in the next five year period.	
• Describe what you are doing or plan to do to address each of the major challenges that you have	

identified. Instability is the greatest challenge and risk that Golden State Prep faces in the next five years. Fortunately, we have a stable location that has been built for secondary students. However, we must have stability in the teaching staff, administrators, students, and families if we are to make significant progress to prepare every student to earn a college degree. Finally, we need economic stability. The huge loss of revenue over the past five years has meant increased class sizes, less preparation time for teachers, increased number of classes for which many teachers have to prepare for, and less adults to have the vital conversations necessary for young people to successfully make the transition to success in college and beyond.	
As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2012-2017).	**N/A**

As applicable: Describe any material revisions to your charter and rationale for this renewal period (2012-2017). This request will be considered as part of the renewal process.
• Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.
 	
• In order to have the material revision to your charter approved, your school needs to:
   ○ State the revision(s) the school's governing board wishes to make to the charter.
   ○ Describe the reasons for the request(s).
   ○ Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
 	
• If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.
 	
• If appropriate, describe how student achievement may be impacted by the proposed revision(s).
	N/A

Golden State Prep - 2012-2013 Fall Schedule

Monday through Thursday - Bell Schedule

1st Lunch							
Period	Time	6A	6B	6C	7A	7B	7C
1st	8:00 AM 8:50 AM	English A Reed	Earth Science Impola	Math 6 Antipuesto	Pre-Algebra Cormier	PE 7 Lenahan	Art 7 Lipkes
2nd	8:55 AM 9:45 AM	Math 6 Antipuesto	English A Reed	PE 6 Lenahan	Hist 7 (MSH D) Edber	Life Science Grapski	English B Kolling
3rd	9:50 AM 10:40 AM	PE 6 Lenahan	Math 6 Cormier	English A Reed	PE 7 Hernandez	English B Kolling	Life Science Grapski
4th Lunch	10:40 AM 11:10 AM	1st Lunch					
5th	11:15 AM 12:05 PM	Earth Science Impola	Art 6 (SPL B) Lipkes	Math 6 Lab Antipuesto	Pre-Algebra Lab Cormier	Hist 7 (MSH D) Edber	English B Lab Kolling
6th	12:10 PM 1:00 PM	Hist 6 (MSH D) Edber	English A Lab Reed	Art 6 (SPL B) Lipkes	English B Kolling	Pre-Algebra Cormier	Algebra 1 Antipuesto
7th	1:05 PM 1:55 PM	English A Lab Reed	PE 6 Lenahan	Earth Science Impola	English B Lab Kolling	Pre-Algebra Lab Cormier	Algebra 1 Lab Antipuesto
	1:55 PM	Nutrition (15 Min)					
8th	2:10 PM 3:00 PM	Math 6 Lab Antipuesto	Math 6 Lab Cormier	English A Lab Reed	Life Science Grapski	English B Lab Kolling	PE 7 Hernandez
9th Adv	3:05 PM 3:35 PM	Advisory M & R, Enrichments T & W					

Friday - Bell Schedule

1st Lunch							
Period	Time	6A	6B	6C	7A	7B	7C
1st	8:00 AM 8:28 AM	English A Reed	Earth Science Impola	Math 6 Antipuesto	Pre-Algebra Cormier	PE 7 Lenahan	Art 7 Lipkes
2nd	8:33 AM 9:01 AM	Math 6 Antipuesto	English A Reed	PE 6 Lenahan	Hist 7 (MSH D) Edber	Life Science Grapski	English B Kolling
3rd	9:06 AM 9:34 AM	PE 6 Lenahan	Math 6 Cormier	English A Reed	PE 7 Hernandez	English B Kolling	Life Science Grapski
5th	9:39 AM 10:07 AM	Earth Science Impola	Art 6 (SPL B) Lipkes	Math 6 Lab Antipuesto	Pre-Algebra Lab Cormier	Hist 7 (MSH D) Edber	English B Lab Kolling
6th	10:12 AM 10:40 AM	Hist 6 (MSH D) Edber	English A Lab Reed	Art 6 (SPL B) Lipkes	English B Kolling	Pre-Algebra Cormier	Algebra 1 Antipuesto
7th	10:45 AM 11:13 AM	English A Lab Reed	PE 6 Lenahan	Earth Science Impola	English B Lab Kolling	Pre-Algebra Lab Cormier	Algebra 1 Lab Antipuesto
8th	11:18 AM 11:48 AM	Math 6 Lab Antipuesto	Math 6 Lab Cormier	English A Lab Reed	Life Science Grapski	English B Lab Kolling	PE 7 Hernandez

2nd Lunch

Period	Time	8A	8B	9A	9B	9C
1st	8:00 AM 8:55 AM	English C Libby	History 8 Edber	Algebra 1 Nelson	Geometry Hayes	English 1 Wood
2nd	9:00 AM 9:50 AM	English C Lab Libby	Physical Sci Impola	Algebra 1 Lab Nelson	Geometry Lab Hayes	MS Office Hernandez
	9:50 AM	Nutrition (10 min)				
3rd	10:00 AM 10:50 AM	Physical Sci Impola	Algebra 1 Nelson	English 1 Wood	Physics Sullivan	Geometry Hayes
4th	10:55 AM 11:45 AM	Algebra 1 Nelson	English C Libby	Spanish 1/2 Price	MS Office Hernandez	English 1 Lab Wood
5th Lunch	11:45 AM 12:15 PM	2nd Lunch				
6th	12:20 PM 1:10 PM	Algebra 1 Lab Nelson	English C Lab Libby	MS Office Hernandez	English 1 Wood	Geometry Lab Hayes
7th	1:15 PM 2:05 PM	History 8 Edber	Algebra 1 Lab Nelson	Intro to Physics Sullivan	English 1 Lab Wood	Spanish 1/2 Price
8th	2:10 PM 3:00 PM	PE 8 Lenahan	Art 8 Lipkes	English 1 Lab Wood	Spanish 1/2 Price	Physics Sullivan
9th Adv	3:05 PM 3:35 PM	Advisory M & R, Enrichments T & W				

2nd Lunch

Period	Time	8A	8B	9A	9B	9C
1st	8:00 AM 8:28 AM	English C Libby	History 8 Edber	Algebra 1 Nelson	Geometry Hayes	English 1 Wood
2nd	8:33 AM 9:01 AM	English C Lab Libby	Physical Sci Impola	Algebra 1 Lab Nelson	Geometry Lab Hayes	MS Office Hernandez
3rd	9:06 AM 9:34 AM	Physical Sci Impola	Algebra 1 Nelson	English 1 Wood	Physics Sullivan	Geometry Hayes
4th	9:39 AM 10:07 AM	Algebra 1 Nelson	English C Libby	Spanish 1/2 Price	MS Office Hernandez	English 1 Lab Wood
6th	10:12 AM 10:40 AM	Algebra 1 Lab Nelson	English C Lab Libby	MS Office Hernandez	English 1 Wood	Geometry Lab Hayes
7th	10:45 AM 11:13 AM	History 8 Edber	Algebra 1 Lab Nelson	Intro to Physics Sullivan	English 1 Lab Wood	Spanish 1/2 Price
8th	11:18 AM 11:48 AM	PE 8 Lenahan	Art 8 Lipkes	English 1 Lab Wood	Spanish 1/2 Price	Physics Sullivan

3rd Lunch

Period	Time	10A	10B	10C	11A	11B	12
1st	8:00 AM 8:55 AM	World Hist. Heller	Algebra II Ofili	English 2 Long	US History Morgan	Physics Sullivan	AP Calc Rosen
2nd	9:00 AM 9:50 AM	English 2 Long	Spanish 2/3 Price	World Hist. Heller	Physics Sullivan	US History Morgan	AP Calc Lab (Ros College Summit
	9:50 AM	Nutrition (10 min)					
3rd	10:00 AM 10:50 AM	Spanish 2/3 Price	English 2 Long	Algebra II Ofili	Alg II/Geo Rosen	English 3 Morgan	English 4 Heller
4th	10:55 AM 11:45 AM	Biology Grapski	English 2 Lab Long	Algebra II Lab Ofili	Alg II/Geo Lab (R Eng 11 Lab (Mor	Eng 11 Lab (Mor Pre-C Lab (Rose	US Gov Heller
5th	11:50 AM 12:40 PM	English 2 Lab Long	Biology Grapski	Spanish 2/3 Price	English 3 Morgan	Pre-Calculus Rosen	Physics Sullivan
6th Lunch	12:40 PM 1:10 PM	3rd Lunch					
7th	1:15 PM 2:05 PM	Geometry Hayes	Algebra II Lab Ofili	Biology Grapski	Music 1 SPL E	Art 1 Lipkes	Sr. Mentor or Crecit Rec.
8th	2:10 PM 3:00 PM	Geometry Lab Hayes	World Hist. Heller	English 2 Lab Long	Elective or CC Class 3 teachers TBD		
9th Adv	3:05 PM 3:35 PM	Advisory M & R, Enrichments T & W					

Elective Possibilities:
Yearbook
Glee Club or Choir
Film Making
CC Class that meets every day
Physical Education
Ethical reasoning

Electronic Music

3rd Lunch

Period	Time	10A	10B	10C	11A	11B	12
1st	8:00 AM 8:28 AM	World Hist. Heller	Algebra II Ofili	English 2 Long	US History Morgan	Physics Sullivan	AP Calc Rosen
2nd	8:33 AM 9:01 AM	English 2 Long	Spanish 2/3 Price	World Hist. Heller	Physics Sullivan	US History Morgan	AP Calc Lab (Ros College Summit
3rd	9:06 AM 9:34 AM	Spanish 2/3 Price	English 2 Long	Algebra II Ofili	Alg II/Geo Rosen	English 3 Morgan	English 4 Heller
4th	9:39 AM 10:07 AM	Biology Grapski	English 2 Lab Long	Algebra II Lab Ofili	Alg II/Geo Lab (R Eng 11 Lab (Mor	Eng 11 Lab (Mor Pre-C Lab (Rose	US Gov Heller
5th	10:12 AM 10:40 AM	English 2 Lab Long	Biology Grapski	Spanish 2/3 Price	English 3 Morgan	Pre-Calculus Rosen	Physics Sullivan
7th	10:45 AM 11:13 AM	Geometry Hayes	Algebra II Lab Ofili	Biology Grapski	Music 1 SPL E	Art 1 Lipkes	Sr. Mentor or Crecit Rec.
8th	11:18 AM 11:48 AM	Geometry Lab Hayes	World Hist. Heller	English 2 Lab Long	Elective or CC Class 3 teachers TBD		

GOLDEN STATE PREP 2012-2013 FACULTY CALENDAR

July 2012

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

July

16-20: New Teacher Training
27: Lead Team Return
7/30 to 8/3: Launch 2012
7/30 & 7/31: Off Site

Days of instruction: 0

August

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

August

3: Orientation (Grades 6-7 / 5pm; 8-12 /
6: First Day of School
14: Fall Writing Snapshot
20-23: SRI Testing
22: Picture Day
23: Family School #1 5:00 to 8:00 pm
24: Student Retreat
27: Progress Reports Given
27-30: DRA Testing

Days of Instruction 20

September

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

September

3: Labor Day - *No School*
10 & 24: Progress Reports Given
14: Bay Area PD Day

Days of instruction: 18

October

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

October

1-4: Benchmark/IA #1
5: *End of 1st Quarter 43 Days*
8-12: Fall Break - *No School*
14 at 11:59 PM: Q1 Grades Entered
17: PSAT Testing (11th Only)
24-26: Student Led Conf. (Min Days)
29: Progress Reports Given

Days of instruction: 18

November

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

November

5-9: Homecoming Week
9: Advisory Outing/Trip
6-7: CAHSEE (11th & 12th)
12: Progress Reports Given
19-23: Thanksgiving Vac - *No School*

Days of instruction: 17

December

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

S1 Days = 87

December

1: Family School #2
3 & 17: Progress Report Given
17-20: Finals Week (Shortened Days)
22: *End of 2nd Quarter 44 Days*
21: GSP PD Day
24-31: Winter Break - *No School*

Days of instruction: 14

January 2013

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

January

1-11: Winter Break - *No School*
13 at 11:59 PM: S1/Q2 Grades Entered
21: MLK Jr. Holiday - *No School*
25: Bay Area Collaboration PD
28: Progress Reports Given
29: Winter Writing Snapshot
30-31: Student Led Conf (Min Days)

Days of instruction: 13

February

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

February

1: Student Led Conf (Min Day)
11 & 25: Progress Reports Given
18: President's Day - *No School*

Days of instruction: 19

March

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

March

1: Advisory Outing/Trip
5: CST Writing Test - 7th Grade?
11: Progress Reports Given
12-13: CAHSEE 10th to 12th
18-22: Pre-CST Benchmark/IA
22: *End of 3rd Quarter 48 Days*
25-29: Spring Break - *No School*

Days of instruction: 16

April

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

April

1-5: Spring Break - *No School*
7 at 11:59 PM: Q3 Grades Entered
18-20: Student & Parent Aspire Surveys
22: Progress Reports Given

Days of instruction: 17

May

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

May

6 & 20: Progress Reports Given
7-17: CST Testing
17: Advisory Outing/Trip
27: Memorial Day - *No School*
30: Senior Portfolios

Days of instruction: 22

June

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

S2 Days = 97

June

3: Progress Reports Given
5-6: 8th Grade Exhibitions
7: Senior Graduation
10-13: 6-7 & 9-11 Exhibitions
13: 8th Grade Promotion
14: *End of 4th Quarter 49 Days*

Days of instruction: 10

Legend: School Hours

	8:00 to 3:35 pm
	8:00 to 11:48 pm
	8:00 to 12:40 pm
	No School
	Non-student work day
	New Teacher Training

PTO must be requested two days in advance and may not be used on: Non-student work days, the beginning or final five days of a quarter, during SLCs and Interim Assessments, and the week before or of CST Exams.

Work days:	
Student Instruction Days	184
Total non-student Work Days	7
Family School Days	2
Total Work Days	**193**

Mathematics Philosophy
&
Instructional Guidelines (6 - 12 Math)

Version 2012-2013, Final 7-6-12

New Secondary Math Teacher Checklist

Achieving Math Proficiency for All of Our Students through a Balanced Math Program

UNDERSTAND ○ COMPUTE ○ APPLY ○ REASON ○ ENGAGE
UCARE

Assumptions in achieving "Mathematics Proficiency" for our students:

1. At Aspire, we are focused on student achievement and preparing students to succeed in college.

2. To do this, we explicitly teach to the Standards, use data to drive instruction, and teach using the Instructional Guidelines paying equal attention to all 5 aspects of math proficiency (i.e. UCARE).

3. Training is going to give you the foundation for our instructional program. You are responsible for learning and implementing the Mathematics Instructional Guidelines, teaching the Standards, and using data to drive instruction. Support from your coach and working with your lead teacher and principal will be your key supports in this endeavor.

4. The New Secondary Math Teacher Checklist is a way for you to structure and pace your steps in achieving mathematics proficiency for your students during your first couple of months with Aspire. Your coach will check you off as you complete each task.

New Secondary Math Teacher Deliverable Checklist

DUE	END OF NEW TEACHER TRAINING	Coach Sign	NOTES
☐	Copy of New Secondary Math Teacher Checklist		
☐	UCARE , Growth Mindset, and Rigor Arch Posters		
☐	Downloaded Secondary Math Instructional Guidelines (6-12) to computer.		
☐	Copy and Download of Secondary Math Daily Lesson Template. (Optional use)		
☐	School Site Reality Information: - Schedules - Teaching Assignment - Textbook - Knows Lead Teacher - School discipline plan - Site specific lesson plan template		
☐	Plan for developing a positive academic culture in the classroom including (but not limited to): __ Classroom mission poster __ Class expectations __ Parent call plan __ Student questionnaire __ Growth Mindset activities built into pacing __ 1st day lesson (options) – pictures, personal road map, good student/teacher, team building activities, etc.		
☐	Knowledge of key Lee Canter techniques (Behavior Management Cycle): - Explicit Directions - Behavioral Narration - Corrective Action - Behavior Hierarchy poster *(Demonstrate through conversation w/coach)*		
☐	Knowledge of Doug Lemov Techniques: - 100%/Positive Framing - Strong Voice - Wait Time (Apsire influenced) *(Demonstrate through conversation w/coach)*		
☐	Knowledge of web resources: - MyAspire 2.0, Teacher Resource Portal, Edusoft, Better Lesson, Data Portal *(Demonstrate through conversation w/coach)*		

☐	Created or adopted a pacing guide OR is in the processing of developing one if one doesn't exist.		
☐	Calendar outline of what will be taught up until the first interim assessment.		
☐	Create one weekly quiz using Edusoft (as a step in creating the first COI assessment).		
☐	Downloaded Math Basic Skills Assessment(MBSA) and/or Algebra Readiness Assessment (ARA) and have a plan for when to give it and how/when to address the data.		
☐	Completed the Classroom Procedures Workbook.		
☐	Have scripted a lesson for the first day of school to review rules, policies and procedures.		
☐	Have completed the first week's academic content lessons from the text for the course that aligns to the first week's quiz. Lessons are created on the site's weekly lesson plan template & the Daily TCRP Lesson Plan Form . (Pull from resources: Pacing Guide, BetterLesson, Textbook, Teacher Portal, etc.)		
☐	Has a course syllabus for all the math courses being taught (to be used to inform parents and set expectations with the students).		
☐	Brainstorm or have sketched seating chart allowing for cooperative learning (advise partner work unless already skilled with cooperative learning).		
☐	Date set with coach for coming to help prepare before school starts		
☐	Date set with coach to do "real time" coaching and to review checklist by the end of Week 2		
☐	Can articulate the main ideas regarding what a COI Data Talk is.		

DUE	CLASSROOM PREP BEFORE FIRST DAY	Coach Sign	NOTES
☐	Have a strategic seating chart for each class. Make sure you have easy access to every student and can get around the room quickly and efficiently.		
☐	Create an area on classroom wall to post key math vocabulary for the unit with examples.		
☐	Create an area on classroom wall to post quality student work – "Wall of Fame."		
☐	Create a location on the board for daily schedule/agenda, standard, and objective.		
☐	Standards Toolkit for the Power Standards for each course the teacher teaches.		
☐	Copies of class syllabus for each class.		
☐	Copy of Mathematics Basic Skills Assessments (Grades 6-7, minimum score of 90% on a previous administration) and/or Algebra Readiness Assessment (Alg. 1 and 2).		
☐	COI schedule for the year has been established with lead teacher.		
DUE	WEEK 1 AND BEYOND (Coach should observe the following practices)	Coach/ Lead Sign	NOTES
☐	Daily schedule/agenda written on the board that includes: 1. Daily objective and standards 2. Agenda with times 3. Foundational Math IGs 4. Homework assignment		
☐	Teacher sends lesson plans for the week to coach by Sunday night. (Tools to consider - Site's weekly template, Aspire Secondary Math Daily Lesson Plan Template)		
☐	Classroom management plan is executed effectively and efficiently including: 1. Routines & procedures plan to be taught during first day/week 2. L. Canter techniques (BMC) 3. D. Lemov techniques (100%, strong voice, what to do) 4. Behavior Hierarchy plan implemented 5. Attention getting signal 6. Student Binder/Notebook organization – notes, classwork, homework, etc. 7. Homework accountability system.		

DUE	**END OF WEEK 2** (Coach should observe the following practices)	Coach/ Lead Sign	NOTES
☐	Mathematics Basic Skills Assessment (MBSA - 6th and 7th) and/or Algebra Readiness Assessment (ARA - Alg. 1 and 2) has been administered.		
☐	Growth Mindset Lesson has been given to studs.		
DUE	**END OF WEEK 3** (Coach should observe the following practices)	Coach/ Lead Sign	**NOTES**
☐	At least 3 student entries made into the Math Dictionary.		
☐	Quality Student Work Posted – "Wall of Fame"		
☐	Has gathered data (Basic Skills, Alg. Readiness, Exit Ticket, etc.) and practiced a data talk with coach or lead teacher.		
DUE	**END OF WEEK 4** (Coach/Lead will observe the following practices)	Coach/ Lead Sign	**NOTES**
☐	Has met with coach or lead teacher to develop a plan to address MBSA or ARA data.		
☐	Partner learning: 1. Partner/Group work expectations poster developed with students and posted. 2. Teacher effectively implements all 4 steps of Partner Learning as explained in IG.		
☐	Key math vocabulary posted w/examples (must be discussed with student, include visuals)		

Aspire Mathematics Philosophy
For Curriculum, Instruction and Assessment of Mathematics

Guiding Principles

The Aspire Mathematics Program provides a rigorous curriculum, effective instruction, and useful assessments. In providing this program, Aspire teachers give students opportunities to build their skills, gain conceptual understanding, and learn how to attack and solve complex problems. The *Mathematics Framework for California Public Schools* (CDE, 2006) states, "Mathematics education must provide students with a balanced instructional program. In such a program students become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving...All three components are important; none is to be neglected or under-emphasized " (p. 4). We prepare our students to memorize the large number of math facts and perform the significant amount of algorithmic manipulation required for proficiency in high school math classes and on standardized tests. We also give our students the opportunity to see the "why" that underlies the rules for symbol manipulation by focusing on conceptual understanding as well (e.g. using a balance to demonstrate what it means to "balance an equation"). Students are also given the opportunity to experience the power of mathematics through problem solving (e.g. creating a scale drawing of the school in developing a landscaping plan). Aspire also believes it is critical that all students develop a growth mindset toward intelligence (a belief that effort makes one smarter). This mindset leads to a positive attitude toward math and a feeling of confidence and competence in the classroom.

The introduction of the Common Core State Standards (CCSS) provides an exciting opportunity for Aspire to align its instructional system with a deeper and higher set of standards. It accelerates our work in increasing rigor and ensuring that all students are prepared to succeed in college. Although much of our work already matches the goals and depth of the Common Core (e.g. UCARE is an essential element built into the 8 Mathematical Practice Standards), there is a need for refinement in some of our instructional areas.

Curriculum

The Aspire mathematics curriculum is based on the California Mathematics Standards. Our program is designed to build student proficiency in mathematics. Five strands of math proficiency are addressed in our curriculum that includes understanding, computing, applying, reasoning, and engaging (UCARE). Teachers use a variety of instructional techniques (e.g. Aspire Instructional Guidelines) and resources (e.g. CPM math program, manipulatives, Problem of the Week or Month, etc.) to educate our students in becoming mathematically proficient. Emphasis is given to teaching students to think mathematically and solve problems in order to push their understanding and abilities to use mathematics beyond rote learning of skills and routines.

7

Instruction

The mathematics instruction at Aspire balances time spent on developing and honing necessary skills with time devoted to discovering, exploring, and inventing mathematical ideas. Teachers encourage student creativity and are open to original methods for solving problems. The program also uses many instructional techniques that include whole class mini lessons, personalized, data-driven instruction, whole class discussion and small group learning.

The ability of students to communicate their mathematical thinking is critical to developing conceptual understanding, so students talk extensively about the connections between mathematical concepts. Students who are unable to articulate their thinking well are less able to quickly transfer generalizations about concepts to new information or new problem situations; conversely students who can clearly communicate their methods for problem solving are quite able and confident in new mathematical situations. Therefore, students are given many opportunities to practice developing their own thinking, explain it to others and listen to the strategies of other students.

Assessment

Assessment is more than testing basic knowledge and skills at the end of a unit. Rather, regular, on-going assessment is emphasized at Aspire as a key tool in the mathematics program in order to help students continue to grow and improve their learning. Assessment is regularly used as a tool to personalize learning and to modify instruction.

Instructional Guidelines for Secondary Math Teachers

Foundational IG's
(What all teachers can implement successfully by the end of their first year with Aspire)

Daily Review - *Daily*
- Do Now Flashbacks
- Mental Math

Mini-Lesson - *Daily*
- Focus on Meaning
- Group Discussion & Openness to Student Solution Methods
- Myths & Misconceptions

Cooperative Learning – *3-5 times per week*

Data Driven Instruction – *see below for frequency*
- Assessment Methods
    - Quick Checks – *2-3 days per week*
    - COI Assessments – *Formal COI every 2-3 weeks*
    - Interim Assessments – **Every 8 weeks**
- Addressing Data
    - Guided Math – *2-3 days per week*

Problem Solving
- Problem of the Week (PoW) &/or Formative Assessment Lesson - *Once per unit or month*

Homework – *given daily & checked*

Academic Language in the Mathematics Classroom –
- Math Dictionary - *2-3 times per week*
- Standards Toolkit – *implementation varies*
- Conceptually Rich Word Wall – *update every unit*
- Student Led Solutions (SLS) - *2-3 times per week*

Advanced IG's (Additional innovative tools for a rigorous classroom)
Problem Solving
- Critical Thinking Problem (CTP) with Write-Up – POW's & POM's
- Unit Integration
- Math Games
- Project/Problem-Based Learning /Service-Learning

Math Journaling
Math Portfolio
Math Exhibitions & Math Fairs
Experiential Opportunities
More Cooperative & Partner Learning
More Academic Language
Homework Quiz

Mental Math for Spiral Review (MMR)

Sample Teaching Models

Lesson Part	Typical Day for 50 min. Class Period Using the Foundational IG's	Time
Daily Review: **Do Now Flashback** **&** **Quick Check** **(optional)**	*Problems are on white board or overhead before students walk in. Students routinely begin work as they enter the room. Teacher takes care of administrative duties *Teacher or students present solutions and with q&a from class * Students held accountable for doing the homework and have an opportunity to ask questions (or can be done later in the period) * Students take a quick 1 question quiz based on prior day's objective	10 min
Mental Math	*Teacher leads & reviews	2 min
Mini-Lesson	*Teacher leads presentation w/ discussion/q&a *Guided Practice (1-2 whole class practice problems)	10-15 min
Cooperative Group(2's, 3's, or 4's) &/or Independent Practice	*Students form teams for guided & independent practice. *Teacher circulates around to teams assessing understanding, giving probing questions and hints. Teacher pulls guided math groups as necessary.	13-18 min
Closure/SLS & Quick Check (optional)	*Reflect on day's lesson with SLS presentation, assess student understanding (exit pass option), assign new homework, etc. * Students take a quick 1 question quiz based on prior day's objective	5 min

The schedule above and on the next page were **developed as an aide in visualizing** the implementation of the Instructional Guidelines (IG's). **It is expected that teachers will develop alternate schedules in implementing the IG's in their classrooms.**

Sample Block Schedule

Lesson Component	Notes / Activities	Time
DO NOW	4-6 Questions Questions are Procedural Based Questions are tied to prior knowledge needed for Lesson's objective / or **Questions are based on Basic Skills deficiencies according to Basic Skills Assessment**	**5 min**
Review DO NOW	Teacher directed review of Do Now questions	**3 min - 5 min**
Homework Check & Homework Quiz	Avoid the trap of needing to re-teach Address questions students had from HW Attempt similar problems not completed in HW **HW can be checked / reviewed at other times during the lesson (e.g. do now, independent practice)**	**Varies**
Mental Math	Review of basic skills by: Mad Minute Challenges Flash Card review / games Vocabulary review / games Spiral review (Saxon problems)	**5 min**
OR		
Math Journal	Reflect on learning process Use writing to express mathematical logic	**5 min**
Mini Lesson (CPM)	Direct Instruction based on CPM Sequence / Pacing Guide Presentation with discussion Teacher directed Guided Practice.	**10 min- 15 min**
Cooperative or Independent Practice	Complete written practice independently	**10 min- 15 min**
Review Independent	Review / Re-teach independent practice as necessary	**8 min - 10 min**
BREAK (optional)	Play Make-24 or other quiet game with a partner or small group Practice Flash Cards Work on Fun Brain on Computer Do group exercise / chant	**3min- 5 min**
Student Led Solutions / Problem of the Day / Cooperative Problem Solving	Read and evaluate open ended and multi step word problems Apply a variety of problem solving strategies to solve open ended problems and multi step word problems Follow steps of a problem solving plan and present mathematical logic to an audience Develop collaborative problem solving skills by working with a partner or in small groups Develop presentation skills	**15min- 20 min**
Guided Math / Differentiated Instruction / COI Re-teaching	Collaborative Problem Solving (Problem of the Month) / Project Based Learning Basic Skills Instruction / Practice Test Prep Math Games / small group activities Vocabulary review / games	**Remaining time:** **20 min-40 min**

Foundational IG's

Daily Review

Do Now Flashbacks (DNFs)

Rationale
Students must have the prerequisite math skills in order to complete the new objective for the day. Students also need practice with current grade level skills they have been taught in order to develop computational fluency. Do Now Flashbacks is a daily routine for students and a tool for teachers to meet these goals.

Do Now Flashbacks includes:
- strategically creating math problems based on student data,
- getting students in the routine to begin working as soon as they enter the room,
- and preparing for high stakes tests on frequently tested items.

Procedure
The teacher prepares 5-7 problems each day and displays them using the overhead projector, LCD projector, or white board BEFORE students enter the room. Students begin working on the problems individually, without talking, after they take their seat.

Types of problems for Do Now Flashbacks:
- 2-3 problems on pre-requisite skills needed for lesson's objective
- 2-3 problems for spiral review of previous chapters/concepts
- 2-3 problems on current material
- 1-2 bonus problems used as a sponge.

The teacher attends to administrative duties (e.g. take roll, etc.) as students work on the problems. If the teacher has time, he/she may circulate and help individual students as needed. Students are held accountable for staying on task and completing the problems to the best of their ability. Once most students have completed the task or are working on the bonus problem then either the teacher or designated student reviews each problem. Time is given for short questions and answers, but this is not a time for in-depth discourse. Ideally, Do Now Flashbacks should take no more than 10 minutes in a 50 minute class period.

Materials/Resources
California Mathematics Framework
California Math Standards
CST Released Questions
Student Math Text
Aspire Math Assessments (give similar questions)

Mental Math Flashback (MMFs)

Rationale

Mental Math is a way to get students thinking at the beginning of class, spiral review skills and concepts, and/or to take advantage of transition times. Students problem solve without pencil or paper in a whole class setting.

Procedures

Mental Math is an oral presentation of math problems that students must compute mentally. The problems should include the appropriate math vocabulary and concepts found in the California Mathematics Standards and textbooks.

Mental Math Flashbacks (MMFs) is a flexible technique to review math concepts efficiently. The teacher asks a question (e.g. What is eight squared?), students think of the answer, and then the teacher calls on a student for the answer. Some teachers like to toss a ball to the student they want to answer and the student tosses the ball back to the teacher after answering. The teacher continues the process asking 7-12 quick warm-up questions to students around the room. MMFs is a flexible tool that can be used at different times and anywhere including transition times, in line, or when the class needs a change of pace.

Many other mental math techniques and other daily math routines can be used with students that help students understand, compute, reason and build their confidence with mathematics. See resources below.

Materials/Resources
MMR Planning Sheet below
California Mathematics Framework
California Math Standards
Aspire Math Assessments (give similar questions)
CPM Teacher Edition

Mental Math in Junior High by JH et al. P# 1-800-321-3106; www.pearsonlearning.com
For 6th Grade (http://www.edserv.sjcoe.net/mm/hp.htm) - "Math Matters" website
San Diego City Schools Mathematics Routine Bank –
      http://www.sandi.net/depts/math/routines/middle_level_bank.pdf

Mini-Lesson

- o **Focus on Meaning**
- o **Group Discussion & Openness to Student Solution Methods**
- o **Myths & Misconceptions**

Rationale

The Mini-Lesson is the core of the math period and is used to develop mathematical competency with grade level standards. Through a balance of direct instruction, modeling, inquiry, discussion, individual practice, and student collaboration, the mini-lesson focuses on meaning by allowing students to share unique problem solving methods that apply mathematical procedures. A skillful mini-lesson begins with what students know, addresses common myths and misconceptions that students may have, and utilizes questioning with a wide range of engagement strategies along with problem solving techniques to engage students in the mastery of grade level standards.

Procedure

Mini-Lessons usually last from 10-15 minutes and can involve a wide variety of learning activities, but must include the following components:

- A deliberate statement of the objective, how the objective is tied to the standards, and what students should be able to do following instruction
- A direct connection to students' prior knowledge of the standard by referencing previous lessons, activities, and/or problems
- Specific reference to, and use of mathematical vocabulary embedded in the language of the standard
- A deliberate attempt to address common myths and misconceptions related to discreet skills and/or larger concepts
- Specific use of learning aids including but not limited to:
  - o math texts
  - o toolkits
  - o graphic organizers
  - o manipulatives
  - o anchor posters
  - o word walls
  - o diagrams
  - o calculators
  - o rulers, protractors, compasses
  - o animations / simulations / videos
- Implementation of a learning activity that engages 100% of the students in the class including but not limited to:
  - o Direct Instruction with modeling on the board or with manipulatives, discussion involving student questions and answers, and individual / partner / group practice (I do, you watch – I do, you help – You do, I watch model)

- Inquiry Approach where the teacher introduces a new or complex problem and asks questions of the students to guide them in understanding the concepts and skills in solving the problem
- Mini-Project where individuals or groups work to complete a series of tasks
- A deliberate use of varied informal assessment techniques to engage students and check for understanding including but not limited to:
  - Higher Level Questioning (See Bloom's Taxonomy)
  - Wait Time
  - Cold Calling
  - Surveying / Take a Stand
  - Think Pair Share
  - Everybody Writes
  - Call and Respond
  - Student Questions
  - Student Explanations
  - Quick Quizzes

Mini-lesson formats may change daily based on whatever the teacher believes will work best for his or her students. Whichever approach a teacher takes, a focus on meaning should be emphasized that:
- Allows students to construct meaning.
- Creates contexts closely related to real-life.
- Emphasizes how ideas are connected.
- Makes use of student interests and backgrounds.
- Connects math to other subjects.

Materials/Resources
Aspire Lesson Plan Template for Secondary Mathematics
CPM Text
CPM Online (www.cpm.org)
Hotmath (www.hotmath.com) * answers to CPM questions
California Math Standards
Key To Series
National Library of Virtual Manipulatives (http://nlvm.usu.edu/en/nav/vlibrary.html)
HeyMath! (www.heymath.com)
BainPop (www.brainpop.com)

Cooperative Learning

Rational

Cooperative Learning, compared with competitive and individualistic efforts, results in greater efforts to achieve, more positive relationships among students, and greater psychological health. "The powerful effects that cooperation has on so many important outcomes *separate* cooperative learning from other instructional methods and make it one of the most important tools for ensuring student success." (Johnson, Johnson, & Holubec, 1994) The National Council of Teachers of Mathematics (NCTM) also expects "students to communicate their mathematical thinking coherently and clearly to peers..." We know that learning is often best achieved in conversation among students. Achieving the potential to enhance learning and realizing effective mathematical communication between students is a complex and challenging task. ***Students that are not well trained in working together with peers can pose significant problems in class; therefore, teachers using cooperative learning need to teach students the skills necessary for working in an effective team that will establish a positive class culture for teamwork and mathematical discussion.*** When this culture is effectively established students willingly share the responsibility for learning, and this increases conceptual learning, skill development, creative problem solving, social skill development, and oral language proficiency.

The foundational guideline of "Cooperative Learning" is meant to precede the advanced guideline of "Cooperative Groups." According to Johnson, Johnson, &Holubec, the smaller the better for the size of the group. The larger the group requires the students to be more skillful at maintaining good working relationships, while within a pair, the students are only responsible for two interactions. Additionally, with students working in pairs, the more accountability for each and the easier it is to identify any difficulties the students may have with both content and partner work.

Procedure

Below are methods for developing effective partner learning. The success of students working in partners or small groups comes from setting clear expectations, training the students, and constant reflection on how the students are doing while working in partners or small groups.
In order to make partner learning work:
  ☐ The teacher must provide a clear task and a group goal
  ☐ Team work skills must be taught and modeled.
  ☐ Students must have face to face interaction through teaching each other and supporting each other.
  ☐ The pair or group must be accountable for achieving its goals.
  ☐ Pairs or group must be able to self- assess in terms of both academic and group work success.

Step 1 - Prior to teaching:
Have students desks set up so they can easily work in pairs. (Teachers with prior skill in developing a cooperative group culture may decide to begin the year with groups of 4) Pods of 4 can work, but students must be assigned a specific partner to work with throughout each unit. Set partner learning expectations with the class and create a poster with goals and expectations for partner/group work. Plan on reflecting on these goals and expectations daily with your class to build a positive team work culture in your class.

Step 2 - During the Mini-Lesson and Guided Practice:

Cooperative Note Taking Pairs

Goal: All students take accurate notes that they can refer to and review, aiding them in complete understanding of the days' lesson.

Students will use the partner they have been assigned. Every 5-7 minutes (about 2 times during your mini-lesson), stop and have student share their notes with each other. Designate one student to be "A" and the other "B." Set your timer for 1 minute, and have A share with B for 30 seconds and B share with A for 30 seconds. Adjust time accordingly. Teacher circulates during that time to ensure students are sharing and improving upon their notes.

Tell the pairs that they may take something from their partner's notes to improve upon their own. The task is to increase the quality of the notes taken. Before the teacher begins the independent practice, ask the whole class what went well and what should be changed for next time (re: the note taking pairs process with referencing the pair work expectations).

Step 3 - Beginning Independent Practice (First 1-2 problems):

Teammates Consult

Goal: Students practice listening and sharing with one another while discussing approaches to solving a problem.

All pencils and calculators are set aside (to prevent students from completing the problem independent of their partner). One student reads the problem aloud. The problem is discussed and strategies are shared. Teacher gives permission to begin the written work. When the pair is finished with the problem, they consult each other's answers and share solutions. Teacher should circulate among groups and use the strategies for monitoring and intervening check list.

Step 4 – Remaining Independent Practice Work Time:

General Study Team Work

Goal: Students are expected to receive and give help and assistance to their teammates in order to successfully complete the work given.

Students refer to the partner/group work expectations and goals. Peer support is expected. Teacher can model the "ask your partner before you ask me, or ask 3 before me" to encourage students to gain help from their peers. Teacher should circulate among groups and give help and hints as needed to the group (not to individuals). Whole class processing should be done at the end of General Study Team Work periodically (see "Small and Whole Group Processing" below) to review "what worked" and "what can improve" with Cooperative Learning. The goals and expectations should be constantly reflected upon, assessed, and future goals should be set.

Small and Whole Group Processing

Small Group Processing Options:
- [ ] Give group 30 seconds to name three things other members did to help the group's learning
- [ ] Have each member write a positive comment about each member of the group on an index card
- [ ] Have group list 3 things the group did well and 1 thing they need to improve upon.
- [ ] Have a group processing question at the end of the assignment
- [ ] Give the group guiding questions as a closure activity
- [ ] Group members must set improvement goals to be reflected upon at the next class

Whole-Class Processing Options:
- [ ] Using the cooperative learning rubric, ask what went well and what needs to be improved upon
- [ ] Share your observations and any other observations from the students
- [ ] Ask groups to discuss in groups, then share out to the class
- [ ] Group members must set improvement goals and share with the class, "Our group could do better by ...."

Materials/Resources
- Cooperative Grouping Strategies
(depts.washington.edu/cidrweb/GroupTools.htm)
- Designing Groupwork – Strategies for the Heterogeneous Classroom by Elizabeth
  Cohen (1986)

-<u>Cooperative Learning in the Classroom</u> by Johnson, Johnson, and Holubec (1994)
-<u>A Practical Guide to Cooperative Learning</u> by Robert E. Slavin (1994)
-<u>The Differentiated Classroom: Meeting the Needs of All Learners</u> by Carol AnnTomlinson (1999)

Data-Driven Instruction

- **Assessment Methods**
  - **Quick Checks**
  - **COI Assessments**
  - **Interim Assessments**
  - **Benchmarks**
- **Addressing Data**
  - **Guided Math**

Rationale

Effective planning of mathematics instruction focuses on the needs of the entire class and the needs of each individual student. By collecting, analyzing, and using data to plan instruction effectively, teachers can proactively fill holes in procedural competency and address individual mathematical misconceptions. At Aspire, regular, on-going assessments are used to assess and spiral standards throughout the year. Both teachers and students use assessment data as a method of reflection and inquiry that drives instructional decisions. Teachers fill specific holes through effective planning of Daily Lessons, Daily Review and Guided Math.

Procedures

Teachers plan lessons effectively by constantly referring to objective data. Teachers must be effective at collecting and analyzing data and have the ability to use the lessons learned from this analysis to positively affect student achievement through successful, thoughtful planning.

Assessment Methods

"Quick Check" Assessments:

Teachers collect data 2-3 times per week through a one question check for understanding. Some teachers collect this data at the end of class with an "Exit Ticket" on a quarter sheet of paper to measure whether students understood the day's objective. Other teachers collect data the following day after students have had a chance to practice at home through an "Entrance Ticket," often times making this a homework accountability tool as well by having students redo a problem from their homework.

2-3 Week COI Assessments:

Teachers give cumulative COI assessments every two weeks. In the beginning of the year, these assessments are weighted toward newly taught standards. At the middle to end of the year, these assessments are weighted toward previously taught standards as a form of spiral review (approx. 60% of the questions are review and 40% just taught).

Interim Assessments:

Aspire Interim Assessments are administered 3 times per year. Interim assessments are Standards-aligned assessments that are linked with Aspire Pacing Guides and are administered at 8 week intervals testing material that has been taught. Each assessment administration is used to reflect on student mastery of covered material, modify pacing guides, and plan for instruction.

Benchmark Assessments (Optional):

Benchmark Assessments are optional assessments that cover all of the "Key Standards" from the course.

Addressing Data

Guided Math:

Guided Math allows teachers to work with individual students or with small groups of students with similar math needs. These groups can be used for pre-teaching, re-teaching, or enriching concepts for students. Planning for Guided Math is driven by data analysis and involves focused instruction that has been specifically planned for a student or small group of students.

When implementing Guided Math, classroom management must be a focus for the teacher. Effective routines, procedures, and expectations must be well-implemented and understood by all students so that independent work is completed while the teacher works with a small group of students. In another model, most of the class works independently, in pairs, or in cooperative groups while the teacher moves around the classroom individually instructing students on areas of need.

COI Data Talks:

In the time between each COI assessment, teachers collaborate with members of the math team in a "data-talk" to analyze recently gathered data. Schools use a variety of protocols, and a typical protocol is presented below. This analysis starts at the standards-based, whole class level and moves to detailed, item response analysis that will help a teacher understand specific misconceptions being made by specific students. Once the analysis is complete, teachers use this information to plan for whole-class re-teaching during Do Now Flashbacks, Mental Math, or Mini-Lessons. Teachers also use this information to plan for Guided Math, which provides them with the opportunity to meet the individual needs of each student.

Materials/Resources
Edusoft Assessments & Reports
Aspire Teacher Data Portal
Quick Check Template (included in IG's)
Aspire Interim Assessments
Interim Analysis Protocols

Secondary Math COI/Data Talk Protocol (included in IG's)
Guided Math tables/area for working with small groups
Small White Boards, pens, erasers, manipulaitives (used for Guided Math)
Pacing Guides

Template for creating "Quick Checks"

Name:
Date:

Name:
Date:

Name:
Date:

Name:
Date:

Secondary Math COI/Data Talk Protocol (Sample)

Each participant will share all the steps below in the time given:

1. Macro Analysis - Share assessment topics, organization, and overall results:

Standards Re-assessed	Number of Questions	% Correct this time	% Correct last time

New Standards Assessed	Number of Questions	% Correct

Things to consider with Edusoft assessments:
1) Require students to document their work so that it can be used for re-teaching. Have students do their work in an organized manner on a separate sheet of paper. Give them an answer sheet to bubble once they've completed their work on this separate sheet. Do not allow guessing on answers on Edusoft assessments because this will not help in diagnosing problems. Have them turn in their worksheet with their bubbled in answer sheet.
2) Give the students an opportunity for test revisions. There is a lot they can learn by analyzing their mistakes and redoing the problems correctly.
3) Make the assessment count toward the student's grade in the class.
4) Let students know what topics and types of questions will be on the assessment. If

2. Micro Analysis of Re-assessed Standards: Share action plan from last COI and assessment results on specific questions:
   a. What was your action plan over the last couple of weeks to address these standards?
   b. Review the question(s) the students did the best at. Why do you think this is the case?
   c. Review the question(s) the students found most challenging. Why do you think this is the case?
      i. Data talk group should discuss this question(s) and possible strategies for re-teaching it. Can you use strategies from what was successful (refer to "b" above)?
      ii. If you need to continue to deal with the struggling question or standard, then what is your action plan for dealing it/them?
3. Micro Analysis of New Standards:
   a. Review the question(s) the students did the best at. Why do you think this is the case?
   b. Review the question(s) the students found most challenging. Why do you think this is the case?

i. Data talk group should discuss this question(s) and possible strategies for re-teaching it. Can you use strategies from what was successful (refer to "b" above)?
c. If you need to continue to deal with the struggling question or standard, then what is your action plan for dealing it/them? Are you going to re-assess any of these standards on the next COI? If not, what other standards are you going to re-assess on the next COI?

Problem Solving

RATIONALE
Students must be able to reason, problem solve, communicate and make real life decisions that require mathematical thinking. Teaching students problem solving skills and giving them opportunities to apply their skills is critical to developing their capacity to solve mathematical problems that arise in all our lives (e.g. starting a small business, figuring out the area of a room in order to purchase the correct amount of paint, filling out a tax return, tracking and setting goals for investments, etc.)

PROCEDURES
Problem solving should be done whole class, small group and independently. As a group, the teacher models strategies to solve problems and explains his/her metacognition. With a partner or small group students should explain their thinking and justify it.

Overall, students should understand the problem, make a good attempt in solving it with reasonable mathematical thinking, and show their work (through drawings, charts and equations, create similar problems, written explanation and/or connecting it to similar problems and solutions).

One way problem solving instruction and practice will be achieved is by having students do Problems of the Week (PoW) as described below.

Another way to build problem solving and reasoning is through the Math Design Collaborative's Formative Assessment Lessons (FALs). These are described below as well.

Formative Assessment Lessons (FALs)
California is one of 45 states that have adopted the Common Core State Standards. In order to prepare our teachers and students to meet the requirements of the Common Core State Standards in Mathematics, we have become part of an organization called the Math Design Collaborative. This is good news because the CCSS for mathematics is in alignment with Aspire's philosophy for math instruction – which is striving to help ALL students become math proficient by creating a program that addresses conceptual understanding.

Formative Assessment Lessons (FALs) have been created and are available from the Math Design Collaborative (MDC) for secondary math. The lessons consist of 3 parts including a pre-assessment (approximately 15 min. done individually), a lesson activity worked on in homogeneous groups or partners, and a post lesson discussion & post assessment. The 3 part cycle is intended to be given approximately two-thirds the way into a unit of study. The FAL will help identify how well students are making conceptual sense of the material.

Coaches will be working with teachers that are interested in implementing the FALs beginning in the 2012-13 school year and beyond.

Problem of the Week (PoW) with Write-up

Problems of the Week are complex problems that students work to solve and then explain their solutions and reasoning in a write up. Students should have a copy of the evaluation rubric prior to attempting to solve the problem and writing up their solution. More weight should be given to mathematical thinking and a good write up than finding the correct solution. Students should be given little direction at the beginning with hints as time goes on. Ultimately, students should have an opportunity to discuss their mathematical thinking and see a variety of solutions to the problem. Students can also learn a great deal by revising a write-up after the teacher or a peer has had an opportunity to review their work.

MATERIALS/RESOURCES
- www.mathforum.org/pow/ **(Coach Recommended)** - Teacher Membership fee is $25 per year)
- www.mathcounts.org
- PoW Tools: Write-up, Schedule, Peer Review Sheet, Rubric, (on the following pages)
- Problem of the Week Contest Manual by David Rock & Doug Brumbaugh (Paragon Publications)

PoW Write Up

Problem Statement: State the problem clearly in your own words so that anyone reading your paper will understand the problem you are solving.

Process and Solutions: Describe in detail your thinking as you worked from start to finish. Explain how you got your answer. Show your work. Add pictures when it helps your explanation. Include things that did not work, or changes you made along the way. If you did not get an answer, explain what you do know and where you got stuck.

Final Answer: Clearly state your final answer using a complete sentence.

Reflection: Answer the following questions. (You must answer all three to get full credit for the reflection.)

1. What did you learn while working on this problem?
2. What math strategies did you use (you have an entire list to help you answer this one)?
3. Is this problem similar to any problem you have done before? How?

Attach Work: Include **ALL** of your work and notes. Your scratch work is important because it is a record of your thinking. **Do not throw anything away.**

Sample Weekly Schedule for a Week Long PoW

Monday
- Review previous week's problem – make overhead of 2 students' solutions (try to pick different methods to emphasize that there are many ways to solve problems). Allow students to share solution methods if time permits. If time is an issue then point out some of the mathematical thinking in each problem.
- Present new problem – give students individual thinking time to conceptualize the problem as well as time to ask clarifying questions.
- Encourage students to work on CTP for homework.

Tuesday
- Give time in class to work on problem as well as for any clarifying questions. Encourage cooperative learning. If needed, provide a hint or present a mathematical skill or concept that will aid in solving the problem.
- Encourage students to work on PoW for homework.

Wednesday
- Assign PoW for homework and/or present time in class to work on it. Encourage cooperative learning. If needed, provide a hint or present a mathematical skill or concept that will aid in solving the problem.

Thursday
- Remind students that PoW final write up is due tomorrow.
- Peer Reviews in class.
- Assign PoW for homework and/or present time in class to work on it. Encourage cooperative learning. If needed, provide a hint or present a mathematical skill or concept that will aid in solving the problem.

Friday
- Collect problems.
- Use rubric to score.
- Make overhead of 2 problems to share on Monday.

Author's Name: _____   Reviewer's Name: _____

Name of POW: _____   Date: _____

POW Rubric/Peer Review Sheet

Instructions: Circle the score in each area of the POW write-up that you feel your partner's write-up is at with their rough draft. Please be honest so that your partner can work to revise their write-up.

Criteria	1	2	3	4	Peer reviewer's Score
Problem Statement	Does not identify the key elements of the problem. Does not know or attempt to find out what the problem is asking	Is able to identify some of the key elements of the problem. Student is able to understand the basic information presented.	Is able to identify most of the key elements of the problem. The student is able to rewrite what the problem is asking.	Student identifies all of the key elements of the problem.	1 2 3 4
Process and Solution	Provides little to no description of how they solved the problem.	Provides a basic description of how they solved the problem.	Provides a good description of how they solved the problem, shows most of their mathematical computations and alludes to why they used a particular strategy.	Provides an excellent description of how they solved the problem and shows all of their mathematical computations. Includes details on why they used a particular strategy.	1 2 3 4
Final Answer	Makes major computational errors.	Makes some computational errors and it is unclear if they are aware of proper problem-solving procedures.	Makes minor computational errors.	Makes no computational errors.	1 2 3 4
Reflection	Little or no information on how the problem was solved.	Explains little about how the problem was solved and what strategies were used.	Answers how the problem was solved with reference to strategies and other problems that were similar.	Clear reflection on how the student felt, what strategies were used, and what was learned	1 2 3 4

Glow – What did the author do well?	Grow – How can the author improve?

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Student Name: _____ **PoW:** _____ **Date:**

PoW Rubric

Criteria	1	2	3	4	Student Self-Score	Teacher Score
Problem Statement	Does not identify the key elements of the problem. Does not know or attempt to find out what the problem is asking	Is able to identify some of the key elements of the problem. Student is able to understand the basic information presented.	Is able to identify most of the key elements of the problem. The student is able to rewrite what the problem is asking.	Student identifies all of the key elements of the problem.	1 2 3 4	1 2 3 4
Process and Solution	Provides little to no description of how they solved the problem.	Provides a basic description of how they solved the problem.	Provides a good description of how they solved the problem, shows most of their mathematical computations and alludes to why they used a particular strategy.	Provides an excellent description of how they solved the problem and shows all of their mathematical computations. Includes details on why they used a particular strategy.	1 2 3 4	1 2 3 4
Final Answer	Makes major computational errors.	Makes some computational errors and it is unclear if they are aware of proper problem-solving procedures.	Makes minor computational errors.	Makes no computational errors.	1 2 3 4	1 2 3 4
Reflection	Little or no information on how the problem was solved.	Explains little about how the problem was solved and what strategies were used.	Answers how the problem was solved with reference to strategies and other problems that were similar.	Clear reflection on how the student felt, what strategies were used, and what was learned	1 2 3 4	1 2 3 4
Class or Content Specific:					1 2 3 4	1 2 3 4

Student Score Justification and Comments:	Total Score
Teacher Comments:	Total Score

Homework

Rational
When students complete their math homework it extends their opportunity to learn mathematics beyond the school day. It also encourages students to gain additional independent practice and enrichment. According to Robert Marzano and colleagues in Classroom Instruction That Works (2001), homework correlates with achievement, having the greatest effect in high school.

Procedures
Math homework is given daily. Homework should be structured around content with which students are fairly comfortable. Answers to the homework questions should be given with the assignment so that students will know if they are working problems correctly while at home.

In grades 6th- 8th, 10-30 minutes of homework is recommended. In 9th -12th grades it increases to 20-40 minutes.

Homework Checked Daily
Students should be held accountable for doing their work through a system developed by the teacher (e.g. checks in a grade book, stamping an assignment sheet, etc.) Homework should be checked while students are working independently or as a group. Ideally, teachers check homework during the Do Now if the system is efficient enough to be completed in 10-15 minutes. If the homework check takes longer than that, teachers should check homework during independent work time in the middle or end of the work period. Since students have been given answers to the homework problems ahead of time, teachers should check for completeness on the assignment including all work being shown with written descriptions in complete sentences where appropriate.

Homework Review
At times students will have questions about the work, so students should be given an opportunity to ask questions, **although reviewing homework is not a separate part of the agenda, rather it is incorporated into other instructional guidelines.** An ideal time for this review is when students are working in cooperative groups. Students can ask their partner or team members first, but if they still need support the teacher can explain how to solve the problem(s). If a large portion of the class is struggling with a similar problem, the teacher may decide to give the problem as a *Student Led Solution* at the end of the period or present the solution through direct instruction as a closing activity. Teachers may also present a difficult problem from the previous day's homework as a spiraled review problem during the Do Now.

Research has shown that parental involvement in homework should be minimal, limited mostly to setting up the structure for completing homework.

It is reasonable that the teacher will scaffold homework based on a student's ability to complete the task.

Materials/Resources

Classroom Instruction That Works by Robert Marzano, et. al. (2001), Chapter 5 "Homework and Practice, pgs. 60-61.

http://www.kutasoftware.com/index.html - software to create worksheets

Academic Language in the Mathematics Classroom

Part A: Math Dictionary

Rationale

Mathematics has its own language with words and symbols that must be developed strategically. The understanding of and ability to use the mathematics language is fundamental to success in upper level math courses and in mathematics related careers. Acquisition of mathematics specific vocabulary supports conceptual understanding of state adopted standards. Students need to be able to articulate the language of mathematics to explain their reasoning in both the spoken and written form. A math dictionary is a means to increase student access to academic language and is critical to students' ability to appropriately utilize vocabulary in and out of the classroom.

To capture the definition of a vocabulary term, we use the Vocabulary Definition Graphic Organizer Template, which is an adaptation of the Frayer Model. The framework includes: the definition, the student's definition, diagram and/or picture of the word, example of the vocabulary word, and an optional box where the teacher can select the most appropriate representation to deepen the meaning of the word (metaphor, real-world example, non-example, counter examples, common misunderstanding, or other).

Procedures

Prior to the beginning of each unit of study, you should use your pacing plan to identify the key vocabulary words and create a Math Dictionary packet of the key vocabulary words for each student. There are three options for using the Vocabulary Definition Graphic Organizer Template to explicitly teach vocabulary words. It is expected that teachers are having their students define new vocabulary words at least 2 to 3 times a week.

Option 1: At the Beginning of the Mini-Lesson

After introducing the objective for the lesson, the teacher has students take out their Math Dictionary packet for the current unit. They introduce the vocabulary word and gives direct instruction on completing the Vocabulary Definition Graphic Organizer. Then the teacher begins their Mini-Lesson.

Option 2: During the Mini-Lesson

While teaching the lesson, students already have their Math Dictionary packet on their desk for the current unit. Teachers use

the Vocabulary Definition Graphic Organizer to introduce, define, and give an example of the new vocabulary word (s).

Option 3: At the Ending of the Period (Closure)
After the Mini-Lesson, independent practice, and student led solutions, the teacher has students take out their Math Dictionary packet for the current unit. To wrap up and review the lesson, the teacher (as a whole class or direct instruction) has the students complete the Vocabulary Definition Graphic Organizer.

Explanations of the Box Components
1st Box

Definition in own words – provides an opportunity for students' to internalize and make meaning of the technical definition.

2nd Box

Diagram/Picture – a visual illustration that serves as a cognitive clue for students in understanding or applying the definition. The purpose is to help students remember word meanings by attaching a visual image to a word or word part.

3rd Box

Example – are illustrations that explain or validate the definition of the vocabulary. They are visual representations of the algorithm that models the steps for and conditions that make the vocabulary definition true.

4th Box

Metaphor(s) – provides students with the opportunity to compare the vocabulary word and another idea word, which captures their similarities.

Real-World Example (s) – gives students an example or word problem of the application of the word and/or concept.

Non-Example(s) – allows students to identify what the vocabulary word is and what the vocabulary word is not. They are illustrations that emphasize the critical criteria needed to apply the idea or assumption. Many non-examples are needed to clarity the conditions for which the abstract concept may appear or may not appear.

Counter Examples – allows students to understand the conditions that makes the statement true and false. They are illustrations that disprove or invalidate an abstract concept. It is important to note that only one counter-example is needed to negate the abstract concept.

Common Misunderstanding(s) – serves as a method for informing and preventing students of making common errors.

Other(s) – this provides you (the teacher) with the opportunity to include your own category that you believe will reinforce the definition of the vocabulary being studied.

Materials
Vocabulary Definition Graphic Organizer Template
Aspire Pacing Plan
California Mathematics Framework
California Math Standards
California Released CST (give similar questions)
Aspire Math Assessments (give similar questions)

Example 1

Congruent Figures

Geometry

Definition: Two shapes that have the same shape and are the same size. They must have an enlargement ratio of 1

Page Found in Textbook: p513

Definition in own words:	Diagram/Picture:
Two shapes that are identical in size, color, and structure.	Congruent Congruent

Example:	Real-World Example:
(triangle diagram) 9, 10, 5 ≅ 5, 10, 9 or △ABC ≅ △PCB	Identical Twins

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Example 2

Grade 6

Ordered Pairs

Definition: Points on a graph are identified by two numbers and written as (x, y). The 1st number is the x-coordinate. The 2nd number is the y-coordinate.

Page Found in Textbook: p215

Definition in own words:
A point on graph is written with the x-coordinate 1st, then the y-coordinate is 2nd.
Ex: (x, y)

Diagram/Picture:

Order (e, d)

Pairs

Example:

x-coordinate   y-coordinate
$(3, 2)$
Ordered Pair

Non-Example(s):

$\langle -8, -1 \rangle$

$[0, -2]$

$\{4, 7\}$
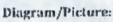
Example 3
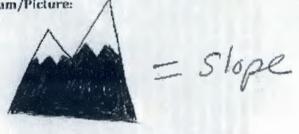
Slope of a Line

Algebra I

Definition: the ratio of the change in y (Δy) to the change in x (Δx) between any two points on the line. It indicates both how steep the line is and its direction, upward or downward left to right.

Page Found in Textbook: p541

Definition in own words:

It is $m = \dfrac{y_1 - y_2}{x_1 - x_2}$

or

$m = \dfrac{\text{vertical change}}{\text{horizontal change}}$

Diagram/Picture:

$= \text{Slope}$

$y = Mx + b$

Example:

$y = -\dfrac{2}{3}x + 4$

$\text{Slope} = -\dfrac{2}{3}$

$y = 5x - 2$

$\text{Slope} = \dfrac{5}{1}$
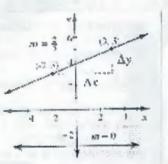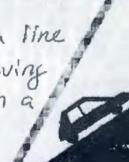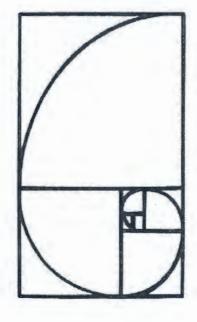
Metaphor(s):

Slope of a line is a car moving up and down a hill.

Definition:

Page Found in Textbook: _____

Definition in own words:	**Diagram/Picture:**

Example:	**Choices:**
	    Metaphor(s)
	        or
	    Real-World Example(s)
	        or
	    Non-Example(s)
	        or
	    Counter Example(s)
	        or
	    Common Misunderstanding(s)
	        or
	    Other(s)

Mathematics Dictionary

Name

_____

College/Period

_____
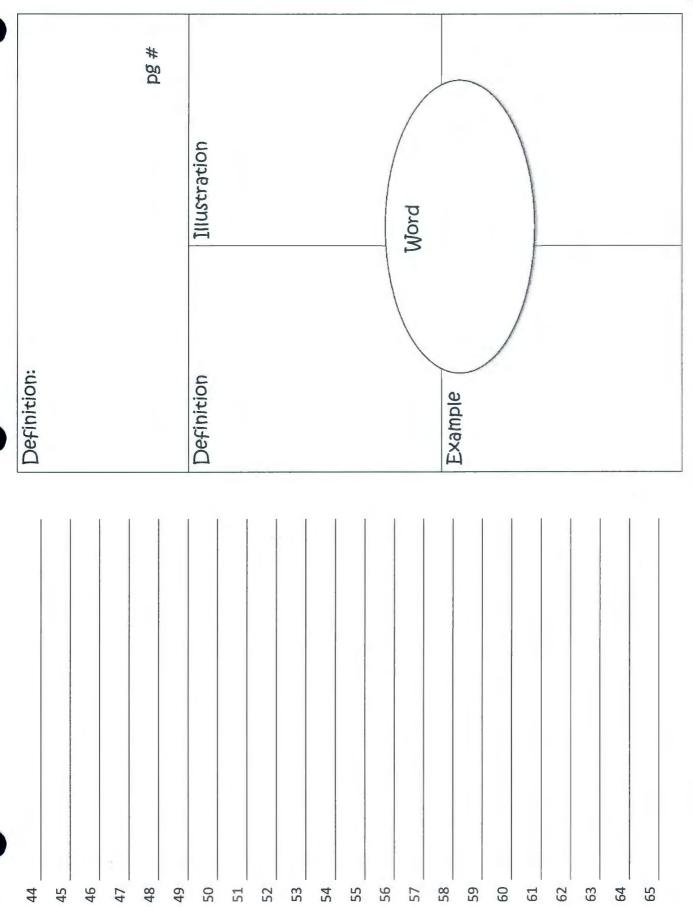
If found, please return to _____

or its rightful owner.

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Definition

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Definition:

pg #

| Definition | Illustration |

Example

Word

Definition:

pg #

| Definition | Illustration |

Example

Word

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Part B: Standards Toolkit

Rationale:
The standards toolkit serves as a study tool for students prior to taking the CST. It reviews the mathematical concept of an entire standard. Students are given examples (similar to how they appear on the CST) and formulas or hints that they should memorize.

Procedure: Standards Toolkit
During the Pre-CST review period, after all key standards have been taught; students are to complete the standards toolkit packet. Teachers are to photocopy the Standards Toolkit packet for each student. As a method of reviewing the key standards, the teacher gives direct instruction on completing each standards page (see next page for an example). Students will then use this packet to complete review problems supplied by the teacher.

Explanations of the Components of the Standards Page:
Each standards page includes the following:

a. The standard written out for student reference.
b. The standard broken down further for student reference (6-Alg 1) or an area for students to "Unpack the Standard" according to its individual components (Geometry, Alg 2, Pre-Calculus and Math Analysis/Trig). For upper level courses, this area should be completed with teacher guidance until students master the procedure.
c. An area for students to list "Facts to Understand and/or Memorize." This information should include vital facts and procedures that need to be learned in order to be successful with the specific standard content.
d. An area for students to list "Formulas to Learn." This should be reserved for specific formulas that need to be memorized by students. Students should be encouraged to create note cards for this area and use them for study purposes with classmates when time is available.
e. An area for students to include examples of the specific standard being used. These problems can come from several sources: homework, Do Nows, textbook, assessments, etc. It is a good idea to ask students to add problems here that were missed on prior assessments or homework assignments. This increases student exposure to difficult problems. Students should be encouraged to include examples from all areas listed under the second area, which unpacks the standard into its specific area.

Student Example from Algebra 2 Standards Toolkit

Standard 11.1 Students understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems involving logarithms and exponents.

Unpacking the Standard: Students......

1. understand inverse relationship between exponents.
2.   "   "   logarithms
3. use this relationship to solve problems involving logarithms,
4.   "   "   exponents.

Facts to Understand and/or Memorize:	Formulas to Learn:
common logarithm uses base 10. $\log_{10} y = \log y$	exponential form = $y = b^x$ log. form = $\log_b y = x$

Sample Problems: (do more on back, if needed)

evaluate $\log_8 16 = x$ • $8^x = 16$ • $2^{3x} = 2^4$ • $3x = 4$ (exponents equal to each other) • $x = 4/3$	$25 = 5^2$ put into logarithm form. $\log_5 25 = 2$
$\log_6 36 = 2$ switch to exponential form $6^2 = 36$	evaluate $\log_9 27 = x$ • $9^x = 27$ • $3^{2x} = 3^3$ • $2x = 3$ • $x = 3/2$

Part C: Conceptually Rich Word Wall

Rationale:
Conceptually rich word walls are potentially powerful tools for supporting specific word acquisitions. They should provide students with a conceptual understanding of the word so that it can prompt a general understanding of a term and can keep the student's comprehension intact.

> Supporting Research
>> When the Word Wall is an integral part of their daily activities, children actively construct their own literacy knowledge and learn to about letters and words naturally and playfully. (Teale & Yokota, 2000)

Procedure:
At the beginning of each unit, using their pacing plan, the teacher posts the new vocabulary words for the upcoming unit. Throughout the unit, the teacher consistently refers to their conceptually rich word wall to teach, reinforce, or review the key vocabulary words. It is expected that teachers are updating their conceptually rich word wall every unit.

Cognitive Clues

area

order(e, d)

pairs

perpendicular

Materials/Resources

- Dictionary for grade level/course (can be accessed on Aspire web site)
- Building Academic Vocabulary: Teacher's Manual by Marzano and Pickering.   (2005)
- Classroom Instruction that Works by Marzano, Pickering and Pollock. (2001)
- Academic Language for English Language Learners and Struggling Readers by Freeman and Freeman. (2009)
- Word Play: Building Vocabulary Across Texts and Disciplines Grades 6-12 by Whitaker. (2003)
- Math Graffiti Posters ($74.90 per set) - http://www.creativeinstruction.net/

Part D: Student Led Solutions (SLS)

Rationale

Daily practice in math problems helps students become more efficient in their mathematical processes and conceptual understanding. Student Led Solutions (SLS) is a daily routine that assists students in practicing basic computational and procedural skills, developing conceptual understanding, developing mathematical confidence, and preparing for high stakes tests.

I. Daily Implementation for Mini-SLS's

Procedure

A. General Overview

    a. Student Led Solutions (SLS) is a form of academic discourse. It looks like a student presenting her/his thinking to the class. The rest of the class listens and watches a presentation that has been developed by the presenter ahead of time using an overhead sheet or other means. Once the student is finished presenting, the typical next step is for the student to ask for hand signals. At this point each student in the class gives a signal that they agree, disagree, or are not sure. Then the presenter asks for questions and comments and calls on students with raised hands.

B. Establish Norms & Expectations

    a. A class culture must first be developed where students speak loudly enough for the entire class to hear and the rest of the class listens to the presenter without interrupting. Often times the teacher has taught students to "SLANT" which in some classes means:

        i. S – Sit-up
        ii. L – Lean forward
        iii. A – Ask/Answer Questions
        iv. N – Nod your head
        v. T – Track the speaker

Other variations of SLANT have been developed, but the main idea is for the class to listen attentively to the speaker and respond to the speaker and others in a respectful manner. ALL students are expected to listen, think, and participate in the discussion. Some teachers develop sentence stems to use to assist students in responding to the presenter and others. Some of the sentence stems include:

- REVOICE: "I'm hearing _____ say _____ ."
- PRESS: "Say more what you mean by _____ ."
- CONNECT: "I agree that _____ , and I would add that _____ ."
- CONNECT: "I disagree that _____ because _____ ."
-

C. Procedure for Mini-SLS's to Summarize the Day's Key Objective (< 5 min., end of period)

    1. As a summarizer for the key concept for the day, the teacher chooses a problem that students will solve which is a key problem from the day's class work.

2. The teacher circulates around the class giving hints and then finds at least one student/group who will share their solution methods with the rest of the class from the overhead or board.

3. The teacher may hand out overhead sheets so the students can transfer their work and present their thinking to the class at the overhead.

4. Students present their unique solution methods to the class using appropriate math vocabulary.

5. Discussion and questions should be encouraged (see sentence stems above).

6. If time allows, having two students/groups that have solved it in different ways can add to the discourse and rigor to the discussion.

II. Alternate Procedure for In-Depth Discussion (optional)

- o To be developed once Mini-SLS expertise has been developed
- o Takes more time than Mini-SLS's

Procedure

A question that allows for multiple perspectives is necessary for this procedure. Consult <u>**More Good Questions-Great Ways to Differentiate Secondary Mathematics Instruction**</u> **by Marian Small and Amy Lin for ideas.**

1. Follow all of the steps outlined above.

2. Allot 15-20 minutes of discussion time.

3. At the end of the group or individual presentation, give 1 minute for each group or pair to come up with one question to pose to the presenter(s).

4. Have volunteers (or do cold call) present question to group and ask group (or other class members) to respond. Encourage a class dialogue to investigate the question as deeply as possible.

5. Continue this process until at least 3-5 questions have been posed and a majority of the students have participated in the discussion.

6. Teachers may also stop the discussion to allow groups to first discuss their response together before presenting their answer to the entire class.

7. The key is to encourage as many student participants as possible and to promote an environment of discourse among the class where students use evidence to support their claims.

Materials/Resources

- Standards Toolkit for grade level/course (can be accessed on Aspire web site)
- <u>More Good Questions-Great Ways to Differentiate Secondary Mathematics Instruction</u> by Small and Lin. (2010)
- California Mathematics Framework
- California Math Standards
- Student Math Text
- Aspire Math Assessments (give similar questions)

Advanced IG's

(Additional innovative tools for a rigorous classroom)

Problem Solving

RATIONALE
Students must be able to reason, problem solve, communicate and make real life decisions that require mathematical thinking. Teaching students problem solving skills and giving them opportunities to apply their skills is critical to developing their capacity to solve mathematical problems that arise in all our lives (e.g. starting a small business, figuring out the area of a room in order to purchase the correct amount of paint, filling out a tax return, tracking and setting goals for investments, etc.)

PROCEDURES
Problem solving should be done whole class, small group and independently. As a group, the teacher models strategies to solve problems and explains his/her metacognition. With a partner or small group students should explain their thinking and justify it.

Overall, students should understand the problem, make a good attempt in solving it with reasonable mathematical thinking, and show their work (through drawings, charts and equations, create similar problems, written explanation and/or connecting it to similar problems and solutions).

Problem solving instruction and practice can be achieved using one or more of the following methods (CTP – Problem of the Month or Week, Unit Integration, PBL/Service Learning, and Math Games) as described below.

Critical Thinking Problem (CTP) with Write-up

CTP's, also known as Problem of the Month or Problem of the Week, are complex problems that students work to solve and then write up their solution. Students should have a copy of the evaluation rubric prior to attempting to solve the problem and writing up their solution. More weight should be given to mathematical thinking and a good write up than finding the correct solution. Students should be given little direction at the beginning with hints as time goes on. Ultimately, students should have an opportunity to discuss their mathematical thinking and see a variety of solutions to the problem. Students can also learn a great deal by revising a write-up after the teacher or a peer has had an opportunity to review their work.

Unit Integration

Math instruction can exists through interdisciplinary units. Projects can be developed between math and any other discipline where students see how math can be useful and meaningful. Math teachers should coordinate with teachers from other disciplines to integrate math across the curriculum

One way math can be used in interdisciplinary units is by having students participate in gathering information related to the topic by research, a survey, observation or other forms of data collection. The project should require an individual, a small group or the whole class to analyze the information. This may be done through graphs, tables, measurements or statistics.

Project/Problem-Based Learning (PBL) - including Service-Learning

In Project and Problem Based Learning, students experience the power of math in creating a project (e.g. sundial, rocket, etc) or by solving a real problem (e.g. landscaping the school, running a school business, etc.) Students can learn basic concepts & skills through problem solving.

Math Games

Math games allow learning to be personalized. Students have opportunities to practice developing their own thinking, explain it to others and listen to the strategies of other students. Students talk extensively about numerical relationships. The ability of students to communicate their mathematical thinking is critical to developing conceptual understanding. Students who are unable to articulate their thinking well are less able to quickly transfer generalizations about concepts to new information or new problem situations; conversely students who can clearly communicate their methods for problem solving are quite able and confident in new mathematical situations.

Students are introduced to new games in a whole group lesson with the teacher playing with one or two students while the rest of the students watch. After students are introduced to the new game, each pair of students gets the materials for the game and begins to play. The teacher moves from pair to pair of students, listening carefully to the strategies which the students articulate as they play the game. During this time, the teacher may also have Guided Math time.

Once a few games are mastered, the teacher can pick and choose appropriate games based on students' needs. The games can be adapted to become easier or more difficult.

Lesson Part	Notes – **Problem Solving Focus (Unit Integration, PBL, POW, Math Game, etc.)**	Time
Do Now – **Journal Quick Write**	*Question for students to think and respond to is on white board or overhead before students walk in. Students routinely begin work as they enter the room. Teacher takes care of administrative duties	5 min
Homework Check	* Student accountability and opportunity to check answers	5 min
Whole Group Discussion	*Teacher leads & reviews quick write and ties it into the problem solving focus. Problem is introduced and discussed.	10 min
Cooperative Groups	*Students form teams to cooperatively work on the problem. *Teacher circulates around the room assessing understanding, giving probing questions and hints *Teacher may pulls guided math groups as necessary. *Teacher checks for homework completion	20 min
Wrap-up	* Debrief progress on problem. Students present thoughts/ work completed for discussion. *Assess student understanding (exit pass option), reflect on day's lesson, assign new homework, review old homework, etc.	10 min

MATERIALS/RESOURCES
For CTP's

- www.mathforum.org/pow/
- www.mathcounts.org
- Problem of the Month – Silicon Valley Math Initiative
- Gold Medal problems in CPM
- CTP Tools (on the following pages)

- <u>Problem of the Week Contest Manual</u> by David Rock & Doug Brumbaugh (Paragon Publications)
- Math Solutions Publications (www.mathsolutions.com)
  About Teaching Mathematics: A K-8 Resource Book.
    50 Problem Solving Lessons
    Math Solutions Newsletter
- Daily Mathematics: Critical Thinking and Problem Solving (McDougal, Little and Co., 800-733-2828)

For Unit Integration
- AIMS (Activities Integrating Math and Science) Education Foundation books and newsletters (www.aimsedu.org)
- GEMS (Great Explorations in Math & Science) Units (www.lhs.berkeley.edu/GEMS/GEMS.html)

For Project/Problem-Based Learning
- Project/Problem-Based Learning (www.bie.org/pbl, www.imsa.edu/team/cpbl/cpbl.html)

For Math Games
- Math Games - mathforum.org/library/resource_types/games/branch.html
- www.funbrain.com
- www.aplusmath.com/Games/index.html
- www.aaamath.com/B/game.htm

Math Journaling

<u>Rational</u>
Education research has shown that the process of reflection increases learning for understanding. Reflection occurs when students consciously think about their experiences. Turning ideas over in their head, thinking about things from different points of view, stepping back to look at things again, and consciously thinking about what they are doing and why they are doing it are all ways to reflect on what they are learning in class. In other words, stopping to think carefully about things, to reflect, is almost sure to result in establishing new relationships and checking old ones. It is almost sure to increase students' understanding of the material.

<u>Procedures</u>
Students are assigned to reflect on mathematics and to connect what is discussed/learned in class to examples in the real world or other mathematical ideas. Students are expected to express their thoughts clearly and with depth. Some teachers provide or have students purchase spiral notebooks to serve as learning logs throughout the year.

Teachers may use learning logs at anytime during the class. They may be used as a "Do Now" activity that students routinely do as they come into class, during class time as a "Quick Write" concerning a certain topic or concept, or as a way to summarize the learning for the day. Some teachers may decide to have students reflect on the day as a homework assignment.

Some writing prompts for the Learning Log include, "What I know is…," "What I've learned is…," and "What I want to learn is…" See **Appendix C** for more prompts and resources for the learning log.

<u>Materials/Resources</u>
Journal Writing Starters Below:

Journal Writing Starters
When making a journal entry consider the following helpful questions to stimulate your thinking:
- How does what you are doing in class relate to something you've either seen outside of class (e.g. the "real world"), something you've done previously in class, or something from another class?
- What do you think you understand? Put your understanding in words and diagrams. What don't you understand? Express yourself with questions about what you don't understand.
- What would you like to learn more about? What sparks your interest? What's cool? Why is it cool? What is most interesting and why?
- What observations can you make about what you are studying in class?
- Try starting a sentence in one of these ways:
  - "I think…"
  - "I believe…"
  - "I think I understand that…"
  - "What's most cool is…"
  - "What I don't understand is…"

<u>Rational</u>
Math portfolios provide another vehicle to explain mathematical thinking and assess mathematical understanding and growth. It explicitly connects language arts and math. Students reflect on and

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assess their own work that becomes a powerful tool for growth and improvement. The teacher becomes like the doctor who can diagnose areas of strength and areas that need improvement.

Procedures
Teachers set up folders for all students where assessment records, samples of student work with student reflections, and records of teacher/student conferences are kept. The portfolio is a valuable tool for communication between teacher and student, teacher and parent, and student and parent. The folder contains records of pre and post assessments as well as "showcase" examples of student work after each unit. Teachers are responsible for keeping the portfolios in a secure location. Portfolios are passed on to the next math teacher to be used as baseline data.

Materials/Resources
Math Assessment Portfolio Tools below
http://www.teachervision.com/lesson-plans/lesson-6380.html
http://www.teachervision.com/lesson-plans/lesson-6384.html
http://team12.gallaudet.edu/math/portfolio.html
http://www.ed.gov/databases/ERIC_Digests/ed388890.html

Lesson Part	Notes – **Assessment Focus**	Time
Do Now Flashback	*Problem(s) related to area teacher wants to assess understanding on is on white board or overhead before students walk in. Students routinely begin work as they enter the room. Teacher takes care of administrative duties *Student(s) present solutions and takes q&a	10 min
Homework Check	* Student accountability and opportunity to check answers	5 min
S⬤nt Reflection & Assessment Portfolio Entry	*Students are assigned to reflect on and write about their math work. Emphasis on self-evaluation and goal setting. Student makes entry into portfolio. *Teacher holds individual student conferences to help students reflect and set goals. *Teacher may pull guided math groups as necessary.	30 min
Wrap-up-SLS	*Assess student understanding (exit pass option), reflect on day's lesson, assign new homework, review old homework, etc.	5 min

Name: _____

Date: _____

Assessment Period (circle one):   Mid-year   End-of-year

Student Reflection Page for Aspire Math Assessment

1) Which areas did you improve on your math scores? Why do you think you grew in those areas?

2) Which areas did you not show growth in your math scores? Why do you think you did not grow in these areas?

3) What are your goals for the next trimester to improve your skills in math (e.g. work harder on homework, work better with your team, ask the teacher for help, ask more questions, study for tests beginning at leas t a week ahead, etc.)

Name: _____   Date: _____

Portfolio Entry Cover Page
Assignment Name: _____

Use complete sentences to answer the following questions:

1) Describe the entry that is attached (i.e. title, type of assignment, what skills or knowledge is demonstrated):

_____
_____
_____
_____
_____

2) Assignment reflection – Did you like it? What did you learn? Why did you choose this as an entry?

_____
_____
_____
_____
_____
_____
_____

3) What could you have done to improve the quality of your work on this assignment (if possible, revise your work and attach it along with the original)? What goals do you have for future assignments?

_____
_____
_____
_____
_____

Name: _____ Date: _____

Achieving Success: Setting Goals to Improve Your Learning

Goals Must Be...

S.	**M.**	**A.**	**R.**	**T.**
Specific, Strategic	Measurable	Achievable	Results-Oriented	Timely

My Goal for the   Trimester is:

Steps I Will Take to Reach My Goal (Strategies):

I Will Track My Progress By:

_____

Progress Check 1:	**Progress Check 2:**
Date:	Date:
How am I doing?	How am I doing?
How Do I Know?	How Do I Know?
What do I do now?	What do I do now?

Quiz Title: _____   **Date Taken:** _____

Stem and Leaf Plot

SCORES

Stem	Leaves
10	
9	
8	
7	,
6	
5	
4	
3	
2	
1	
0	

My Analysis 4–0 (4 is the best)

My effort towards Homework this week:

My effort in studying for this quiz:

My performance on the quiz was:

I can improve my score on the next quiz/test by:

Concepts from this quiz that I need to focus on for the UNIT TEST are:

Math Exhibitions & Math Fairs

Rational

Math Exhibitions & Math Fairs give students an opportunity to use many practices supported by research that include more opportunities to learn mathematics, a focus on meaning, learning new concepts and skills while solving a problem, opportunities for invention and practice, and using concrete materials.

Procedures

At least once a year, teachers create opportunities for students to demonstrate their understanding of the math standards and important math concepts through student designed hand-built projects. Students are given this opportunity in order to see the real world application of math as well as to delve deeper into math concepts and applications that interest them. Students present their work to an outside audience who then give them feedback on their mathematical reasoning as well as their presentation.

Teachers may decide to hold a Math Fair where students research a topic in depth, create displays and reports demonstrating their knowledge and understanding, and then present to large groups of visitors that come to see the fair. Teachers may also, or in addition to, hold Math Exhibitions requiring students to demonstrate their mastery of math standards which may be required for graduation. Some schools decide to first do a Math Fair that allows a student an opportunity to practice and gain feedback on their work and then present in the Math Exhibition.

Materials/Resources
See following pages

Math Exhibition Resources

Date: _____

Student: _____

Judges:

Advisor _____ Com. Member _____

Teacher _____ Com. Member _____

Criteria (These must be met for the student to present his/her work):

- ☐ **Technology has been clearly integrated into the presentation**
- ☐ **Presentation aid (PowerPoint, display board, poster) is present with at least 5 note cards/slides**
- ☐ **Mathematical model/visual aid is present**

Student demonstrates the habit of **Personal Responsibility** *by* **Being Punctual, Being Prepared** *and* **Reflecting** *on his/her work.*

Exceeding the Standard	Meeting the Standard	Approaching the Standard	Emerging Competency	No Evidence
	Student is present and comes on time	Prior accommodations are made when tardy or absent	Student is late but is able to complete required tasks	
Student is prepared beyond the requirements of the assignment and is ready to overcome unexpected challenges	Student comes prepared by meeting all requirements and completing all aspects of the assignment	Student comes prepared by completing basic requirements	Student shows some preparation	
Student gives evidence of independent and frequent self-reflection, identifying areas of strength and weakness, and using the reflections to grow as a learner	Student engages in self-reflection independently to identify areas of strength and weakness	Student engages in self-reflection when required and identifies areas of strength and weakness	Student completes reflections in a limited manner when required	

Strengths: *In order to **Meet the Standard**, student must additionally…*

Student demonstrates the habit of **Social Responsibility** *by* **Building Bridges to the Community** *with his/her work.*

Exceeding the Standard	Meeting the Standard	Approaching the Standard	Emerging Competency	No Evidence
Student helps generate a positive view of school and creates healthy relationships with the community.	Student represents school in a positive way with appropriate behavior and use of language and property.	Student acts in a way that neither harms nor helps the relationship between the school and the community.	Student takes action to modify behavior when inappropriate in order to better represent the school.	

Strengths: *In order to **Meet the Standard**, student must additionally…*

*Student demonstrates the habit of **Critical and Creative Thinking** by **Asking and Answering** appropriate questions and **Connecting** his/her work to him/herself and/or the larger community.*

Exceeding the Standard	Meeting the Standard	Approaching the Standard	Emerging Competency	No Evidence
Student understands the problem and poses and confidently answers precise questions that clarify and simplify the problem.	Student defines the problem and poses and answers questions that help clarify the problem.	Student defines some parts of the problem and poses and answers questions that address the problem.	Student attempts to define the problem or pose questions that address the problem.	
Student makes deep connections between his work and himself, his community AND the world.	Student makes deep connections between her work and either herself, her community OR the world.	Student makes surface connections between his work and either himself, his community or the world.	Student attempts to make connections between her work and either herself, her community or the world.	

Strengths: In order to **Meet the Standard**, student must additionally…

*Student demonstrates the habit of **Application of Knowledge** by **Answering Questions about the Content and Skills** in his/her work.*

Exceeding the Standard	Meeting the Standard	Approaching the Standard	Emerging Competency	No Evidence
Student comfortably answers complex questions about the key concepts or skills in a specific manner.	Student answers most questions about the key concepts or skills in a specific manner.	Student answers most questions about the key concepts or skills in a general manner.	Student answers elementary questions about the key concepts or skills.	

Strengths: In order to **Meet the Standard**, student must additionally…

*Student demonstrates the habit of **Communication** by **Organizing Thoughts** and **Presenting** his/her work **Orally**.*

Exceeding the Standard	Meeting the Standard	Approaching the Standard	Emerging Competency	No Evidence
Student has organized thoughts clearly and all parts/transitions flow smoothly.	Student has organized thoughts clearly and consistently placed details in appropriate sections.	Student has attempted to organize thoughts clearly and offered some details.	Student shows minimal organization.	
Student's eloquence and passion come across with his/her eye contact, body language, diction and voice throughout presentation.	Student uses appropriate eye contact, body language, diction and voice throughout presentation.	Student at times uses appropriate eye contact, body language, diction and/or voice.	Student minimally attempts to use appropriate eye contact, body language, diction and/or voice.	

Strengths: In order to **Meet the Standard**, student must additionally…

Experiential Opportunities

Rational

Students need to be given the opportunity to experience the power, excitement and beauty of mathematics. Some of the ways students can experience this are through learning about careers related to mathematics, listening to guest speakers, going on field trips, and participating in math related clubs.

Procedure

Math Careers

At the beginning of the year students are assigned a math related career to learn about. They prepare a 5-10 minute presentation about the career that includes how mathematics is used in the job. Every 1-2 weeks a student presents their career to the class.

Guest Speakers & Field Trips

In planning the yearly calendar, teachers plan regular experiential learning opportunities that relate to the topics studied in class. Approximately once a month some type of opportunity is planned. This may include inviting scientists, engineers, mathematicians and business people in to discuss how they are using math in their careers. It may also be a field trip to a local business, university or museum.

Math Clubs

Math Clubs are another way for students to experience the power, excitement, and beauty of mathematics. One type of club is the Math Engineering Science Achievement (MESA) program. Starting a MESA program is a way to get students to use math in a powerful way and prepare them for a career using mathematics. Another club idea is to establish a Mathaletes team that competes amongst themselves or against other schools.

Materials/Resources
Experiential Opportunity Ideas below
MESA website: http://mesa.ucop.edu/home.html

Experiential Opportunity Ideas

Guest Speakers
- University and Community College Professors
- Names of businesses and business people using math from the Chamber of Commerce
- Engineers from Cal Trans
- Scientists from the Department of Fish & Game or other governmental agencies
- Local Hi Tech Engineers
- Financial Planners
- Accountants
- Designers in all fields
- Landscaping Contractors
- Building Contractors

Field Trips: Local Universities, Local Businesses, Exploratorium, Planetarium

More Cooperative and Partner Learning

SPARC - Getting Groups to Work Together

Here are five things YOU can do to get your class off to a good start. After each period, do a quick mental check on how well each of these guidelines worked.

Start promptly. Groups get organized quickly, quietly, and tightly so that students can begin working right away.

Be firm and consistent all year in insisting that the desks be tightly configured so that all group members can make eye contact with and talk to (and hear) each other with walking space left between adjacent groups. Expect students to arrange their desks and have materials out and ready for use within 20-40 seconds of your signal. It takes practice to "quickly and quietly" make the transition from a seating arrangement for individuals to one for groups, and vice versa, but the time spent practicing at the beginning of the year is well worth it. After at most a few minutes of socializing, groups should begin working on mathematics.

Peer support. Group members consult each other *before* consulting you.

*Students are used to having teachers transmit information, **not** facilitate thinking. It takes time for them to learn to work together, to trust and support each other, and to feel comfortable as generators of knowledge. Although you may empathize with their frustrations and find it difficult yourself to follow this group guideline, do it! It takes at least two months for student to accept this responsibility, but your early diligences will pay-off for the rest of the year.*

Assignments. All students should attempt to do the assignment each day.

Be especially vigilant at the beginning of the year that your students develop a sense of responsibility and make a serious attempt to do their assigned work every day. You will probably need to grade the work daily for some period of time. You will also need to guard against "covering" yesterday's assignment for students before they begin the day's lesson,' otherwise, you foster dependence on you.

Respond to group. You address your responses to the whole group, not just the individual who voices the question.

One of the most effective ways to facilitate cooperative group work is to address responses or questions to the entire group. One way to do this is to stand opposite the student who has a hand raised, and try to make eye contact with each group member while you talk. If all group members are not listening because they do not all share the same question, get them talking to each other.

Circulate. You visit **all** groups regularly, not just those with raised hands.

*Your circulation pattern about the classroom should include pauses to make sure **all** groups are talking about mathematics. You should make contact, even if it is only a quick "Any problems?" at least three times every period. While it is important to respond to groups who have questions, waving hands should not determine your circulation pattern. Acknowledge raised hands by making eye contact with group members, or by saying, "I'll be right with you " and then continue your classroom "cruise. " Get back to the group whose raised hands you acknowledged within one or two minutes. If your interactions with the groups is solely reactive - responding to signals for help - you will reinforce the students' dependence on you and undermine your goal of fostering student-centered learning.*

Advanced Steps to achieve success in cooperative learning
Step 1:
Assign students to groups of 2-4 and arrange the classroom so you have easy access to each group which allows you to monitor the whole classroom easily. The teacher must start with students working in pairs successfully before they are grouped in larger groups.
     Use: Seating Chart/ Instructional Groups Chart
     Remember: "Time spent training students to work together effectively will pay off more in terms of productivity than the time invested in trying to group specific students together." (Johnson,Johnson,&Houlbec,1994)

Step 2:
Assign roles. Introduce roles by having a discussion of a sports team and the different positions (i.e. quarterback in football, center in basketball). Discuss with students why these roles are necessary and what happens when they don't do their job?
     Use: *Team role sheet (already included)

Step 3:
Explain the criteria for success and set an expectation for the lesson or assignment. Be clear with the assignment and academic tasks. Write them for the students to see and check for understanding.
     Use: *Agenda for student tasks

Step 4:
Explain the goal for the group. For example, everyone in the group is responsible for ensuring that each group member agrees with and can explain the answer to the problem. Review the cooperative group rubric and role play what each skill looks and sounds like
     Use: *Cooperative Group Rubric

Step 5:
Monitor students' behavior. Choose one skill on the cooperative group rubric to observe in the beginning of the year. As your groups become more sophisticated in working together, choose two to observe at a time, and so on. Narrate the behavior you see done correctly. Intervene when students are not following the rubric or are not doing the desired behavior. Ask questions to ensure students are achieving the academic goals. Encourage the group members to ask each other questions rather than giving the answers as well as asking each other before they ask you. "Ask three before you ask me."
     Use: *Five Finger Checklist
            *Ideas for monitoring and Intervening (Johnson, Johson, Holubec)

Step 6:
Encourage student self assessment on the cooperative group work rubric and on the academic task by having them evaluate themselves and their group members at the end of each task. This may seem time consuming at first, but it is well worth the time taken. Refer to past group work experiences to guide and set goals for future group work.
     Use: *Long Term Group Progress Chart
            *Small Group Processing
            *Whole-Class Processing

Methods
*Jigsaw method
*Student teams achievement Divisions and Team Summary Sheet
*Silent Switch

Teamwork Roles Posters Created from the Following

Facilitator
- Reads task/assignment
- Makes sure everyone understands the task
- Makes sure that task is followed

Team Captain
- Ensures that everyone participates and is included
- Ensures that there is peace and harmony in the group
- Ensures no one talks outside the group

Resource Manager
- Picks up materials
- Returns materials to correct location
- Only member that can ask teacher questions

Reporter/Recorder
- Writes on group activity sheet
- Writes information on board
- Shares out with the class

Jig Saw

FIGURE 2.1
Jigsaw of Information
Jigsaw Procedure

When you have information you need to communicate to students, an alternative to lecturing is a procedure for structuring cooperative learning groups called **jigsaw** (Aronson 1978).

Task: Think of a reading assignment you will give in the near future. Divide the assignment into three parts. Plan how you will use the jigsaw procedure. Script out exactly what you will say to your class in using each part of the jigsaw procedure.

Procedure: One way to structure positive interdependence among group members is to use the jigsaw method of creating resource interdependence. The steps for structuring a jigsaw lesson are:

1. **Cooperative Groups:** Distribute a set of materials to each group. The set needs to be divisible by the number of members of the group. Give each member one part of the set of materials.

2. **Preparation Pairs:** Assign students the cooperative task of meeting with a classmate in another learning group who has the same section of the material to complete two tasks:

   a. Learning and becoming an expert on their material.

   b. Planning how to teach the material to the other members of their groups.

3. **Practice Pairs:** Assign students the cooperative task of meeting with a classmate in another group who has learned the same material to share ideas about how the material might best be taught. The best ideas from each pair member are incorporated into each member's presentation.

4. **Cooperative Groups:** Assign students the cooperative tasks of:

   a. Teaching their area of expertise to the other group members.

   b. Learning the material being taught by the other members.

5. **Evaluation:** Assess students' degree of mastery of all the material. Reward the groups whose members all reach the preset criterion of excellence.

Drill Review Pairs/ A teach B, B teach A

Assign students to pairs in a group of four.

Student A reads the problem and explains step by step and the solution to student B. Student B checks the accuracy of the solution and gives encouragement as Student A is explaining.

The students switch roles on a different problem.

After two problems are completed and each has had a chance to explain and check, the pairs check their answers with the other pair in their group of four. If they disagree, they must discuss their strategies and solutions until they are in agreement. When they agree, they go back to working in their pairs on the next two problems, repeating the process until all work is complete.

For students:

In partners, decide who will be A and who will be B.

A: read the problem and explain step by step (using white board or a piece of paper) to your partner.
B: encourage your partner as they are explaining to you and check the solution for accuracy

Switch roles on problem #2

After two problems are complete, meet up with the other pair.

Check your answers and discuss until you come to agreement.

Return back to original partners to complete problems #3 and #4

Partner Coaching Protocol

Partner coaching is a technique to practice material that has already been taught. It allows students to work in pairs, speak to each other during the class period, and practice using academic vocabulary and discourse.

Teacher Materials:
Create 2 worksheets practicing ONE objective. The worksheets should have 3 – 5 of the same type of problem with slight changes between the problems. Give students room to work the problem on the worksheet. If necessary, add prompts or questions for emphasized concepts. The answer is written somewhere on the worksheet (usually the back) and the correct procedure can also be written on the back so that students can check their work.

Student Materials:
Each student begins with one worksheet and a pencil. Each partner group should have an A worksheet and a B worksheet.

Procedure:
Students work in groups of 2. Starting with the first problem, one student starts out as the "writer" while the other student starts as the "coach". The "coach" tells the "writer" what to write on the paper and how to solve the problem. The "coach" is actually solving the problem, and the writer simply does what he is told. Once the "coach" is finished with the problem, the "writer" can discuss the answer or ask the "coach" to correct mistakes. The team then checks the answer on the back. When the problem is complete and correct, the partners switch roles. This continues until the practice problems are complete.

Cooperative Note Taking Pairs

Turn to your Neighbor Summaries

When asking the class a question, use this protocol.

- ☐ Have students each come up with an answer on their own.
- ☐ Share their explanations and answers with their partner.
- ☐ Both students must listen to each other's answers and reasoning.
- ☐ Together, they must create a new answer, adding to their individual answers and agreeing on a joint answer. This encourages them to build on each other's thoughts.

Teacher should monitor the pairs and ensure that both students can explain the reasoning for the joint answer. Call on students to give their joint answer

Math Problem-Solving Pairs

Goal: solve a problem, agree on the answer, explain each step they used to solve the problem

- ☐ Have students read the problem individually.
- ☐ As a team, discuss what they need to do to solve the problem.
- ☐ While solving the problem, the team members should perform the calculations, and check each others computations
- ☐ After the solution is determined and the ever member agrees on the reasoning for the steps to solve the problem, each member should sign or initial the answer to indicate that they agree with and can explain the problem.
- ☐ Have groups discuss how they worked together and set goals to aid the problem solving process next time.

Cooperative Group Work Rubric

Action:	Name____	Name____	Name____	Name____	Total:
Contributes Ideas					
Encourages Participation					
Checks for understanding					
Gives Group Direction					
Other:					
Total:					

Score the rubric as follows: (Rubric to be developed & completed with the students)

4-

3-

2-

1-

Long Term Report Form

Figure 13.4
Long-Term Group Progress: Weekly Report Form

Group Members: _____

_____

Class: _____ Subject Area: _____

Date	On-Task Work	Contributes Ideas	Integrates/ Summarizes	Helps Groupmates	Completes Assignments
Totals					
Comments:					

FIGURE 1
Student Teams - Achievement Divisions
(STAD)

Teach

Team Study

Test

Team Recognition

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Quiz Score Sheet *use with STAD

Quiz Score Sheet

Student	Objective			Objective			Objective			New Base
	Date			Date			Date			
	Base	Quiz	Points	Base	Quiz	Points	Base	Quiz	Points	

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APPENDIX 2

TEAM SUMMARY SHEET

TEAM NAME: _____

Team Members								Totals
Total Team Score								
Team Average								
Team Award								

Team Average = Total Team Score + Number of Team Members

IMPROVEMENT POINT CRITERIA

If a quiz score is . . .	a student earns . . .
a perfect paper regardless of base scores	30 improvement points
more than ten points above base score	30 improvement points
base score to ten points above base score	20 improvement points
ten points below to one point below base score	10 improvement points
more than ten points below base score	5 improvement points

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Silent Switch Protocol

Silent switch is a technique to practice material that has already been taught. It can be used as a scaffold to begin cooperative groups, as an everyday activity to provide more structure during independent practice, or as a review game.

Teacher Materials:
Create a worksheet practicing ONE objective. The worksheet should have 3 – 5 of the same type of problem with slight changes between the problems. Give students room to work the problem on the worksheet. If necessary, add prompts or questions for emphasized concepts.

Student Materials:
Each student begins with one worksheet and a pencil.

Procedure:
Students work in groups of 4. Starting on the same problem, each student in the group of 4 begins the same problem quietly. The teacher waits for the students to begin work on the problem, then says, "Switch." All members of the group pass the paper to a partner (either clockwise or counterclockwise.) Students look over the work that has already been done, correct any mistakes, and continue working of the problem. After the 4th rotation, students should end up with their own paper. The teacher then gives students 1-2 minutes to discuss the problem that has been completed. Continue the silent switch until all the problems are complete.

When the problem is complete, students write the correct work on a white board and hold up the work to show the teacher. Teacher gives group points for work that is done correctly.

More Academic Language
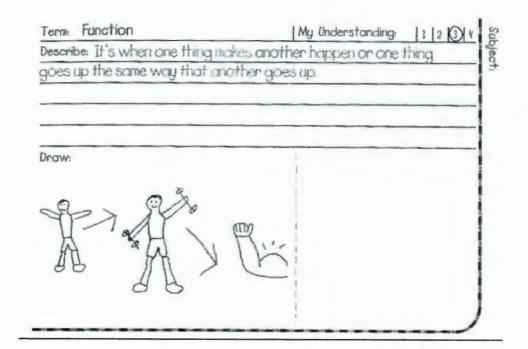
Teachers may also incorporate Marzano's 6-Step Method into student expectations (see exampled below for reference):

1. Provide a description, explanation, or example of the new term.
2. Student restates the description, explanation or example in students' own words.
3. Construct a picture, symbol, or graphic representation.
4. Periodically (1-2 times every two weeks) engage students in activities to add to their knowledge of terms in notebooks, and self-assess their level of understanding. (This is revisiting terms, and asking students to review their definitions and to add any new knowledge or understanding. It also asks students to consider how well they feel they know the term – see self assessing in models below)
5. Periodically have students discuss terms with each other.
6. Involve students periodically in vocabulary games
   (Marzano, Building Academic Vocabulary: Teaching the Selected Terms)

Graphic Organizers:
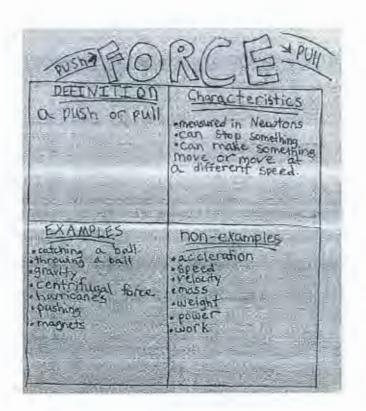
Marzano Model

Term:	My Understanding:	1	2	3	4
Describe:					

Draw:

Term: Function | My Understanding: | 1 | 2 | ③ | 4 | Subject:

Describe: It's when one thing makes another happen or one thing
goes up the same way that another goes up.

Draw:

Frayer Model

Definition	Characteristics
Examples	Non-Examples

PUSH→ **FORCE** ←PULL

DEFINITION	Characteristics
a push or pull	• measured in Newtons • can stop something • can make something move or move at a different speed.

EXAMPLES	non-examples
• catching a ball • throwing a ball • gravity • centrifugal force • hurricane's • pushing • magnets	• acceleration • speed • velocity • mass • weight • power • work

Data-Driven Instruction – "Homework Quiz"

- Planning Using Data
- Daily Homework Quiz
- Cycle of Inquiry (Assessment Calendar)
- Guided Math

Rationale

Effective planning of mathematics instruction focuses on the needs of the entire class and the needs of each individual student. By collecting, analyzing, and using data to plan instruction effectively, teachers can proactively fill holes in procedural competency and address individual mathematical misconceptions. At Aspire, regular, on-going assessments are used to assess and spiral standards throughout the year. Both teachers and students use assessment data as a method of reflection and inquiry that drives instructional decisions. Teachers fill specific holes through effective planning of Daily Lessons, Daily Review and Guided Math.

Procedures

Teachers plan lessons effectively by constantly referring to objective data. Teachers must be effective at collecting and analyzing data and have the ability to use the lessons learned from this analysis to positively affect student achievement through successful, thoughtful planning.

Daily Homework Quizes:

I. **Make a Homework Quiz Bulletin Board**
   a. Set this up once
   b. Pick a bulletin board and label it "Homework Quiz"
   c. Staple about 5 sheet protector sheets to the wall. Only staple one side of the sheet protector to the wall, so you can still slip in papers inside. This serves as a paper holder that you can easily change and update.
   d. Students check to see if their name is posted on the bulletin board and enjoy seeing when they earn 5 points on the quiz.

II. **Write Daily Quiz (See example below)**
   a. Pick main problem(s) from the homework that students can complete in 5 minutes. For Algebra I and higher levels, one question is enough because usually there are multiple steps needed to find the answer. For lower levels, no more than 3 questions are good because they do not require as many steps.
   b. Type up or write the quiz. Four quizzes can usually fit on one page.
   c. Create extra blank quizzes that will be used after pulling guided groups to reassess. These are stored in the sheet protector.

III. **Students Take Homework Quiz**
   a. Students receive quiz as soon as they enter the classroom. Quizzes can be left on the desk or be given as students are greeted at the door.
   b. Students have 5 minutes to complete the quiz.
   c. There is no talking during the quiz. Students know that if they talk, they will receive a zero on the quiz.

IV. **Grade Homework Quiz**
   a. Students can earn up to five points for the quiz.

b. Before writing the points on each quiz put the quiz into two stacks. One for "got it" (the answer needs to be perfect) and "almost".
c. The "got it" piles get 5 points
d. Then sort the "almost" pile to assign points from 4 to 1 point(s).
e. Example rubric:
  5 points = perfect; showed all work and exactly correct answer
  4 points = almost perfect; showed al work made one minor mistake (i.e. integer mistake)
  3 points = half way there
  2 points = wrong but put in a lot of effort
  1 point = wrong only a little effort
  0 points = turned in a blank quiz, didn't turn in a quiz, talked/cheated during quiz

V.   **Post Up Data (See example below)**
  a. Take a copy of the quiz and put it on regular 8.5" x 11" paper. Work out the problem and show the answer.
  b. On the front of the quiz write down the names of students that earned 5 points. This is a form of positive reinforcement and is used for students to check why they got the problem wrong.
  c. On the back write the names of students that received 4 points and below. This is teacher only information to know which students to help.

VI. **Use Data for Small Groups**
  a. If a lot of kids did not understand the quiz, go over the concept with the whole class. You can give students the opportunity to redo the quiz to raise their score.
  b. If only a few got it wrong, use the data on the back of the paper to pull small groups. Also, use the extra blank quizzes to reassess after working in small groups.

Name: _____ # _____ Block: _____

Homework Quiz Chapter 10 – 8 (3/5/10)

Divide and Simplify the rational expression.

$$\frac{r+4}{r^2+9r+20} \div \frac{r-10}{r^2+3r-10}$$

Example that explains Step II.
Photocopy and cut into 4 pieces

Homework Quiz Chapter 10 – 8 (3/5/10)

Divide and Simplify the rational expression.

$$\frac{r+4}{r^2+9r+20} \div \frac{r-10}{r^2+3r-10}$$

Example that explains Step V. To be posted on the bulletin board. Put it in the sheet protector sheets. Work out the problem and show the answer. Write students that got 5 points in the front and Kids that needs to be pulled in the back.

2-3 Week COI Assessments:

Teachers give cumulative COI assessments every two weeks. In the beginning of the year, these assessments are weighted toward newly taught standards. At the middle to end of the year, these assessments are weighted toward previously taught standards as a form of spiral review (approx. 60% of the questions are review and 40% just taught).

In the time between test administrations, teachers collaborate with members of the math team in a "data-talk" to analyze recently gathered data. This analysis starts at the standards-based, whole class level and moves to detailed, item response analysis that will help a teacher understand specific misconceptions being made by specific students. Once the analysis is complete, teachers use this information to plan for whole-class re-teaching during Do Now Flashbacks, Mental Math, or Mini-Lessons. Teachers also use this information to plan for Guided Math, which provides them with the opportunity to meet the individual needs of each student.

Interim Assessments:

Aspire Interim Assessments are administered 3-4 times per year. Both a basic skills assessment and a standards-aligned assessment are administered in the beginning, middle, and end of the school year. Students continue to take the basic skills assessment until reaching a score of 85% or better. The mid-year assessment administration is used to reflect on student mastery of covered material, modify pacing guides, and plan for instruction. End of year administrations are used to measure yearly growth and to plan for the following school year.

Guided Math:

Guided Math allows teachers to work with individual students or with small groups of students with similar math needs. These groups can be used for pre-teaching, re-

teaching, or enriching concepts for students. Planning for Guided Math is driven by data analysis and involves focused instruction that has been specifically planned for a student or small group of students.

When implementing Guided Math, classroom management must be a focus for the teacher. Effective routines, procedures, and expectations must be well-implemented and understood by all students so that independent work is completed while the teacher works with a small group of students. In another model, most of the class works independently, in pairs, or in cooperative groups while the teacher moves around the classroom individually instructing students on areas of need.

Materials/Resources
Edusoft Assessments
Edusoft Reports
Homework Quizzes developed by the teacher
Quick Check Tickets (included in IG's)
Aspire Interim Assessments
Interim Analysis Protocols
Data Talk Protocols (included in IG's)
Small White Boards
Pacing Guides
Lesson Plan Templates

Mental Math for Spiral Review (MMR)

Mental Math for Spiral Review (MMR) is ideal for spiral review of skills and concepts. Problems should range in length from 2-4 steps and generally should take up no more than 2-5 minutes of class time. MMR problems are to be replayed by asking students to recall each step, one at a time, with the appropriate answer generated for each step. Teachers record each step on the board as they go over the problems with the students. The more complex math computations occur at the end of the problem.

(see planning sheet on next page)

Week: _____   Standards: _____

MMR Planning Sheet (1 week)

Preview (if necessary)	MOR – Step 1	MOR – Step 2	MOR – Step 3	Answer

TIYH – think in your head   SF – show me on your fingers   W – whisper to your neighbor   Q – quiet hand   G – discuss w/your group

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6-12 HUMANITIES
PHILOSOPHY
&
INSTRUCTIONAL GUIDELINES (IGs)

Revised June, 2010

ASPIRE
PUBLIC SCHOOLS

ASPIRE HUMANITIES
INSTRUCTIONAL GUIDELINES 6-12
TABLE OF CONTENTS

NOTE: All of these instructional guidelines are explained fully in the following pages. First we present a description of the practice, second is a set of procedures, third is a list of possible assessments, and fourth is a list of resources. The step-by-step procedures are there as a quick explanation not as a recipe or as a thorough explanation.

We recognize and honor the importance of teacher professionalism. These guidelines are meant not as ends to themselves, but to be used as a toolbox of ideas and practices to help educators meet their educational objectives. These tools should be used to meet the needs of the current focus standards and learning objectives. New teachers and experienced teachers are likely to use these tools differently. However, it is the expectation that these practices are taking place in all Aspire classrooms. Some of the IGs should be used daily (i.e.: Word Work or DOL/DWL), others weekly or bi-weekly (i.e.: guided reading groups), some will be added as the year progresses and data determines it is needed (i.e.: standards based small groups), others situationally as determined to be the best venue for student learning and achievement (i.e.: jigsaw).

HUMANITIES OVERVIEW

PHILOSOPHY

Humanities course work combines the disciplines of English and history. The purpose of integrating the two disciplines is to deepen learners' understanding of both. Through Humanities curriculum, learners may study the literature of a certain era or place, and simultaneously study the politics, economics and social structure of that era or place. Learners may also study literature and history united by an underlying theme or question. In both cases, history is enriched by the literature and the literature is enriched by the history.

No single pedagogical approach is appropriate to educate a classroom of diverse learners, each with different learning styles and needs. Aspire supports a variety of pedagogies including reciprocal teaching, project based learning and direct instruction in order to best meet the needs of each student. This document seeks to define a variety of approaches for use in the classroom, with an emphasis on student-centered, standards-driven, differentiated instruction, and authentic learning for our students.

Aspire recognizes the power of knowing multiple languages. The classroom must have a language-rich environment in order to maximize students' potential in reading and writing in a variety of forms, styles and genres. This means that through use of the instructional guidelines, teachers privilege reading and writing workshop models as differentiated means for learning deeply English and history content. Throughout our Humanities model we seek to enable learners to employ multiple languages well, including English and their home languages. The intention is to teach learners to use formal English language in speaking and writing and to know when it is appropriate, as well as when it is powerful and meaningful, to use their home language.

Ongoing internal and external assessment drives instruction. Educators analyze assessment data independently and in Humanities team meetings to address learners' needs as individuals and as a school.

At the end of these guidelines, we have provided an appendix with sample lessons and suggested formats.

CURRICULUM

Aspire's Humanities model is a seven-year course of study that teaches history and English in an interdisciplinary manner. The curriculum covers the California State standards for language arts and social studies. The curriculum involves ongoing inquiry through reading, research, writing and oral and written demonstration of ideas in the form of debates, simulations and specialized projects. Learners read novels, novellas, plays, biographies, short stories, poetry, historical texts, primary and secondary sources, articles and essays. TCI History Alive is the core of our history curriculum.

ASSESSMENT and CYCLES OF INQUIRY

Assessment is essential to making informed decisions about instruction. Teachers will use both formative and summative assessments throughout the year to assess student needs, to measure student learning, and to make instructional decisions regarding learning

opportunities (for individual students, for small groups of students, and for the whole group of students).

The **cycle of inquiry**, also known as **COI**, is essential to personalizing instruction at Aspire Public Schools. While assessment and analysis are time consuming, it is from the individual student's data that instruction can best be personalized and instructional targets are set and revised. COIs can be short or long, depending on the standard(s) covered.

The cycle of inquiry follows the steps listed below:
>Step 1: Assess student learning
>Step 2: Analyze data
>Step 3: Implement plans for curriculum and instruction
>Step 4: Re-assess for additional re-teaching
>Step 5: Begin the cycle again

Teacher/Classroom Assessments
- Tests, quizzes, exams, Exit Tickets, Do Nows
- Cycles of Inquiry
- Daily in-class assessments and/or work
- Writing tasks aligned to learning objective(s): short, long, informal and formal
- Homework assignments

Aspirewide Assessments
- DRA and/or SRI Reading
- Fall, Winter and End of Year Writing Snapshots in the target genre
- Reading and Writing Interims and/or Benchmarks and Pre-CSTs
- History Interims and Pre-CSTs

College-Readiness and California State Assessments
- STAR/CST and 7th Grade CST Writing Assessment
- CAT 6
- CAHSEE and CAHSEE Writing Assessment (10th grade+, until passed)
- PSAT/SAT/SAT II
- Compass Writing
- EAP Writing Exam
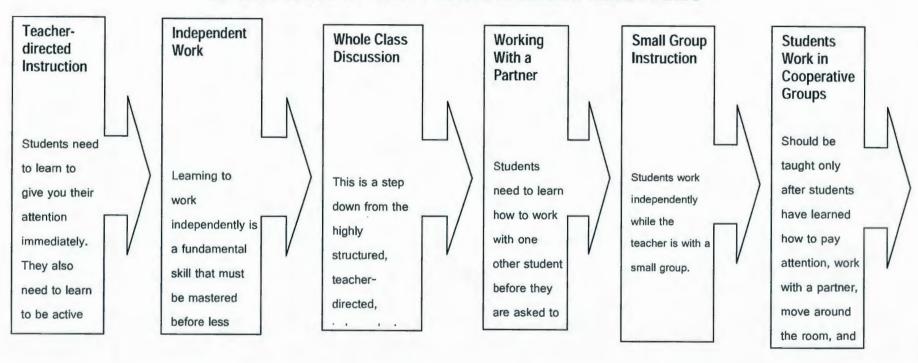
The purpose behind Aspire-wide assessments is two-fold:
1. The data provides opportunity for grade-level, team, and school-wide classroom conversations about student learning.
2. The data offers more robust information about student learning than the STAR alone and is more closely tied to teachers' work

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SEQUENCE OF INSTRUCTIONAL PRACTICES

Teacher-directed Instruction

Students need to learn to give you their attention immediately. They also need to learn to be active

Independent Work

Learning to work independently is a fundamental skill that must be mastered before less

Whole Class Discussion

This is a step down from the highly structured, teacher-directed,

Working With a Partner

Students need to learn how to work with one other student before they are asked to

Small Group Instruction

Students work independently while the teacher is with a small group.

Students Work in Cooperative Groups

Should be taught only after students have learned how to pay attention, work with a partner, move around the room, and

-- Reading Minilessons
-- Writing Minilessons
-- DOL/Conventions
-- Word Work
-- Read Aloud

-- Independent Reading
-- Independent Writing-- Fishbowls
-- Response to Text

-- Shared Inquiry
-- Socratic Seminars

-- Peer Revision
-- Shared Reading

-- Guided Reading
-- Guided Writing
-- Small group instruction

-- Literature Circles
-- Reciprocal Teaching
- Cooperative Learning

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READING WORKSHOP

DESCRIPTION

At Aspire Public Schools the Reading Workshop is defined as an "umbrella" or group of purposeful literacy experiences such as:

- Reading Minilessons
- Independent Reading/Silent Sustained Reading
- Word Work
- Read Aloud
- Response to Text activities

with the final goal of enhancing each learner's effectiveness as a reader of fiction and non-fiction texts, including literature and historical readings. Using a variety of experiences within the workshop setting ensures all learning styles are met. The workshop approach implies learners are busily engaged in a range of literacy experiences that reflect real life meaning; learners will read in ways that can be applied throughout their lives. Learners learn by participating in the act of reading, not just hearing about it.

Reading workshop practices are intended to ensure that:

- Learners work together and independently
- Learners read different genres and styles of writing
- Learners establish goals for themselves and evaluate them
- Learners engage in meaningful discussion about their reading
- Learners actively read for meaning

PROCEDURE

Most Reading Workshops are 90-110 minute blocks, although this may vary depending on the educator's objectives for class on any given day. Within the block the educator has a menu of practices from which to choose. Ideally, educators are employing two or more Reading Workshop practices at once each day. For example, students may be independently reading a book of their choice at home, while also participating in literature circles or studying a shared text in class. The overarching goal of the Reading Workshop is to address the needs and strengths of the learners using rich content to improve reading skills and practices.

ASSESSMENTS

Teacher evaluation of classroom discussion
Response to text activities [see appendix]
Group activity
Oral presentations
See Atwell book for explanation of ways to assess Reading Workshop (ie. Number of books read, types of genres, learning of minilessons)

RESOURCES FOR MORE INFORMATION

Reading For Understanding, A Guide to Improving Reading in the Middle and High School Classrooms, Schoenbach, Greenleaf, Cziko, and Hurwitz
Strategies that Work, Harvey & Goudvis
Reading with Meaning, Miller
The Art of Teaching Reading, Calkins
Yellow Brick Roads, Shared and Guided Paths to Independent Reading, Allen

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An Introduction to Shared Inquiry, The Great Books Foundation
Literature Circles, Daniels
Best Practices for Teaching and Learning in America's Schools, Zemelman, Daniels and Hyde
In the Middle, Atwell
Teaching Reading in Middle School, Robb
MyAspire/Educator Resources/6-12 Humanities

READING MINILESSONS

DESCRIPTION

Reading minilessons provide intense direct instruction in a skill or process that will be used immediately after the moment of instruction. In learning a small, focused and strategic lesson, the learners are able to focus on acquiring a single skill or process and then practice in an authentic context in the subsequent activity in order to "learn by doing." These lessons can be based on fiction or nonfiction texts. Minilessons are presented in small or whole groups.

PROCEDURE (recommended length: 20-25 minutes, including direct instruction and guided practice)

Steps:

1. Educator identifies a teaching need or goal from observations, CA Standards, anecdotal notes or data analysis.
2. Educator provides direct instruction on the concept or skill. ("I do")
3. Educator allows time for guided practice on the concept or skill and for questions and answers. ("We do")
4. Educator gives learners an opportunity to independently practice their learning in class and for homework. ("You do")

ASSESSMENTS

Response to text activities
Group activities
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION

Craft Lessons, Teaching Writing K-8, Fletcher and Portalupi
Nonfiction Craft Lessons, Teaching Information Writing K-8, Fletcher and Portalupi
The Art of Teaching Reading, Calkins
In The Middle, Atwell
Nonfiction Matters, Harvey
I Read it, But I Don't Get It, Tovani
Real Reading, Real Writing: Content-Area Strategies, Topping and McManus
Guiding Readers and Writers, Fountas and Pinnell
MyAspire/Educator Resources/6-12 Humanities

INDEPENDENT READING/ SILENT SUSTAINED READING

DESCRIPTION
Independent Reading allows educators the opportunity to help individuals become readers who enjoy reading, develop their own likes and interests and consistently learn through their own practice. Learners read individually and quietly. Usually titles are selected independently but occasionally with educator guidance. Research overwhelmingly demonstrates that students who read texts at or slightly above their reading level on a regular basis considerably improve their reading skill levels.

PROCEDURE (recommended length: 15-20 minutes in class; 20-40 minutes outside class)
Steps:
1. Learners are introduced to Independent Reading through several minilessons on how to select books, abandon and evaluate books. Later, minilessons may focus on more metacognitive reading strategies.
2. Learners select appropriate books based on personal interest from an educator's organized library of books of many genres, from the library, or from home.
3. While the learners are reading independently in and out of class, the educator is able to have one-on-one conversations with individual learners about their reading response logs or teach Guided Reading groups.
4. Learners complete reading response logs or other response to text activities as ways of capturing their thinking about their reading. Educators use these logs to hold learners accountable and to provide learners feedback on their learning.

ASSESSMENTS
Reading Logs
Reading Journals
Book Talks
Book Boxes
Response to Text activities

RESOURCES FOR MORE INFORMATION
Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms, Schoenbach, Greenleaf, Cziko and Hurwitz
Guiding Readers and Writers, Fountas and Pinnell
MyAspire/Educator Resources/6-12 Humanities

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WORD WORK / ACADEMIC VOCABULARY

DESCRIPTION
Word Work is any type of explicit vocabulary work you do around words, meaning of words, parts of words, building vocabulary, or building the subtle or multiple meanings of words in order to increase students' understanding of and use of words orally, while reading and in their writing. Word Work can be included as a regular bi-weekly or weekly routine that teaches students new vocabulary and/or prefixes, roots/bases and suffixes (5-15 minutes in length). Word work should be incorporated into every lesson that includes text of any kind. Word work can be integrated into writing lessons, writing tasks, while examining writing exemplars, and/or into stages of the writing process to improve the impact, precision, clarity or appropriateness of student writing.

PROCEDURE (depends on the type and purpose of the word work being done)
Steps:
1. Task analyze standards to identify a list of key vocabulary words for your unit.

2. Prioritize those words that are most conceptually related to the Power Standards.

3. Purposefully plan to teach vocabulary by including key vocabulary words as part of lesson plans.

4. Systematically teach vocabulary words by having students develop their own glossaries / dictionaries on an ongoing basis that consistently uses Marzano's Graphic Organizer, or the Freyer Model Graphic Organizer, or a similar variation.

   *Consider Marzano's 6-Step Method:
   1. Provide a description, explanation, or example of the new term.
   2. Student restates the description, explanation or example in students' own words.
   3. Construct a picture, symbol, or graphic representation.
   4. Periodically (1-2 times every two weeks) engage students in activities to add to their knowledge of terms in notebooks, and self-assess their level of understanding. (This is revisiting terms, and asking students to review their definitions and to add any new knowledge or understanding. It also asks students to consider how well they feel they know the term – see self assessing in models below)
   5. Periodically have students discuss terms with each other.
   6. Involve students periodically in vocabulary games
      (Marzano, Building Academic Vocabulary: Teaching the Selected Terms)

5. Create a Word Wall for reference to vocabulary words
   1. Word Walls can be conceptually rich by color coding, or by including cognitive clues (see example below) or examples of Realia.

6. Encourage students to speak in complete sentences when answering teacher questions.

Examples of types of Word Work:
- Teaching word parts of varying origins: prefixes, suffixes, affixes, and roots. (6th+)
- Building vocabulary knowledge
- Teaching word families (analyze, analysis, analyses, analyst, analyzing, analytical)
- Teaching meanings of words via its contextual usage and text clues (6th+)
- Determine implied meanings of words
- Determining literal vs. figurative meanings of words (8th+)
- Distinguishing between denotative and connotative meanings of words (9th+)
- Teaching words with multiple meanings (6th+)
- Teaching words with different shades of meaning or nuances (6th+)
- Teaching students to identify words that impact writing in a particular way (words that persuade, words that evoke emotion, words that set tone, etc.)
- Teaching students to identify figurative language: idioms, metaphors, similes, analogies (7th+)
- Adding specific types of words to improve the effectiveness/impact of a piece of writing (6th +)
- Determining appropriate word choice for different types of writing or audiences (6th +)

ASSESSMENTS
Writing assignments
Vocabulary quizzes
Habits/Qualities rubric

RESOURCES FOR MORE INFORMATION
Words Words Words: Teaching Vocabulary in Grades 4-12, Allen
Word Matters, Pinnell & Fountas
Words Their Way, Bear, Invernizzi, Templeton & Johnson
Guiding Readers and Writers, Pinnell & Fountas
Spelling K-8, Snowball
Spelling Through Phonics, McCracken & McCracken
In the Middle, Atwell
Building Academic Vocabulary: Teacher's Manual, Marzano and Pickering.
Classroom Instruction that Works, Marzano, Pickering and Pollock.
Academic Language for English Language Learners and Struggling Readers, Freeman and Freeman.
Word Play: Building Vocabulary Across Texts and Disciplines Grades 6-12, Whitaker.
MyAspire/Educator Resources/6-12 Humanities

READ ALOUD

DESCRIPTION
Reading aloud provides learners the opportunity to experience a variety of different genres, no matter their reading level. Learners are exposed to examples of fluency, voice and academic language in both fiction and nonfiction texts. This practice allows the educator to model the reading process and Think Aloud Strategies, and teach reading strategies using a range of texts and instructional goals.

PROCEDURE (recommended length: 15-20 minutes)
Steps:
1. The educator chooses a book, poem, article or text that addresses a specific instructional goal. This may be a portion of a shared text or another reading whose content enhances the learning objective for that class.
2. The educator reads the text aloud to the whole class.
3. The educator pauses at significant points, asking for learner questions and comments. The educator shares his/her thinking to demonstrate how experienced readers engage text. Educators are careful not to stop for too long a period as the delay may disrupt the flow of the text. Note: one method for doing Read Aloud is to preface it with a reading minilesson (i.e. reading for tone, identifying imagery, etc.) and use Read Aloud to illustrate the application of the minilesson. Another method would be to have students silently read and annotate the text first, and then have the educator read it aloud.

ASSESSMENTS
Direct Reading and Thinking Activity (DTRA) chart or write up
Class discussion
Draw/Visualization Exercise
Response to Text Activities
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Yellow Brick Roads, Shared and Guided Paths to Independent Reading 4-12, Allen
The Art of Teaching Reading, Calkins
The Read Aloud Handbook, Trelease
Guiding Readers and Writers, Fountas and Pinnell
MyAspire/Educator Resources/6-12 Humanities

RESPONSE TO TEXT ACTIVITIES

DESCRIPTION

Responding to text is an important activity that takes place within the Reading Workshop or Writing Workshop in which a learner uncovers and identifies information and then sorts, sifts, organizes and/or synthesizes it in order to organize one's thinking about a topic. The activities listed below are tools to develop such skills. Response to text is an individual, small group or whole group practice. Through educator-guided analysis the learner thinks deeply about a text and then writes in order to seek a deeper understanding of the text and its connections to self, other texts or the world. These might occur within a student's notebook or reading/metacognitive log or journal, on the text itself, or as an assignment that is collected and graded.

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

SAMPLE ACTIVITIES

- **Talking to the Text / Annotation** is the practice of recording one's thinking while reading. The reader should record one's thoughts, questions, confusions, connections, reactions, predictions, ah-hahs, note literary devices, interpretations, list important things, etc. as one reads. The annotation serves as a visualization of a student's thinking as he/she reads and can be added to after reading and/or discussions. Students write his/her thinking in the margins, above text, underline, draw arrows, highlight, circle, number, etc. This practice is particularly important for shorter pieces of text, while similar tasks may be assigned and recorded in an on-going metacognitive log for longer pieces of text. It should be taught to students, modeled, collected and evaluated. Evaluation should be based on the amount and depth of a student's thinking shown by the notes, rather than on accuracy. Through practice, students become better and better strategic readers and build engagement. These notes become a foundation for creating questions, making conclusions, participating in discussions, and finding evidence for their writing.

- **T chart** is two-column (or double entry) chart with two headings (for example: Proof/Opinion, Facts/questions, Familiar concept/New concept, Image/Interpretation, Direct Quote/personal response, Big questions/Small questions). The educator chooses the headings and asks students to apply their knowledge to the information they find in a shared text to fill out the chart.

- **Reading Response Letters**. Reading letters can be formal or informal. Learners write a weekly letter to the educator about the content of the independent reading text they're reading. The educator responds to each learner at least twice a month, and another peer responds to the letters twice a month. Using this response to text format, the educator can discern possible the comprehension strategy foci for the month and instruction with said strategy can be personalized (see appendix I for rubric).

- **Decipheringa quote**. Learners copy a quote they connect with, strikes their fancy or speaks to them in a specific way and respond to that quote to deepen their understanding. Or, educators can present learners with a quote to deepen their thinking about a particular theme or idea from the day's lesson. Students can then respond in writing and pair-share their responses.

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

- **Concept Mapping, Clustering or Brainstorming** are ways to graphically link related ideas by allowing learners to understand a difficult or complex subject by breaking it down into subtopics or other component parts. Students may also integrate prior knowledge with new knowledge to form a richer understanding of a topic.

- **Personal response** is a means to synthesize one's own thoughts. This may be directed by the educator by means of giving learners a writing prompt about a certain topic, idea or text, and asking them to respond. This could also be generated by students without a prompt.

- **Character analysis** utilizes writing to delve deeply into an understanding of a character and can be done with a number of approaches. For example, learners may "become" a character, write a letter to a character, write a dialogue between characters from two different texts, or create an identity chart for a character.

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

- **Determining the theme/thesis**. Learners summarize a text, film or event, then from the main points, discern the theme/thesis of the piece.

- **Storyboards** are used to graphically represent plot or timelines. Learners map out the significant events of a particular text or historical moment, and then draw an images representing the events in order.

RESOURCES FOR MORE INFORMATION
Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms, Schoenbach, Greenleaf, Cziko and Hurwitz
Nonfiction Matters, Stephanie Harvey
Guiding Readers and Writers, Fountas and Pinnell
In the Middle, Atwell
MyAspire/Educator Resources/6-12 Humanities

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SAMPLE READING WORKSHOP CLASSES

The following examples illustrate four sample Reading Workshop classes. These examples are not meant to be definitive; rather, they are constructed to give the educator an idea of just a few of the multiple ways in which Reading Workshop practices can be employed simultaneously.

Example One (with shared texts)
1. Minilesson to be employed in the following activity (5-15 minutes)
2. Cooperative group activity using shared inquiry practices based on particular objective and text (30-45 minutes)
3. Facilitated discussion (10 minutes)
4. Oral or written demonstration of learning (10-20 minutes)
5. Closure/wrap-up

Example Two (with shared texts)
1. Minilesson to be employed in the following activity (5-15 minutes)
2. Read aloud, including word work and discussion of minilesson in context (20 minutes)
3. Group discussion activity: fishbowl; demonstrate learning verbally during the fishbowl (50 minutes)
4. Closure/wrap-up

Example Three (with multiple texts)
1. Minilesson to be employed in the following activity (5-15 minutes)
2. Cooperative learning group activity (40 minutes) doing literature circles or reciprocal teaching while educator conducts reading conferences with individuals or groups
3. Class sharing of status of literature circles and/or shared inquiry with new content piece (30 minutes)
4. Closure/wrap-up

Example Four (with multiple texts)
1. Independent Reading (15-20 minutes)
2. Minilesson to be employed in the following activity (5-15 minutes)
3. Independent work on reading response logs while teacher does Guided Reading with small groups (20 minutes)
4. Closure/wrap-up

WRITING WORKSHOP

At Aspire Public Schools the Writing Workshop is defined as an "umbrella" or group of purposeful writing experiences such as:

- Minilessons
- Independent Writing
- Interactive Writing
- Grammar/DOL/DWL
- Writing Conferences
- Short writing tasks as the Exit Ticket or Do Now

with the final goal of providing an effective structure for developing writers. Using a variety of experiences within the workshop setting ensures all learning styles are met. It is a time of day when learners learn the writing process and have time to practice what they learn through independent writing.

At Aspire Public Schools, the Writing Workshop is defined as a group of purposeful writing experiences using rich English _and_ history content to address learners' individual needs as writers. The workshop approach implies learners are busily engaged in a range of literacy experiences that reflect real life meaning; learners will write in ways that can be applied throughout their lives. Learners learn by participating in the act of writing, not just hearing about it. Educators provide models of good writing.

At Aspire, we expect the philosophy of the Six Traits of Writing instruction to be woven into and through Writing Workshop, demonstrated in minilessons, class activities, rubrics and student work. Additionally, we have Aspire developed genre specific rubrics that can be used for Writing Workshop and are used to score the Writing Snapshots (see detailed explanation in the appendix).

Writing Workshop practices are intended to ensure that:

- Learners work together and independently
- Learners read and write different forms of writing
- Learners establish goals for themselves and evaluate them
- Learners engage in meaningful discussion about their writing
- Learners actively write for understanding

PROCEDURE

Most Writing Workshops are 90-110 minutes in length, although this may vary depending on the educator's objectives for class on any given day. Within the block the educator has a menu of practices from which to choose. In the classic Atwellian model of Writing Workshop, students generate their own ideas for writing topics and

assignments. However, educators may use Writing Workshop to meet a wide variety of writing and content instructional needs and should balance writing workshop practices in a much more structured and deliberate way as needed. Please see Appendix for examples of Writing Workshop groupings.

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

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

3. The key to Writing Workshop is conferencing and revision using Six Traits rubrics as tools to guide the process. As the learners begin their independent work, the educator moves through the learners involved in conferences. When the learners are capable, they should also use peer-conferencing as part of the revision process.

4. The workshop closes with a learner or educator sharing writing examples.

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

Cooperative learning is an integral piece of the writing workshop. In order to achieve success with peer-editing, educator edit and peer revision, cooperative learning skills must be explicitly taught.

ASSESSMENTS
Because the "content" of Writing Workshop is based on minilessons, students should be assessed based on their understanding of this content and on the growth they show as writers. For maximum output and growth, minilessons should be largely procedural initially (i.e. rules for a writing workshop, how to use an editing checksheet) and move toward teaching writing conventions after the first few weeks. This will offer the educator an ability to tackle classroom management before slowly increasing students' responsibility for their own learning.

RESOURCES FOR MORE INFORMATION
In the Middle, Atwell
*The Art of Teaching Writing,*Calkins
Guiding Readers and Writers, Pinnell and Fountas
Yellow Brick Roads, Allen
Interactive Writing, McCarrier & Pinnell
Best Practices for Teaching and Learning in America's Schools, Zemelman, Daniels and Hyde
Real Reading, Real Writing: Content Area Strategies, Topping and McManus

Lessons that Change Writers, Atwell
MyAspire/Educator Resources/6-12 Humanities
Annenbergmedia.org

ASPIRE K-12 WRITING CORE BELIEFS

Aspire Story: Our core beliefs were created by the K-12 ELA Coach Team and Elise Darwish in the Fall of 2008 as a result of a conversation about publishing students' writing. As a team, we were concerned about the need to prepare students for the high expectations they will face in their college preparation, during their college program, and throughout life. Our hope is that these shared beliefs help us collectively shape the instructional decisions we make as writing teachers to help our students succeed.

Frequency of Writing
- Students need to publish according The K-12 Aspire Writing Expectations for their grade level.
- Students should write <u>daily</u> for a specific writing task that reinforces and reflects the concepts or learning focused on during that class period.

Content of Instruction
- Teachers should be focused on building college ready writers.
- Students should talk through their ideas and engage in **discourse**, defending their evidence throughout the writing process.
- Instruction should be focused on writing genres, processes and strategies.
- Teachers should model the writing process and strategies for students whenever possible, particularly when first introducing a genre, to give a clear understanding of expectations.
- Reading and writing should connect as often as possible; for example, reading mentor texts should be followed by writing in a similar genre, for a similar purpose, or with a similar tone, style or trait.
- Students benefit from reading models of specific genre and having favorites they can use as models available while writing.
- Teachers should regularly reinforce the basic structures and organization of good writing, especially as writing tasks become increasingly high level, demanding and dense in content.
- Teachers should always build in brainstorming and pre-writing activities/time before full process writing assignments to build "pre-thinking," which is imperative to good writing.
- Teachers should select convention and grammar rules based on of standards and common needs observed in student writing. Conventions should be taught and reinforced through DOL, DWL, mini-lessons, as well as editing and revising writing.

Writing Workshop
- Direct instruction around a specific skill is part of the Writing Workshop.
- Not every piece of writing goes through the entire writing process.
- Students should experience long and short versions of the writing process.
- Students should have one-on-one time with the teacher before the final draft of a full-process essay is due in order to question or clarify teacher feedback, understand weaknesses and how to improve them, and to help them focus their improvement on the areas most crucial for success.

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Content of Writing
- Writing must have purpose (publishing dates, specific audience, etc.)
- Student writing should be purposeful and have an audience beyond the teacher.
- Both process writing and snapshot or timed writings are of equal value to student learning.

Assessment of Writing
- Students should look closely at the scoring rubric and have examples to clarify the differences between rubric scores.
- Students need opportunities to talk to peers and teachers about their writing.
- Teachers should provide oral feedback about student writing. This may be in a one to one conference, whole group or small group. It should be specific in nature yet address a "big bang" issue for that child, or group of children, that will result in a noticeable improvement in writing when fixed. Feedback should identify and explain how to fix or improve the issue.
- Teachers should regularly write specific comments for improvement on student writing, whether on a small task or full-process, in order to give students on-going, specific feedback that tells students what they need to do to improve their writing.
- Teachers need to record feedback shared with students in a format that is efficient for them – writing portfolio, conference sheet, spread sheet.
- Published and posted pieces should be accompanied by a rubric or criterion so all readers understand the expectations.
- Students should share writing with each other regularly, give feedback to peers about strengths and suggested areas for improvement, things they found confusing or parts that were incomplete.

Published Writing
- Teachers should teach the life lesson of publishing pieces of writing without convention errors multiple times per year by having students publish a piece of error-free writing.
- Teachers should meet The K-12 Aspire Writing Expectations annually in terms of the number and types of published pieces.

ASPIRE PUBLIC SCHOOLS 6-12 WRITING EXPECTATIONS

	Product Goal	Mechanical Goals/Process Focus	Writing Assessments
6th Grade	*Students write (500-700 word*):* ■ Narratives (1 major and 1 minor) ■ Responses to literature (1, 1) ■ Persuasive arguments (1, 1) ■ Expository essays (1, 1) ■ History essays (4) ■ Research report (1) ■ Timed writings (5)	*Students write using:* All K-5 grade mechanical competencies, and ■ Paragraphs with proper indentation, topic sentences, and supporting details ■ Complete sentences with end marks ■ Commas to separate *and* connect dependent and independent clauses ■ Colons in the salutation of formal letters and in listing ■ Semicolons to connect independent clauses	Aspire Writing Snapshot (fall, winter, end of year)
7th Grade	*Students write (500-700 word*):* ■ Narratives (1 major and 1 minor) ■ Responses to literature (1, 1) ■ Persuasive arguments (1, 1) ■ Nonfiction summaries (1, 1) ■ History essays (4) ■ Research report (1) ■ Timed writings (5)	*Students write using:* All 6th grade competencies, and ■ Quotation marks to integrate quotes ■ Varied sentence beginnings and sentence structure ■ Varied and accurate word choice, including modifiers ■ Pronoun/antecedent clarity and agreement ■ The active voice	Aspire Writing Snapshot (fall, winter, end of year) CST Writing Test
8th Grade	*Students write (500-700 word*):* ■ Narratives (1 major and 2 minor) ■ Responses to literature (1, 2) ■ Persuasive arguments (1, 2) ■ Career documents (1, 1) ■ Technical documents (1, 1) ■ History essays (4) ■ Research report (1, 1) ■ Timed writings (5)	*Students write using:* All 6th and 7th grade competencies, and ■ Subject verb agreement and appropriate verb tense ■ Parallel sentence structure ■ Subordination, coordination, apposition and other ways of indicating relationships between ideas ■ A recursive revision process to edit for readable style, clarity of thought and consistency of voice.	Aspire Writing Snapshot (fall, winter, end of year)
9th Grade	*Students write (1,500 word*):* ■ Narratives (1 major and 2 minor) ■ Responses to literature (1, 2) ■ Persuasive arguments (1, 2) ■ Business documents (1, 2) ■ Technical documents (1, 2) ■ Research report (1, 2) ■ Timed writings (5)	*Students write using:* All 6th, 7th and 8th grade mechanical competencies, and ■ A variety of clauses and phrases ■ Correct mechanics of punctuation ■ Accurate, precise vocabulary and word choice ■ Labels on all parts of the argument on rough drafts ■ A portfolio to track growth ■ A recursive process to revise papers in writing conferences ■ The MLA format to cite outside sources	Aspire Writing Snapshot (fall, winter, end of year)
10th Grade	*Students write (1,500 word*):* ■ Narratives (1 major and 1 minor) ■ Responses to literature (1, 1) ■ Persuasive arguments (1, 1) ■ Business documents (1, 1) ■ Technical documents (1, 1) ■ Research report (1, 1) ■ History essays (4) ■ Timed writings (5)	*Students write using:* All 6th-9th grade mechanical competencies, and ■ Labels on all parts of the argument on rough drafts ■ A portfolio to track growth ■ A recursive process to revise papers in writing conferences	Aspire Writing Snapshot ((fall, winter, end of year) CAHSEE Writing Test
11th Grade	*Students write (1,500 word*):* ■ Narratives (1 major and 1 minor) ■ Responses to literature (1, 1) ■ Persuasive arguments (1, 1) ■ Reflective (college essay) (1, 1) ■ Research report (1,1) ■ History essays (4) ■ Timed writings (3)	*Students write using:* All 6th – 10th grade mechanical competencies ■ An increasing sophistication of sentence structure and style ■ A portfolio to track growth ■ A recursive process to revise papers in writing conferences	Aspire Writing Snapshot (fall, winter, end of year) SAT/ACT Writing Test EAP Writing Test* Compass Writing Test**
12th Grade	*Students write (1,500 word*):* ■ Narratives (1 major and 1 minor) ■ Responses to literature (1, 1) ■ Persuasive arguments (1, 1) ■ Reflective (college essay) (1, 1) ■ Research report (1,1) ■ Timed writings (3)	*Students write using:* All 6th-11th grade mechanical competencies ■ Sophisticated vocabulary appropriate to audience ■ Stylistic and rhetorical devices to strengthen argument ■ College library resources to research and support arguments ■ A portfolio to track growth ■ A recursive process to revise papers in writing conferences	Aspire Writing Snapshot (fall, winter, end of year) College application essays

TYPES OF WRITING EXPECTED

Major Papers
- Employ the full writing process (prewriting, drafting, revising, editing, publishing)
- Typed. Full word count (500-700 for 6-8; 1500 for 9-12)
- Evaluated on rubric and with comments. All drafts are included with the final draft.
- Designed to assess students' ability to master writing standards (writing strategies and writing applications are explicitly a part of the assignment and the instruction)
- Considered "formal" writing
- All Exhibitions are major papers

Minor Formal Writing
- Employ the writing process, but in truncated form (e.g. not all parts of the process are explicitly taught with class time)
- May or may not be typed; must be edited and proofread. Any drafts are included with the turned in draft.
- Shorter word count (250-500 for 6-8; 700-1000 for 9-12)
- Evaluated on rubric and with comments
- Designed to assess specific skills within a particular genre or strategy (i.e. practice ways of building an inductive argument, crafting an emotional appeal, write an extended dialogue between two characters)
- Considered "formal" writing
- Must employ previously taught writing skills (i.e. organization, effective transitions, etc., if appropriate)

Timed Writings
- Approximately 55 minutes.
- Handwritten, in class during one sitting
- Evaluated on rubrics
- Designed to assess students' ability to demonstrate mastery of the genre on a timed exam
- Based on open prompts (that is, content area knowledge is not primarily assessed here, though this can be evaluated under "Ideas" on the rubric)

Other Types of Writing (criteria for assessment, types of feedback, instructional objectives will vary from assignment to assignment, but should be made explicit)
- Quickwrites, Free Responses, Reflections
- Exit tickets
- Short answer and Essay exams
- Summaries
- Outlines
- Notes
- Brainstorming
- Free Writing, journal or log writing

WRITING MINILESSONS

DESCRIPTION
Writing minilessons provide intense direct instruction in a skill or process that will be used immediately in the activity following the minilesson. In learning a small, focused and strategic lesson, the learner is able to focus on acquiring a single skill or process, seeing it in models of good writing, and then practice it in an authentic context in the subsequent activity in order to "learn by doing." Minilessons are presented in small or whole groups. The goal of the minilessons is to teach the craft of writing in small portions, to practice a skill, to discuss what was learned and to understand it in a meaningful way.

PROCEDURE (recommended length: 20-25 minutes, including direct instruction and guided practice)
Steps:
1. Educator identifies a teaching need or goal from observations, CA Standards, anecdotal notes or data analysis.
2. Educator provides direct instruction on the concept or skill. ("I do")
3. Educator allows time for guided practice on the concept or skill and for questions and answers. ("We do")
4. Educator gives learners an opportunity to independently practice their learning in class and for homework. ("You do")

ASSESSMENTS
Brief writing activities
Journals
Group activities
Longer writing assignments
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Creating Writers, Vicky Spandel
Craft Lessons, Teaching Writing K-8, Fletcher
Nonfiction Craft Lessons, Fletcher
The Art of Teaching Writing, Calkins
In The Middle, Atwell
Guiding Readers and Writers, Pinnell and Fountas
Lessons that Change Writers, Atwell
Key Docs from binder
Annenberg.org
MyAspire/Educator Resources/6-12 Humanities

INDEPENDENT WRITING

DESCRIPTION

Independent Writing allows educators the opportunity to help learners become writers who enjoy writing, develop their own skills and interests as writers and consistently learn through their own practice. Learners write individually and quietly, on topics of their own choosing or as directed by the educator, depending on the objectives for the class. During independent writing, learners engage in all aspects of the writing process:

- Prewriting (including brainstorming, outlining, freewriting)
- Drafting
- Revising
- Editing (peer and educator edit)
- Publishing

Each of these steps of the writing process must be explicitly taught and educators must provide opportunities for learners to practice each step. As well, in order to help learners improve their writing, conferences and other methods of giving explicit and focused feedback are necessary at different stages in the writing process. Published, error-free student writing should be posted on classroom walls multiple times per year.

PROCEDURE
Steps:
1. Each writing workshop session begins with a minilesson based on the needs of the learners or project.
2. After the minilesson, each learner works silently and independently. The educator may choose to have learners do a writing activity in order to practice the minilesson (i.e. how to use quotes effectively when writing dialogue and write a conversation between two students about an upcoming event). Students may be engaged in a longer project (comparison/contrast essay based on immigration policies of different groups at the turn of the century) in which they are at varying stages in the writing process. In this case, the educator uses the minilesson as a new lens through which the learner should view and develop his/her writing.
3. While learners are working independently, the educator is able to have one on one conversations with individual learners about their writing or provide Guided Writing instruction.

ASSESSMENTS

Not everything students write needs to be assessed by the educator. The purpose behind Independent Writing is as much to help students acquire and sharpen the habits of the writing process as it is the final products of their writing. The educator must determine the objectives of the assessment prior to providing instruction and create rubrics based on the chosen objectives (i.e. evaluating writing for fluency, voice and structure) to ensure students ample time to practice these conventions as well as to demonstrate them. Students can self-assess or peer assess with rubrics.

RESOURCES FOR MORE INFORMATION

Creating Writers Through 6 Trait Writing Assessment and Instruction, Spandel
In the Middle, Atwell
Yellow Brick Roads, Allen
Lessons that Change Writers, Atwell
Aspire Writing Beliefs and Expectations
MyAspire/Educator Resources/6-12 Humanities/Key Writing Documents

INTERACTIVE WRITING

DESCRIPTION

Interactive writing allows the educator an opportunity to provide writing instruction while sharing the pen with the learners, literally and figuratively. The educator and learners collaboratively compose a piece of writing. This instructional context allows the educator many opportunities to model *how* language works. Learners work as apprentices to the expert writer, their educator. This provides a safe environment for those learners to participate in modeled practice. As the year progresses the length, skill and depth of the writing leads learners to greater independence. Interactive writing can be a whole group or a small group activity depending on the needs of the learners. Interactive writing is used any time the educator feels the group will benefit from a shared writing experience.

PROCEDURE (recommended length: 10-25 minutes, depending on writing piece)
Steps:
1. Educator shows learners a writing sample illustrating a particular genre, tone, format or other objective the educator has set out to teach explicitly. Class discusses the piece in order to better understand the objective of the piece. (i.e. what makes a comparison/contrast paragraph of two Allies in World War II work)
2. On an overhead or on chart paper with student input, educator composes a new piece of writing modeled on the same objective. Educator also uses the process as an opportunity to "think aloud" as s/he writes in order to teach other conventions or answer other questions about writing that may come up in the course of the lesson.

ASSESSMENTS
Class discussion
Constructed Writing
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Interactive Writing, McCarrier & Pinnell

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DAILY ORAL LANGUAGE/DAILY WRITTEN LANGUAGE

DESCRIPTION

Daily Oral Language (DOL) is a useful way to introduce grammar rules, to reinforce grammar rules through repetition and scaffolded application, and to clarify grammar rules and the application thereof. DOL teaches students how to be good editors of writing, not to be good writers. Only after regular exposure to a rule and after repeated edits using the rule will students gradually begin to apply transfer these rules as they write vs. after they have written (during editing). Two sentences a day is ideal. Once DOL procedures have become tightened and effective, a DWL task on top of (or in place of one of the DOL sentences) should be given.

Daily Written Language (DWL) is a meaningful routine for having students in writing apply grammar skills, grammar rules, grammar terms, literary concepts and academic terms they are learning and have learned previously, in meaningful, subtle and varied ways. Applying these skills in writing reinforces, refines, clarifies, makes common, and embeds these skills, terms, and concepts into long-term memory, so students can easily recall and used them. DWL tasks ideally are given 3 or more times a week along with a DOL sentence.

DOL and DWL tasks are commonly practiced during the first 5-15 minutes of class time as a warm-up or Do Now activity four to five days a week. DOL sentences and DWL tasks should be selected/created based on needs determined by student writing and/or on standards being focused.

PROCEDURE (recommended combined length: 10-15 minutes). While students work independently on DOL/DWL, educator moves through classroom looking at student work, clarifying misconceptions, giving one on one, asking students questions to check for understanding or to help clarify confusions, and praising/prompting/leaving.

DOL Steps:

1. Students keep a DOL/DWL journal or section in their notebook, 1 side of paper per day, dated each day, for easy periodic collection and evaluation by teacher.
2. Educator puts two sentences on board, chart paper, LCD or overhead.
3. Students copy the sentences as they appear on the board. Students attempt to identify all errors and make all corrections above error. It is important students see the correction, rather than an edit mark, so they can put the correction into memory. These sentences may come from a DOL book, be teacher generated, or from student work. Ideally sentences are selected and embellished to meet needs seen in student work.
4. Whole class correction led by the educator (at least until pacing, expectations, and process is perfected and could be competently managed by students). The educator asks students to identify errors, make corrections and explain the reasons behind each correction. If needed, the educator clarifies and restates rules he/she wants students to remember, so the last point heard by students is correct and clear. The educator takes opportunity to model and teach problem solving skills for conventions whenever possible. The educator identifies and explains any corrections missed by learners.

5. Educator may use DOL to lead into a minilesson to teach a particular convention in more depth. Follow-up minilessons enhance learners' understandings of these conventions.

DWL Steps:
1. Educator generates tasks, using the standards, skills, convention rules, and concepts you've taught as a basis for their creation. Include errors or misconceptions you are seeing in student work as well as concepts that need to stay fresh in students' memories.
2. Educator writes task on board.
3. Students complete task. Peer or partner problem discourse is encouraged and beneficial, though each student should generate his/her own answer for the task.
4. Time permitting, educator takes student responses and facilitates discourse around answers, sends students back to his/her own answer to look for and check answers for accuracy, uses white boards to share answers, has multiple students write answers on the board and discusses, and/or has students pair/share answers with each other.

Sample DWL tasks:
- Create a sentence that: is complex, has a homophone, includes a proper noun, and has a prepositional phrase.
- Identify what part of speech each of the following words are: horse, tick, jump, friendly, an, he, Aspire Public Schools
- Combine the following sentences without changing the meaning: John loves hiking. John loves swimming. John loves sailing. John loves to do all these things with his family.
- Create a sentence that contains a metaphor and a uses a comma for listing a series of something (adjectives, verbs, phrases, etc.).
- Write a sentence exemplifying alliteration.

ARTIFACTS present in classrooms practicing DOL/DWL and conventions
- Minilesson notes from the Writer's Notebook
- Student DOL/DWL folders or notebook sections
- Student writer's workshop notes regarding conventions and rules
- Resource posters supporting taught convention rules, skills, concepts, terms and standards
- Assessment Book with Aspire Writing data and other assessment results
- Six Traits Rubric
- Student writing samples showing editing skills

ASSESSMENTS
Quizzes/Tests showing application of focus standards
Writing activities
Process writing with evaluated editing step
Longer writing assessments
Individual student conferences
Habits/Qualities Rubric
Anecdotal notes

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Conventions Rubric

RESOURCES FOR MORE INFORMATION
Daily Oral Language Plus, Great Source Educational Group
Daily Language Workouts, WriteSource
Daily Oral Language, Instructional Fair, Inc.
Daily Paragraph Editing, Evan-Moor Educational Publishers
MyAspire/Educator Resources/6-12 Humanities

WRITING CONFERENCES

DESCRIPTION: Writing conferences should occur whenever possible. It is particularly beneficial at the beginning of the writing process before major revisions, after final drafts have been evaluated, and after Writing Snapshot Assessments. Conferences can serve a variety of purposes. They can reflect upon, identify, discuss and/or action plan student writing goals for improvement (long-term or short-term). Conferences can address specific needs or focus areas identified by the teacher between revisions during full process writing assignments. Conferences can address and support student identified needs during the writing process..Conferences should be mandatory or optional, depending on the learning situation.

PROCEDURE (recommended length: teacher determined based on student writing needs and questions)

Steps:
1. While students are writing independently, teacher meets individually with students based on identified writing needs (either by teacher or student).
2. Teacher reads student writing with a question or focus in mind.
3. Teacher asks follow-up questions of the student based on his/her writing and identifies focused feedback to student with the end goal of improving student writing.

ASSESSMENTS
Writing activities
Longer writing assessments
Individual student conferences
Habits/Qualities Rubric
Anecdotal notes
Conventions Rubric

RESOURCES FOR MORE INFORMATION
Aspire Writing Feedback Guide
Guidelines for Providing Formative Feedbackon Drafts page, Kate Kinsella (on MyAspire)
MyAspire/Educator Resources/6-12 Humanities

THE SIX TRAITS OF WRITING

DESCRIPTION

The Six Traits approach to writing puts the power and responsibility in the learner's hands. The educator must model the writing and revision process. Process writing is not a lock-step situation where learners pre-write on Monday and have a final draft due on Friday. The steps of process writing are largely self-paced, interdependent and overlap. Instead of thinking of assessment at the end of a writing assignment the Six-Traits format requires that assessment be used throughout the assignment. This makes the learners the primary assessors of their own work. This assessment is embedded within the process so that there is time for change and improvement long before the assignment is completed. It is critical that learners assess their work with a trait rubric to focus the revision process, laying the foundation for a cycle of reflection and continual improvement. Educators should take time to introduce the concept of traits, surround learners with rich language, teach learners to be assessors of their own work, use written works to illustrate strengths and weaknesses in writing, and use focused lessons to help learners develop skills in each trait.

In laying the foundation for traits, educators must teach

1. **The Steps of the Writing Process**: gathering, focusing, prewriting, drafting, revising, editing, and publishing
2. **The Six Traits of Writing**: ideas, organization, voice, word choice, fluency and conventions
3. **Modes and Forms of Writing**: purpose, audience, genres (descriptive, narrative, informational, persuasive, technical, etc.)

Sample Six Traits lesson plan:

1. Minilesson: What is voice in writing? Using Read Aloud, the educator shares two writing samples with strong voice and has the group score one sample and discuss voice within the piece and points to improve. The educator jots down on the board the qualities of strong voice.
2. With partners, learners peer edit a piece of writing (10 minutes). While students are editing, educator circulates among pairs to observe work and help learners better understand voice.
3. Whole class briefly discusses the piece
4. Learners work to improve voice on their own writing projects

SAMPLE WRITING WORKSHOP CLASSES

The following examples illustrate two sample Writing Workshop classes. These examples are not meant to be definitive; rather, they are constructed to give the educator an idea of just a few of the multiple ways in which Writing Workshop practices can be employed simultaneously.

Example One
1. Word Work
2. Minilesson on X (i.e. Eliminating Wordiness)
3. Brief activity applying minilesson's skills to a sample piece of writing
4. Group Activity such as Guided Writing, Independent Writing, Peer Conferencing, or other writing exercise.
5. Educator conducts independent writing conferences with each student during group activity.

Example Two
1. DOL
2. Minilesson on Y (i.e. Revising for Clarity)
3. Independent Writing on current project (i.e. literary analysis on shared text, research paper on history topic or position paper) and application of minilesson to writing.
4. Educator conducts independent writing conferences with each student during group activity.

STANDARDS-BASED SMALL GROUP INSTRUCTION

DESCRIPTION
Unlike Guided Reading, which is focused specifically on reading instruction, standards-based small group instruction is focused on teaching a specific grade level standard to a small group of students, often as a differentiation or remediation strategy. Students are given additional opportunities to practice a skill or applying content and receive more individualized feedback based on their performance. In learning a small, focused and strategic lesson, the learner is able to focus on acquiring a single skill or process, and then practice it in an authentic context in the subsequent activity in order to "learn by doing." The goal of small group instruction is to teach a standard in small portions, to practice a skill, to discuss what was learned and to understand it in a meaningful way.

PROCEDURE (recommended length:15-25 minutes, including direct instruction and guided practice)
Steps:
1. Educator identifies a teaching need or goal from data analysis (including benchmarks, interims and CST data), CA Standards, or anecdotal notes.
2. Educator provides direct instruction on the concept or skill. ("I do")
3. Educator allows time for guided practice on the concept or skill and for questions and answers. ("We do")
4. Educator gives learners an opportunity to independently practice their learning in class and receive immediate feedback on performance. ("You do")

ASSESSMENTS
Exit tickets
Quick Quizzes
Annotations on readings
Graphic organizers

RESOURCES FOR MORE INFORMATION
6-12 Humanities: Educator Resources

GUIDED READING

DESCRIPTION

Guided Reading is a small group, educator-driven practice that allows reading instruction to be differentiated by creating homogeneous groups of students with similar needs in terms of reading comprehension skills. Learners have the opportunity to develop skills and strategies at their appropriate reading level. The educator engages learners in discussion about reading skills and strategies, comprehension and the enjoyment of reading in order to make students more metacognitive readers. Guided Reading can be done with leveled and shared fiction and nonfiction texts. (Note: Some middle schools have purchased the Guiding Reading program which includes K-8 leveled texts.) The most useful data set on which to base guided reading lessons is on the DRA data – we highly recommend administering the DRA to any student reading below grade level in order to better understand the student's strengths and weaknesses as a reader.

Some Reading Strategies that can be directly taught include:

Predicting/adjusting – to guess what will happen within a text and to return to one's prediction to confirm or change one's thinking

Connecting – to make either text-to-self, text-to-text, or text-to-world connections

Visualizing – to make a picture or movie in your mind of what's happening in a text

Self-Questioning – to pause, reflect and question what you just read

Inferring – to read between the lines and make judgments

Summarizing – to retell events or explain arguments as they occur in the text

Paraphrasing – to verbalize your understanding of what you just read

PROCEDURE (recommended length: 20-30 minutes)

Steps:

1. Small groups of 3-6 learners demonstrating similar reading behaviors and instructional needs (based on DRA, SRI or COI data) are formed.
2. Educator determines teaching points based on the readers' needs.
3. Educator plans a Guided Reading lesson to explicitly teach reading strategies.
4. Learners are introduced to a text, accessing prior knowledge and introducing needed vocabulary.
5. Learners are given a "guiding question" to focus their comprehension of the text.
6. Learners read the text independently, silently, or in a low voice. The educator may have learners read orally and talk with them individually about the book.

Simultaneous to this small group educator-driven instruction, the remainder of the class is independently involved in independent reading and response, or group work.

ASSESSMENTS

Individual and Group Conferences

Group Discussion
Response to Text Activities
Habits/Qualities rubric

RESOURCES FOR MORE INFORMATION
*Reading for Understanding: A Guide to Improving Reading in Middle and High School
        Classrooms*, Schoenbach, Greenleaf, Cziko, Hurwitz
Guided Reading, Good First Teaching For All, Pinnell and Fountas
Guiding Readers and Writers, Pinnell and Fountas
Classrooms that Work They Can all Read and Write, Cunningham and Allington
MyAspire/Educator Resources/6-12 Humanities

GUIDED WRITING

DESCRIPTION
Guided Writing is a small group, educator-driven practice that allows writing instruction to be personalized by creating homogenous groups of students with similar needs in terms of writing skills. This activity occurs within the Writing Workshop while the class is involved in independent writing, peer conferencing or project work. Learners have the opportunity to develop skills and strategies at their appropriate writing level. Similar to Guided Reading, the educator engages learners in a focused lesson or discussion about writing skills in order to improve students' writing skills.

PROCEDURE (recommended length: 20-30 minutes)

Steps:
1. Small groups of 3-6 learners demonstrating similar writing behaviors and instructional needs (based on writing or COI data) are formed.
2. Educator determines teaching points based on the writers' needs.
3. Educator plans a writing minilesson to explicitly teach a writing strategy or skill and then engages learners in problem-solving within their own writing. This may be based on a particular grammar problem, a language difficulty, or a writing convention that this group of students needs more help learning.
4. Each learner may develop a written piece or the group develops a piece collectively.

Simultaneous to this small group educator-driven instruction, the remainder of the class is independently involved in independent writing or group work.

ASSESSMENTS
Small group written samples
Individual conferences
Journals
Longer writing assignments
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Yellow Brick Roads, Allen
The Art of Teaching Writing, Calkins
In the Middle, Atwell
Lessons that Change Writers, Atwell
Guiding Readers and Writers, Pinnell and Fountas
Craft Lessons, Fletcher
Nonfiction Craft Lessons, Fletcher
Creating Writers, Spandel
MyAspire/Educator Resources/6-12 Humanities

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ACADEMIC DISCOURSE

DESCRIPTION

Academic discourse is lively verbal interaction about lesson content using relevant lesson vocabulary, framed in complete sentences with appropriate syntax and grammar. A capstone of rigorous instruction at Aspire, students are expected to participate in discourse of ideas supported by evidence. This includes oral discourse, in which students participate in student-to-student talk, using complete sentences and sentence stems, and written discourse, in the form of assertion writing supported by evidence.

PROCEDURE (recommended length:)
Steps:

ASSESSMENTS

RESOURCES FOR MORE INFORMATION
MyAspire/Educator Resources/6-12 Humanities

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BOOK CLUBS/LITERATURE CIRCLES

DESCRIPTION

Literature circles allow learners to develop a deeper appreciation and understanding of fiction and nonfiction text through student-directed activities and discussions. By working in small heterogeneous groups based on chosen topics, authors, genres or specific titles, learners engage in meaningful discussions based on a shared text at a pace agreed upon by the group. Literature Circles can be used to supplement reading programs by allowing students to participate in book clubs to read and discuss novels of the group's choosing, but also can serve a variety of pedagogical needs by creating the structures through which students can discuss readings in small groups through a guided series of roles and prompts. While this activity allows for a great deal of student autonomy, the educator must explicitly teach norms and literature circle roles, and provide opportunities for students to practice them prior to running Literature Circles in order for them to be successful.

PROCEDURE (recommended length: 30-40 minutes)

Steps:

1. Learners work in small heterogeneous groupings and select a topic or text with the educator.
2. Initially, the educator scaffolds the instruction by guiding learners in proscribed roles in order to teach discussion skills, provide provocative questions and facilitate the student-driven discussion. While roles and role sheets are critical in the beginning of teaching students how to "do" literature circles, they can be phased out early on to allow students to experiment with the different roles readers play in a group. As discussion skills are acquired, students are able to transition into using a free flowing journal or response log to prep for and document their discussions.
3. Learners decide upon the length of reading, establish rules and roles for the literature circle meeting. Students may choose to focus on particular passages for deeper inquiry, grapple together on many sections for greater comprehension, discuss individually-generated questions or take a free-flowing approach to discussing the previous night's reading. During this time, the educator observes conversations and participates only if the learners appear to get stuck.
4. Learners participate in ongoing self- and group-assessment to evaluate the progress of their groups. As the group nears the end of the reading, the educator may choose to assign a group project (i.e. reader's theater, skits, presentations) or individual projects (i.e. writing assignment, art project, etc.) in order to give the students an opportunity to demonstrate their learning.

ARTIFACTS present in classrooms practicing Literature Circles

- Role sheets (see Appendix for Sample Roles)
- Sets of books or readings (4-6 of each title)
- List of discussion starters and good questions
- Organizational chart (book title, pages, dates, task)
- Author studies

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- Habits/Qualities Rubric
- Literature Circle Group Binders
- Norms for Group Behaviors posted
- Discussion Logs
- Posters regarding academic language, discourse sentence starters, expectations, etc.

ASSESSMENTS
Journals
Response to Text Activities
Discussion Logs
Reading Logs
Educator observation of small group discussion
Group oral or written project
Group agreement outlining expectations
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Guiding Readers and Writers, Pinnell & Fountas
Literature Circles, Daniels
Minilessons for Literature Circles, Daniels
MyAspire/Educator Resources/6-12 Humanities

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SHARED INQUIRY

DESCRIPTION
Shared Inquiry is a teaching practice similar to a Socratic Seminar, in which students engage in a structured series of steps designed to engage them with a reading in increasingly complex ways independently and then in a class discusson. Shared Inquiry discussions work well as models for persuasive writing, debate, response to literature, and literature circle discussions.

PROCEDURE (recommended length: 45 minutes each class, for three to four days)
<u>**Steps:**</u>

1. (Day One) Learners answer a pre-reading question or series of questions which relate to the main idea or theme of the reading selection. The questions should allow learners to access prior knowledge and make connections to the selection.
2. Learners read the selection and for homework complete the reading and write down initial questions about the selection.
3. (Day Two) Learners share the questions they wrote with each other in groups or as a whole class. Then, learners do a second reading, take directed notes on the passage and write interpretive questions. For homework, they complete the prior activities.
4. (Day Three) Learners share notes and interpretive questions. Educator leads students through interpreting vocabulary words in context.
5. Educator facilitates a Shared Inquiry discussion in which each student is required to participate. (See Appendix for Rules of Shared Inquiry discussions.) The point is to let students have a discussion in which they call on each other. The educator's job is to deepen the discussion, pull it back to the text, play devil's advocate, and be sure that there's a range of speakers.
6. Educator assigns homework to prepare a passage for textual analysis.
7. (Day Four) Educator facilitates a postdiscussion writing and provides time for students to revise and finish their written textual analysis.

ARTIFACTS present in classrooms doing Shared Inquiry
- Explicit written purpose on board
- Rules for the discussion posted
- Directed Notes poster
- Posters regarding academic language, discourse sentence starters, expectations, etc.

ASSESSMENTS
Habits/Qualities rubric
Student discussion
Written Analysis

RESOURCES FOR MORE INFORMATION
An Introduction to Shared Inquiry, The Great Books Foundation
MyAspire/Educator Resources/6-12 Humanities

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RECIPROCAL TEACHING

DESCRIPTION

Reciprocal teaching is a small group or whole group opportunity for the learners to lead a discussion about a piece of text. Reciprocal teaching is a process that helps learners monitor their reading comprehension and practice and internalize four cognitive strategies: *questioning*, *summarizing*, *predicting* and *clarifying*. Similar to Literature Circles, the Educator must teach each procedure and provide opportunities for students to practice them prior to running Reciprocal Teaching groups. During Reciprocal Teaching group time, the educator may assign roles or let learners choose their own roles.

PROCEDURE

Steps:

1. Learners work in small groupings on a shared text.
2. Initially, the educator scaffolds the instruction by guiding learners in proscribed roles in order to teach discussion skills, provide provocative questions and facilitate the student-driven discussion. As discussion skills are acquired, students are able to transition into using all the roles in a more fluid way.
3. Students may choose to focus on particular passages for deeper inquiry, grapple together on many sections for greater comprehension, discuss individually-generated questions or take a free-flowing approach to discussing the reading. During this time, the educator observes conversations and participates only if the learners appear to get stuck.
4. Learners participate in ongoing self- and group-assessment to evaluate the progress of their groups.

SAMPLE QUESTIONING ROLE

Steps:

1. Learners compose questions based on their reading of a particular text, either in class or for homework.
2. In class, a learner raises one of his/her questions, and calls on another learner to answer the question.
3. The respondent then asks one of his/her questions, and calls on another learner to answer the question. This process continues until all learners have asked and answered one question.

SAMPLE SUMMARIZING ROLE

Steps:

1. Learners read and summarize a text as homework.
2. In class, learners exchange summaries with a partner. Using "What Makes a Good Summary" strategies, learners write questions on their partner's summary.
3. Learners return summaries to their owners, read the questions on their own summaries, and then revise based on questions.

SAMPLE PREDICTING ROLE

Steps:

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1. Educator takes a text that has headlines, subsections and context clues learners can use to make predictions. Prior to giving it to learners, he/she asks learners to write down two columns – one for information and the other for predictions.
2. Read title of text and ask learners to write it in the information column, then ask them to make predictions about content based on title.
3. Solicit multiple learner responses and then ask learners to explain their thinking behind their predictions.
4. Repeat this process for other subtitles, major headings, pictures, and any other context clues in the text.
5. Pass out the text and read it with the class to see how their predictions held up.

SAMPLE CLARIFYING ROLE
Steps:
1. Learners make a chart with four columns: text, question/confusion, strategy, clarification.
2. Educator assigns a text for homework and asks learners to fill out chart when they encounter places in the text where they have a question and use the chart to attempt to grapple with their confusion.
3. Go over the chart in class, discussing the different strategies learners used to help themselves out.

ARTIFACTS present in classrooms practicing Reciprocal Teaching
- Group Roles cards
- "How To" process chart
- Explicit written purpose on board
- Habits/Qualities Rubric
- Norms for Group Behavior posted
- Discussion Logs

ASSESSMENTS
Oral presentations
Educator observation of class discussion
Response to Text Activities
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Reading For Understanding, A Guide to Improving Reading in the Middle and High School Classrooms, Ruth Schoenbach, Cythina Greenleaf, Christine Cziko, Lori Hurwitz
MyAspire/Educator Resources/6-12 Humanities

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INQUIRY CIRCLES

DESCRIPTION
Inquiry-based learning involves learning that is based around students' questions. In inquiry circles, students work together to solve problems while the teacher helps the students along the process of discovering knowledge themselves. The three big ideas on which inquiry circles are based are framing school study around questions developed and shaped by students, handing the brainwork of learning back to students, and a focus on the development of students' thinking.

PROCEDURE (recommended length:35-45 minutes per day – 2-6 week unit)
Steps:
1. Immerse (invite curiosity, build background, find topics, and wonder)
2. Investigate (develop questions, search for information, and discover answers)
3. Coalesce (intensify research, synthesize information and build knowledge)
4. Go Public (share learning, demonstrate understanding, take action)

ASSESSMENTS
Conferences
Research essays and projects
Presentations
Small-group accountability measures

RESOURCES FOR MORE INFORMATION
Comprehension and Collaboration: Inquiry Circles in Action, Harvey and Daniels
Strategies That Work: Teaching Comprehension for Understanding and Engagement, Harvey and Goudvis
Nonfiction Matters: Reading, Writing, and Research in Grades 3-8, Harvey
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STUDY GROUPS

DESCRIPTION
We want learners to use inquiry and discussion skills beyond the walls of the classroom and to meld these skills into their daily study habits. Often when learning something new, a question or concept can be best understood with the combined understandings of more than one individual. This might involve understanding a theme of a novel, grappling with a historical debate, or other learning situation in which learners must assimilate and synthesize a large body of information in order to understand a concept or answer a question. Gathering a group of minds to think deeply about "big" ideas, grasp a concept or to get one's thinking around an issue provides a vast array of knowledge that is limited when working alone. This process is also helpful to teach learners how to prepare for exams, or even just to cram for a heavily memory-based exam. Training learners to use study groups effectively in our secondary program will allow learners familiarity and ease with the situation when they enter higher education.

PROCEDURE (recommended length: 20-40 minutes, depending on task)
Steps:
1. Educator establishes study groups which are then guided by objectives or questions to provide scaffolding to the process, similar to the running of cooperative learning groups. The educator facilitates this process in Division I and II.
2. By the time learners have reached Division III, study groups should be formed independently and organically through a common issue, concept or inquiry. The format, procedures and frequency of meetings are set by the participants and monitored by the educators. Students determine when and where to meet after school hours.

ARTIFACTS present in classrooms practicing Study Groups
- Discussion notes
- Schedule meeting dates
- List of group members
- List of discussion topics
- Habits/Qualities Rubric

ASSESSMENTS
Exams and other formal assessments
Habits/Qualities Rubric

RESOURCES FOR MORE INFORMATION
Nonfiction Matters, Stephanie Harvey

DISCUSSIONS

DESCRIPTION

Learners learn the most when they have the opportunity to make sense of ideas for themselves. What learners say is connected to how they see the world. One of the best ways for this to happen is through the discussion of a topic. This allows learners to activate prior knowledge of a subject and relate it to new knowledge and their daily lives. Often students have varying discussion skills; therefore, the educator must incorporate discussion skills and strategies as minilesson topics. The educator looks for gaps or inconsistencies or tensions in and across students' thinking. Ideally, the educator uses the class discussion as a way to engage as many students as possible in verbally grappling with a question in order to build understanding, discussion skills and introduce a wide range of perspectives. Educators need to encourage students to

- ask questions
- wait
- be comfortable with silence
- focus on ideas, not the person speaking
- follow all questions and points
- discourage deference to traditional ideas

PROCEDURE
Steps:

1. The educator as facilitator poses questions that are provocative, usually necessarily controversial, and worthy of lengthy discussion.
2. He or she facilitates the development of quality questions and sub-questions, asks for evidence to support learners' beliefs/interpretations, asks learners to make connections to other texts and issues calling attention to different perspectives.
3. As time passes and skill is acquired, the educator allows learners to facilitate discussions and he or she becomes a co-learner in this process.

POSSIBLE DISCUSSION FORMATS

Think-Pair-Share: Learners respond to a question in writing, then share their response with a partner so that each learner has an opportunity to talk about his/her ideas. After sharing has taken place, educator asks for responses from the whole class.

Fishbowl: Class is broken into four groups and each is asked to investigate a different text or idea. One representative from each group sits in a circle to summarize and discuss the group's reading. The rest of the group members stand behind their representative, until one is ready to "jump into the fishbowl." At this point, a learner taps the shoulder of the representative and they exchange places, with the new representative joining the conversation. When all learners have had the opportunity to jump into the conversation, the educator stops the activity and debriefs the discussion with the whole class.

Chits: Each learner is given a certain number of chits (sticky notes or other marker). Every time a learner speaks, the learner gives the educator or discussion leader a chit. Each learner must use all their chits before the discussion ends.

Circle or snake: The educator poses a question and learners respond in the order they're seated, around the circle or around the classroom, in a snake-like fashion.

Talking stick: Only the learners holding the stick may speak. The educator can pass the stick from student to student, or the student can choose to pass the stick to another student.

Jigsaw: Learners break into groups and become an "expert" on their group's subject. The learners are then rearranged into new groups where they must share their new knowledge with other classmates in order to achieve a greater understanding of the whole.

Cards: The educator or learner holds a deck of cards with learner's names on them and pulls the card at each conversational turning point.

Shared Inquiry: All learners sit in a circle so that directly engage one another. This is most effective when the learners are in a small group. The discussion question is either interpretive or inferential. The educator facilitates the discussion never offering his/her opinion. All learners' opinions are embraced in the discussion so long as they cite evidence for their thinking. (See Instructional Guideline for more information.)

Socratic Dialogue: Learners engage in a legitimately difficult question and seek evidence to build an argument focused on answering part(s) of the question. Through a series of increasingly complex questions generated by the learners to "get" at the initial question, learners see the complexities and move toward understanding how individuals see questions from different perspectives using a variety of evidence.

The Final Word: Using a shared text, learners are placed in groups of 4-5 in which the first student has 3 minutes to discuss questions and ideas raised by the text. Then, each student around the circle has 2 minutes to respond to the first student's questions and ideas. When each student has had the chance to respond, the first student then has one minute to give "the final word" on the responses he/she has heard. The cycle then begins again, with the second student becoming the "first" and so on.

Silent Conversation: Learners are paired up with a short piece of text (a poem, a passage from a novel, an excerpt of a longer historical reading) or image that is taped to a large sheet of chart paper. Using writing only, students closely read and discuss the text on the chart paper. After much depth is achieved in writing, educator asks students to circulate silently and read the other silent conversations, participating in writing if they choose. When all conversations have been read, pairs return to their original conversation, silence is broken, and they discuss the new insights they learned. The educator then debriefs the process and the content with the whole class.

ARTIFACTS present in classrooms engaging in Discussions
- Written objective on board
- Posted discussion norms

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- Posted discussion formats/protocols
- Posters regarding academic language, discourse sentence starters, expectations, etc.

ASSESSMENTS
Habits/Qualities rubric
Exit Ticket with task(s) demonstrating learning
Writing task tied to learning objective asking for explanation of learning

COOPERATIVE LEARNING

DESCRIPTION

As a means of enhancing learning within the Humanities block, educators need to maximize learners' active engagement with complex texts, ideas and problems through the use of small groups. The use of cooperative learning provides learners with small group opportunities to both contribute and rely on each other's different skills and strengths in order to make sense of ideas and tackle challenging tasks. Depending on the instructional goals, groups may be homogeneous or heterogeneous. Norms and expectations must be explicitly taught (using minilessons, rubrics and scoring guidelines) in conjunction with specific procedural roles (i.e. the recorder, the timekeeper, etc.). These provide the structure for the group to complete quality work. Learning to work productively in small groups requires time and practice. Students must be provided with opportunities to learn and practice these skills. Once the norms and roles are learned, the educator delegates responsibility and authority to students engaged in the activity. At this point, the role of the educator begins to shift to that of facilitator who intervenes as little or as much as necessary.

PROCEDURE (recommended length: 20-40 minutes, depending on task)

1. Educator sets up a cooperative learning activity, such as a project based assignment, jigsawing, reader's theater, fishbowl discussion, Socratic Seminar or other activity in which each student's contribution is a critical component of the group's success. The educator must deliver explicit instructions and structure the learning in order to maximize each students' input and on-task learning time. Structures may include time limits, specific tasks and roles, designated outcomes, rubrics, and expected goals and products.
2. Educator provides time for students to read and discuss the content and meet objectives.
3. Students then present their findings in verbal or written form.
4. After the activity is complete, students self-assess to determine the success of their group's undertaking and the success of each individual's performance/contribution to the group.

ARTIFACTS

- Habits/Qualities Rubric
- Rubrics for behavior norms
- Poster of specific procedural roles
- Authentic learning tasks and projects
- Time schedules-due dates
- Group sharing and feedback
- Role Sheets [see appendix]

ASSESSMENTS

Oral presentations (i.e. Reader's Theater, jigsaw)
Written presentations (newspaper and pamphlet activities)
Habits/Qualities Rubric
Exit Ticket task(s) showing learning

Short writing task tied to the lesson objective asking student to explain learning

RESOURCES FOR MORE INFORMATION

Notes taken from *Working For Equity in the Heterogeneous Classroom*, Cohen & Lotan
http://www.stanford.edu/group/pci/
Cooperative Grouping Strategies (depts.washington.edu/cidrweb/GroupTools.htm)
Designing Groupwork – Strategies for the Heterogeneous Classroom by Elizabeth Cohen
Cooperative Learning in the Classroom by Johnson, Johnson, and Holubec
A Practical Guide to Cooperative Learning by Robert E. Slavin
The Differentiated Classroom: Meeting the Needs of All Learners by Carol AnnTomlinson

EXHIBITIONS OF LEARNING

DESCRIPTION

During the 6th, 9th and 12th grade years, Humanities students participate in exhibitions of learning. These exhibitions not only allow the opportunity for students to present and discuss their work in Humanities in depth through a major cross-disciplinary project, but serve as an assessment of a student's growth and understandings learned in the Humanities program. Students, parents, teachers and community members serve on panels to evaluate an individual student's learning in a specific area based on a rubric that is tied to the school-wide rubric. Students who do not pass their exhibitions cannot move on to the next grade level or ultimately graduate from Aspire Public Schools.

Below is the schedule of Humanities Exhibitions for all Aspire Public School Students. Exhibitions occur in the beginning of second semester or in the spring, usually over the course of a week in which all other grade levels are performing their exhibitions (in other subject areas such as science and math).

Grade 6: Writing: Expository (an oral history or research project)

Grade 9: Writing: Autobiography (a series of personal turning point writing connected to the literature studied during the 9th grade year)

Grade 12: History (a research project on a historical concept, movement or event)

ASSESSMENTS
Exhibitions are judged by the panel using a rubric that is tied to the school-wide rubric. Students who do not pass their Exhibitions cannot move on to the next grade or ultimately graduate from Aspire Public Schools. Exhibitions include time for the student to present, time for the panel to discuss the presentation and rubric grade without the student present and for the panel to share with the student its assessment. Students who do not pass on his/her first attempt are given specific feedback regarding the needed improvements and are given a second opportunity to pass his//her exhibition.

RESOURCES
Your site will have the rubrics and projects designed
MyAspire/Educator Resources

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Aspire Public Schools Humanities Book List

6th Grade Humanities

Whole Class Texts (to teach literature circle roles, build community, teach specific literary analysis lessons):
Seedfolks (Fleishmann) – to be phased into 5th grade
The Odyssey (Picard version)
The House on Mango Street (Cisneros)
Among the Hidden (Haddix) * suggested summer reading text

History Text and Materials:
TCI History Alive: The Ancient World

High Interest Literature Circle Books:
Walk Two Moons (Creech)
Holes (Sarchar)
Becoming Naomi Leon (Ryan)
Bud, Not Buddy (Curtis)
Chasing Vermeer (Balliett)
Out of the Dust (Hesse)
Hoot (Hiaasen)
Jacob I Have Loved (Paterson)
Artemis Fowl (Colfer)
Nothing But the Truth (Avi)

History Unit	Literature Circle Titles	Teacher Resources, Primary Source Documents, Anthologies
Early Humans	The Boy of the Painted Cave (Denzel) Maroo of the Winter Cave (Turnbull) Dar and the Spear Thrower (Cowley)	
Egypt	The Egypt Game (Snyder) The Jedera Adventure (Alexander) Mara, Daughter of the Nile (Jarvis) A Place in the Sun (Rubalcaba) The Golden Goblet (McGraw)	Hatshepsut, His Majesty, Herself The Gilgamesh (Finkel) Ancient Egypt: Eyewitness Books () Mesopotamia (Service) Discoveries and Inventions (Shuter) Farming and Food (Shuter) Pharoahs and Priests (Shuter)
Ancient Hebrews		Judaism (Penny) Bible Lands: Eyewitness Books
Greece		D'Aulaire's Book of Greek Myths Ancient City: Life in Classical Athens and Rome (Dodge) The Greeks (James) Greek Myths (McCaughrean) Penguin Atlas of Ancient History (McEvedy) Cities and Citizens (Shuter)

India	Anni's India Diary (Axworthy) Homeless Bird (Whelan) Gay-Neck: The Story of a Pigeon (Mukerji) Daughter of the Mountains (Rankin)	Buddhism (Ganeri) Indian Fairy Tales (Jacobs) India: The Land (Kalman) India: The Culture (Kalman) Shower of Gold: Girls and Women in the Stories of India (Selvan) Science in Ancient India (Stewert)
China		Science in Ancient China (Beshore) Wisdom of the Crows and Other Buddhist Tales (Chodzin) Ancient China: Eyewitness Books (Cottrell) Confucianism (Hoobler) Taoism (Nartz)
Rome		The Roman World (Connolly) Ancient City: Life in Classical Athens and Rome (Dodge) Science in Ancient Rome (Harris) Ancient Rome: Eyewitness Books (James) The Other Half of History: Women in Ancient Rome (MacDonald) Atlas of the Classical World: Ancient Greece and Ancient Rome (Stalio) Eyewitness: Ancient Rome (James)

7th Grade Humanities

Whole Class Texts (to teach literature circle roles, build community, teach specific literary analysis lessons):
The Giver (Lowry) *suggested summer reading text
The Canterbury Tales (Chaucer and McCaughrean, or Hastings)

History Text and Materials:
TCI History Alive: The Medieval World

High Interest Literature Circle Books:
Esperanza Rising (Ryan)
Al Capone Does My Shirts (Choldenko)
Stargirl (Spinelli)
Loser (Spinelli)
Surviving the Applewhites (Tolan)
Whirligig (Fleishman)
Year of Impossible Goodbyes (Choi)
Dragonwings (Yep)
The Westing Game (Raskin)
Julie of the Wolves (George)

History Unit	Literature Circle Titles	Teacher Resources, Primary Source Documents, Anthologies
Rome		See 6th grade Rome resources
Islam	The Boy From Makkah (Halman) The Breadwinner (Ellis) Shabanu: Daughter of the Wind (Staples) The Storytellers (Lewin) Seven Daughters and Seven Sons (Cohen) Shadow Spinner (Fletcher)	Science in Early Islamic Culture (Beshore) The Rise of Islam (Child) Essential Koran: The Heart of Islam (Cleary) Sinbad the Sailor and Other Tales from the Arabian Nights (Puffin) 1001 Arabian Nights (McCaughrean) Islamic World: Cambridge Illustrated History (Robinson) The Man Who Counted: A Collection of Mathematical Adventures (Tahan) Science in Medieval Islam: An Illustrated Introduction (Turner)
China		See 6th grade China resources Maples in the Mist: Children's Poems from the Tang Dynasty

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Ghana and Mali (Medieval Africa)	Nzingha, Warrior Queen of Matamba: Angola, Africa 1595 (McKissack)	Asante (Boateng) Exploration Into Africa (Ibazebo) Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa (McKissack) Orphan Girl and Other Stories: West African Folk Tales (Offodile)
Medieval Japan	The Ghost in the Tokaido Inn (Hoobler) The Master Puppeteer (Paterson) Of Nightingales That Weep (Paterson) A Samurai's Tale (Haugaard) The Sign of the Chrysanthemum (Paterson)	See 6th grade China resources on religion Shinto (Hartz) Ancient Japan: What Life Was Like For the Ancient Japanese (MacDonald) Tales From Japan (McAlpine)
Medieval Europe	Catherine Called Birdy (Cushman) Matilda Bone (Cushman) The Midwife's Apprentice (Cushman) The Ramsay Scallop (Temple)	The Late Middle Ages (Corrick) Middle Ages: An Illustrated History (Hanawalt) Medieval Europe: A Short Source Book (Hollister) The New Penguin Atlas of Medieval History (McEvedy)
Inca, Aztec, Maya		Eyewitness: Aztec, Inca and Maya (Baquedano) Emerald Lizard: Fifteen Latin American Tales To Tell in English and Spanish (DeSpain) Mayans (Kallen) The Aztecs (Defrates) Ancient Incas: The Chronicles from National Geographic (Israel)
Renaissance, Reformation, Scientific Revolution		Renaissance and the New World (Caselli) Eyewitness: Shakespeare (Chrisp) Eyewitness: Renaissance (Cole) Shakespeare Set Free The Reformation: The History Through Sources (Mullett) Isaac Newton and the Scientific Revolution (Christianson) Galileo (Fisher) Young Person's Guide to Philosophy (Weate)

8ᵗʰ Grade Humanities

Whole Class Texts (to teach literature circle roles, build community, teach specific literary analysis lessons):
My Brother Sam is Dead (Collier)
Gathering Blue (Lowry) *suggested summer reading text
Roll of Thunder, Hear My Cry (Taylor)
The Pearl (Steinbeck)

History Text and Materials:
TCI History Alive: The United States Through Industrialism

High Interest Literature Circle Books:
The Outsiders (Hinton)
Monster (Myers)
Weetzie Bat (Block)
Summerland (Chabon)
The Chocolate War (Cormier)
Make Lemonade (Wolff)
Travel Team (Lupica)

History Unit	Literature Circle Titles	Teacher Resources, Primary Source Documents, Anthologies
U.S. Constitution and the Early Republic	Biographies: Jefferson Hamilton Adams Jackson Monroe Last of the Mohicans (Cooper) Path of the Pale Horse (Fleishman) Susannah (Hickman) Pioneer Church (Otto) Crossing the Panther's Path (Alder) Soft Rain (Cornelissen)	Countdown to Independence: A Revolution of Ideas in England and Her American Colonies, 1760-1776 (Bober) The Declaration of Independence (Coleman) Common Sense (Paine) The Constitution of the United States: An Introduction (Cullop) Who Were the Founding Fathers? 200 Years of Reinventing American History (Jaffe) The Bill of Rights (Nardo) Elections in the U.S. (Heath) A Kid's Guide to the Bill of Rights: Curfews, Censorship and the 100 lb. Giant (Krull) Encounters in the New World: A History in Documents (Lepore)
Divergent Paths of the American	Northeast: Beyond the Western Sea: Escape From Home (Avi)	Northeast: Lowell Mill Girls: Life in the Factory (Deitch)

People	Beyond the Western Sea: Lord Kirkle's Money (Avi) A Time for Courage (Lasky) The Lost Village of Central Park (Killcoyne) Through the Lock (Hurst) Erie Trail West: A Dream-Quest Adventure (Panagopolous) Lyddie (Paterson) Jip: His Story (Paterson) South: Ajeemah and His Son (Berry) I Was Born a Slave: The Story of Harriet Jacobs (Fleishner) Nightjohn (Paulsen) Picture of Freedom: The Diary of Clotee, a Slave Girl (McKissack) West: The Birchbark House (Erdrich) My Antonia (Cather) Thunder on the Sierra (Balmes) Seaman: The Dog Who Explored the West with Lewis and Clark (Karwoski) Sing Down the Moon (O'Dell)	Coming to America: A New Life in a New Land (Emsden) New England Transcendentalists: Life of the Mind and of the Spirit (Hansen) South: Strength of These Arms: Life in the Slave Quarters (Diouf) Before Freedom: When I Just Can Remember: 27 Oral Histories of Former South Carolina Slaves () West: Bridging the Continent (Smith) Conquest of the West (Smith) Bold Journey: West With Lewis and Clark (Bohner) Westward Expansion: Exploration and Settlement (Edwards) Voices from the West: Life Along the Trail (Emsden) A Pioneer Sampler (Greenwood) Native Americans of the West: A Sourcebook of the American West
Civil War and Reconstruction	Rifles For Watie (Keith) Across Five Aprils (Hunt) Mine Eyes Have Seen (Rinaldi) Silent Thunder: A Civil War Story (Pinkney) Three Against the Tide (Love)	A Nation Divides: The Civil War, 1820-1880 (Steins) Remember the Bridge: Poems of a People (Weatherford) Echoes of the Civil War: The Blue (Forman) Echoes of the Civil War: The Grey (Forman) The Civil War: A History in Documents (Seidman) Reconstruction: Binding the Wounds (Deitch) One Nation Again: A Sourcebook on the Civil War (Smith)

HUMANITIES BOOK LIST, GRADES 9-12

	9th	10th	11th	12th
Core Books	To Kill A Mockingbird Master Harold & the Boys Romeo & Juliet (Folger) Bless Me Ultima Annie John The Odyssey (Fagles trans.) The Bean Trees	Night Hiroshima Animal Farm Lord of the Flies Antigone Catcher in the Rye Chronicle of a Death Foretold Farenheit 451	The Crucible Joy Luck Club Raisin in the Sun Great Gatsby Hamlet (Folger) Huck Finn Fences Of Mice and Men	Invisible Man Brave New World In the Time of the Butterflies Siddhartha Things Fall Apart Othello Blood Wedding Metamorphosis Their Eyes Were Watching God
Literature Circle Titles	Parrot In The Oven Under the Feast of Jesus Buried Onions Donald Duk Typical American Having Our Say Stones From Ibarra Enders Game	Farewell to Manzanar Snow Falling on Cedars The Sunflower The Chosen How Garcia Lost Their Accents Speak The Bell Jar	Old Man & the Sea Red Badge of Courage When I was Puerto Rican Hope in the Unseen Yellow Raft in Blue Water This Boy's Life One Flew Over the Cukoos Nest	Journey to the Center of the Earth Pride and Prejudice Parable of the Sourer As I Lay Dying Heart of Darkness Dune Dreaming In Cuban Woman Warrior 1984

Other High Interest Literature Circle Titles (to eventually be attached to a specific grade level):
The Perks of Being a Wallflower
Rule of the Bone
Breath, Eyes, Memory
Makes Me Wanna Holler
The Beach
Nip the Buds, Shoot the Kids
Girl, Interrupted
Native Son
Like Water For Chocolate
A Lesson Before Dying

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2012- 2013 Aspirewide Secondary ASSESSMENT CALENDAR

Time of Year	Grades/Students	ASSESSMENT	DUE DATE	Test Type
Beginning of Year	6 – 8	Reading and Writing Fall Benchmarks	Within first 30 days of school start	Universal
	6 - 10	Narrative Writing Snapshot #1		
	11-12	EAP Writing Snapshot		
	Highly Recommended 6 - 12	SRI		
	10th/Not Passed CAHSEE	ELA and Math CAHSEE Diagnostic # 1*		Diagnostic
	PreCalculus Students	Summative Math Diagnostic # 1		
	6th Not Passed the MBST**	Math Basic Skills Test (90% to Pass)		
	7th and Algebra 1 Required (Algebra 2 Optional)	Algebra Readiness Assessment		
	CC Class Takers	Community College Entrance Exams	By Aug 30	
Fall	6 - PreCalculus	Math Interim #1	Week 8 – 9 Check your pacing guide)	Universal
	9 - 11	ELA Interim # 1		
	10 - 11	History Interim #1		
	Biology, Physical Science, Chemistry, & Physics	Science Interim #1		
	12	Government Interim # 1		
	ELA Intervention Students***	Reading A to Z Benchmark/Running Record		PM
	11	PSAT	Oct. 17	Diagnostic
	Scored FBB/BB on ELA CST	DRA (given and scanned into Edusoft)	By Oct 31	
	English Learners	CELDT		
Early Winter	6 - 8	Reading & Writing Winter Benchmarks	Pre Break	Universal
	9 - 11	ELA Interim #2	Week 16 – 18 (check your pacing guide)	
	6 - PreCalculus	Math Interim #2		
	10 - 11	History Interim #2		
	Biology, Physical Science, Chemistry, & Physics	Science Interim #2		
	6 - 7	Earth and Life Science Semester Exams		
	12	Government Interim # 2		
	Read 180/ELA Intervention**	SRI/ Reading A to Z Benchmark or Running Record	Pre Break	Progress Monitoring
Winter	CC Class Takers	Community College Entrance Exams	By 2nd week of January	Diagnostic
	10th/Not Passed CAHSEE	ELA and Math CAHSEE Diagnostic #2		
Spring	6-10	Narrative Writing Snapshot #2	March 1	Universal
	11-12	EAP Writing Snapshot #2	March 1	
	7	STAR Writing Applications Assessment	March 5	

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Time of Year	Grades/Students	ASSESSMENT	DUE DATE	Test Type
Spring Cont'd	10	CAHSEE ELA/Math Census Tests	March 12 & 13	Universal
	Read 180/ELA Intervention**	SRI/Reading A to Z Benchmark or Running Record	Mid-March	PM
	11	EAP Writing Assessment	March 30	Universal
	6 – Algebra II	Math Pre-CST Interim #3	4 – 6 weeks before STAR	Universal
	6 - 11	Reading & Writing Pre-CST		
	PreCalculus	Summative Math Diagnostic #2		
	10 - 11	History Pre-CST Interims #3		
	Biology, Physical Science, Chemistry, & Physics	Science Pre-CST Interims #3		
	12	Economics Interim #1		
	6 - 11	**STAR** (+EAP Multiple Choice for 11th)	May	
	AP Takers	AP Exams	May	
	7 and 9	Physical Fitness Test	By May 30th	
End of Year	6 – 10 Optional	Narrative Writing Snapshot	June 1st	Universal
	11-12 Optional	EAP Writing Snapshot	June 1st	
	PreCalculus	Math Final	Last 3 weeks of school	
	6 - 7	Earth and Life Science Semester Exams		
	12	Economics Interim #2		
	6 – 8 Optional	Reading/Writing End of Year Benchmarks		
	6th Not Passed the MBST*	Math Basic Skills Test (90% to Pass)		Progress Monitoring (PM)
	7th and Algebra 1 Required (Algebra 2 Optional) **(If not passed in the fall)**	Algebra Readiness Assessment		
	Read 180/ELA Intervention**	SRI/ Reading A to Z Benchmark or Running Record		
	Scored FBB/BB on ELA and initial SRI below 900	DRA if not already SRIed		

* Math CAHSEE Diagnostic is 80 questions and can be administered over 2 days
Students need to score **90% on the Math Basic Skills Test in order to pass.
** *ELA Intervention refers to those students reading 2 or more years below grade level who are receiving guided reading support.

12/13 CAHSEE Test Dates	12/13 SAT Test Dates	12/13 ACT Test Dates
- July 24th/25th - October 2nd/ 3rd - November 6th/7th - December 8th/15th - February 5th/6th - March 12th/13th - May 14th/15th	- October 6th - November 3rd - December 1st - January 26th - March 9th - May 4th - June 1st	- September 8th - October 27th - December 8th - February 9th - April 13th - June 8th

ASPIRE GOLDEN STATE COLLEGE PREPARATORY ACADEMY

STUDENT FAMILY HANDBOOK

2012-2013

ANNUAL NOTIFICATION AND GUIDELINES

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (*Education Code 48980[a]*)

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that Aspire adequately inform parents of the opportunities and protection to which they are entitled. Aspire complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter Aspire schools during the year.

The following contains a summary of state law provisions with which all parents guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of Aspire Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Aspire Public Schools students will be notified of the changes, in writing, in a timely manner.

TABLE OF CONTENTS

ASPIRE PUBLIC SCHOOLS Vision & Mission

Vision:
Every student is prepared to earn a college degree.

Mission:
To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

ADMISSION POLICY

We aim to serve a student population that reflects the diversity of California. All students are encouraged to submit an application for enrollment. If the number of students who wish to attend our school exceeds the school's capacity, attendance will be determined by a public random drawing (Lottery Process) for all grade levels. Priority in the lottery may be given to families within the chartering district, and/or to founding families. The parent or legal guardian will be notified by mail regarding the status of the student's application.

Interested parents/guardians must complete and submit separate **Student Interest Form** for every child each year between January 1st and the middle of February. Parents/guardians interested in enrolling at any Aspire school in a region (where there are multiple Aspire schools) must complete separate **Student Interest Forms** for each school.

Interest forms received during the open enrollment period are placed into groups depending on the category of the student (see below, Enrollment Priorities), and available slots are then filled based on a separate lottery at each priority category. Remaining students are then placed on the waiting lists by priority category. Any applications that are received after the enrollment due date are added to the end of the corresponding waitlist at each priority category.

Enrollment Lottery Priorities

Priorities for student enrollment are as follows:
1. Currently enrolled students who are re-enrolling
2. Children of Aspire Regular, Full-time employees
3. Intra-Aspire transfers
    - Students who have been enrolled at another Aspire location for at least one full school year, who wish to transfer to a new location
    - Students enrolled for at least one full school year at an elementary school of Aspire Public School authorized by Oakland Unified School District (i.e. Monarch Academy, Aspire College Academy, Millsmont Elementary, or ERES Academy) will have enrollment preference to Aspire Golden State College Preparatory Academy
4. Siblings of current students within the school in which they are currently enrolled; sibling status does not accord preference across Aspire schools.
5. Students from the district (chartering authority) or students in a neighborhood or enrollment area designated as priority in the school's charter as granted by the sponsoring district
6. All other students in the state of California.

ENROLLMENT

Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

Re-Enrollment

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

Intra-Aspire Transfers

An Intra-Aspire Transfer is when a student(s) is currently attending an Aspire school (has completed or will have completed at least a full school year at another Aspire school site) desires to attend another Aspire school. The Intra-Aspire transfer process does not guarantee a successful transfer. The student's enrollment in his her current school will be held until released by parents upon registration at another Aspire school.

The Intra-Aspire Transfer policy does not provide for students to transfer between Aspire schools mid-year. Families can only initiate Intra-Aspire Transfer requests during the annual open enrollment period; Intra-Aspire transfers are only considered during the regularly published lottery process. Students who receive transfers during the annual lottery process can move schools at the beginning of the next school year.

Those students that want to transfer between Aspire schools will need to mark the box re: **"Transfer my child to another Aspire school"** on the Re-enrollment form. The parent must then complete an **"Intra-Aspire Transfer Request"** form. Doing this will:

1. Hold their spot at the current school

2. Provide them with an enrollment priority to transfer to an alternate Aspire campus.

IMMUNIZATIONS
State law requires that for unconditional admission to school, all pupils under 18 shall be fully immunized according to the requirements of the State Department of Health Services. All entering pupils must be up-to-date with immunizations according to Aspire policy and the schedule provided by the State Department of Health Services. Students may be exempted from this requirement for medical reasons or for personal beliefs. Parents must sign a waiver to obtain this exemption. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability. Pupils who do not comply with the requirements shall be excluded from school. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

MEDICATION
If your child needs to take any prescription medications, you must have: 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such mediation, and 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement. For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

ATTENDANCE
Aspire Public Schools (APS) believe that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is a preparation for entry into the world of employment. Just as the Aspire team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments.

Excused Absences

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if the reason for the absence is listed below: (Education Code §48205)

(1) Due to his or her illness.
(2) Due to quarantine under the direction of a county or city health officer.
    a. Exclusion for failure to present evidence of immunizations
    b. Exclusion from because student is either the carrier of a contagious disease or not immunized for contagious disease
(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered. By law a student may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent guardian. Otherwise, it is the practice of Aspire not to release students without parental consent.
(4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.

(7) Pupils in grades 7-12 who leave school to obtain confidential medical services

(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 his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designee. According to Aspire policy, a student may not be granted an "Excused Absence" for religious observance for more than three (3) days per semester, and or five (5) days total per school year.

(9) **Excused School Sponsored Activity:** all field trips and other school related trips, athletic events, and music events are not counted toward the student's absence total. They should be recorded as an "F" in the attendance log (PowerSchool) to document that the student was not present in class.

Student Withdrawal During a School Day

Parents, guardians, or persons identified on the student's Emergency Card on file in the office may withdraw a student during the school day.

- The withdrawal should be between periods ideally or during the first or last five minutes of a period so as to minimize the interruption to other students learning in the class
- Students withdrawn during the day may NOT participate in any extra-curricular activities that day or if a Friday, that weekend. Examples of extra-curricular activities include but are not limited to the following: Athletic events, Dances, Graduation, Promotion, or Banquet
- If a person on the student's Emergency Card seeks to withdraw a student, the office will attempt to call the parents to notify them of their child being removed from classes.

Adult students, 18 years or older, may withdraw him/herself from classes during the day.

- The withdrawal should be between periods ideally or during the first or last five minutes of a period so as to minimize the interruption to other students learning in the class
- An adult student who withdraws him/herself during the day may NOT participate in any extra-curricular activities that day or if a Friday, that weekend. Examples of extra-curricular activities include but are not limited to the following: Athletic events, Dances, Graduation, Promotion, or Banquet.
- Adult students are subject to all Aspire and Golden State Prep attendance and tardy policies

"Make-up" Work for Students Who Were Absent

Students who are absent from school for any of the excused reasons stated under "Excused Absences," including suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. (Education Code §48205)

Short-term Independent Study

Independent Study is a short-term instructional strategy designed to address individual student's needs (i.e., warranted absences, extended illnesses, and lack of immunizations). It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum. Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days, but no more than 20 school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he she should be allowed to participate in the program again.

General Tardiness

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered "tardy." Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung, are also considered "tardy."

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school. Generally, tardy students are required to obtain a "Tardy Pass" from the school office before proceeding to the classroom. Tardy students entering the classroom late, without documentation, shall be directed to return to the office to check-in and obtain the admission documents in accordance with local school attendance procedures.

School Tardy Policy:

Students are expected to be in class working on the Do Now at the start of class. Students who are tardy will receive a phone call home from the Assistant Office Manager. Those who are consistently tardy will be held accountable and make up missed time.

Friday, Monday and Tuesday: If a student has:

- **3** tardies = 30 min detention in the Family Room on Wednesday (3:40-4:10) Run by a Campus Supervisor
- **4** or more tardies = 45 min detention in the Family Room on Wednesday (3:40-4:25).

Wednesday and Thursday: If a student has:

- **2** or more tardies = 30 min detention in the Family Room on Friday (11:55 12:25) Run by Ms. West
- **3** or more tardies = 45 min detention in the Family Room on Friday (11:55-11:40).

Golden Tickets may be used to reduce time increments of 15 minutes.

Only students with excused absences will be allowed to make-up the detention without adding additional time. Failure to attend will result in Wednesday or Friday 1 hour detention in the Family Room. **Failure to attend make-up detention will result in in-school suspension for the following day.**

Excessive Tardies:

Those students who are habitually tardy will go through the following processes:

- **Ten Tardies in a Quarter** Dean of Students will schedule a meeting with the student, parent, advisor and teachers in which the student is habitually late for. A behavior support plan will be developed to outline both positive incentive and next steps if tardy goals are not met.

- **Fifteen Tardies in a Quarter:** Dean of Students will schedule a meeting with student, parent, advisor, teacher and mental health counselor to develop additional strategies needed to support the student and family in getting to class on time.

- **Twenty Tardies in a Quarter:** Dean of Students will schedule a meeting with the principal, student, and parent to discuss the future of the student at Golden State Prep and develop a Tardy Behavior contract.

Excessive Absences

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any student who has accrued 15 absences total (both excused and unexcused) per semester or 10 absences (both excused and unexcused) per trimester may not receive a passing 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 Weekend Makeup School.

Withdrawal due to Excessive Unverified Absences (AWOL)

In rare circumstances, students will be disenrolled from an Aspire school for multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

Truancy

A student is considered truant when the student is:
- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

The parent guardian of a student classified as truant shall be notified by certified letter containing the following information and requesting a conference with the parent, student, teacher, and principal: (EC §48260.5)
1. The student is truant.
2. The parent guardian is obligated to compel the student to attend school.
3. The parent guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48260 et seq.
4. The availability of alternative educational programs in the local district.
5. The right of the parent guardian to meet with appropriate school personnel to discuss the solution to the student's truancy.
6. That the student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
7. A conference is requested with the parent guardian and student.

Attendance Review

The school's local School Attendance Review Team (SART) and the Aspire School Attendance Review Board (SARB) will work with families and students to resolve attendance and truancy problems. If, after repeated interventions, the student continues to be truant and does not follow the SART or SARB's directives, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school up to, and including, a recommendation for expulsion. A registered certified letter must be sent to the parent guardian informing them of this action. (Education Code §48260, 48261, 48262)

Local School's Student Attendance Review Team (SART)

The school's Student Attendance Review Team (SART) will hold a hearing with the parent guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the school's SART directive, the matter will be referred to Aspire's Student Attendance Review Board. A Certified Delivery Confirmation letter will be sent to the parent guardian informing them of this action. (E.C.48260, 48261, 48262)

The school's SART will consist of:
- The principal
- The student's teacher from the school in which the student is enrolled,
- Other relevant members, including: another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

Aspire's Student Attendance Review Board (APS SARB)

The Aspire SARB will hold a hearing with the parent guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the APS SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school, including an expulsion referral. A Certified Delivery Confirmation letter will be sent to the parent guardian informing them of this action. (E.C.48260, 48261, 48262)

The APS SARB will consist of:
- The two principals (the principal of the school in which the truant student is enrolled and another Aspire principal),
- A teacher from the school in which the student is enrolled,
- The CEO's designee from the Aspire Home Office, and
- Other relevant members, including: Local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

<u>*Notifications of Truancy*</u>

First Notification of Truancy or Excessive Absences
- Letter #1 sent regular and Certified Delivery Confirmation mail when a student has accrued **three (3) truancy events.**
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.

Second Notification of Truancy or Excessive Absences
- Letter #2 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.

Notification of Determination as an Habitual Truant
- Letter #3 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified **Habitual Truant**.
- Hold SART meeting with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
- If the parent guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire SARB.

Notification of Continued Truancy – Referral to Aspire SARB
- Letter #4 sent regular and certified mail from Home Office.
- 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 Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions, <u>including withdrawal or expulsion recommendation</u>.

<u>*Saturday Attendance Makeup School*</u>
In an effort to respond to the problems of student absences, a weekend "makeup" school program may operate to allow the pupils the opportunity to voluntarily participate as a means of making up missed instructional time. Pupils classified as truant may be assigned without parental permission. Parental permission shall be obtained for all non-truant students.

Assignment to Weekend "Makeup" School
Assignment of students to weekend "makeup" school (WMS) would be predicated on the following criteria:

   (1) A student who has been labeled as truant may be assigned to WMS <u>without</u> parental permission.

   (2) A student who has a recorded absences may attend the WMS <u>with</u> parental permission

As long as the WMS does not last more than 240 minutes and students are dismissed by 12 noon in order for them to be able to go home for lunch, then the school is not obligated to offer breakfast or lunch.

COMPREHENSIVE CULTURE PLAN

<u>*Notice of Regulations*</u>
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. The notice shall state that these Aspire Public School's Board Policy and Administrative Regulations are available on request at the Principal's office.

Comprehensive Culture Plan Introduction

Welcome to our "Comprehensive Culture Plan for Golden State Preparatory Academy. The purpose of the plan is to share with the staff the tools to create and maintain a positive and safe environment in our school community.

GSP Philosophy of Discipline

At GSP our philosophy of discipline stems from the fundamental belief that any action that happens within our community affects the entire community for better or worse. Starting from this essential premise, we believe that the purpose of discipline is to provide the opportunity to restore a collective balance. Once relationships have been damaged we are committed to providing the space for reflection and dialogue between students and their peers as well as adults. In this way, the discipline process as a whole promotes trust, collective responsibility, and opportunities for learning. Our goal is to create an environment where all students can develop a positive identity and achieve academic excellence in preparation for college and beyond.

It is the responsibility of all adults to foster positive interactions and provide students the tools for maintaining and repairing relationships. Adults also have the responsibility to seek out experiences, which will improve their own cultural proficiency and help them to better understand their students in new ways. It is the responsibility of both adults and students to reflect on their impact on the community, engage in dialogue, and take appropriate action to restore relationships. Lastly, it is the responsibility of all us to have the courage and perseverance to confront difficult situations, emotions, and decisions.

Acknowledging that adults will inevitably have different ways of forming relationships, we will nonetheless consistently message the discipline philosophy of GSP as an opportunity for learning, reflection, and growth. All in all, we want our discipline philosophy to support the development of each student's own positive identity and awareness of self as a valued member of our community.

School-wide Expectations for Student Success

Your school has adopted common rules that apply across all classrooms and at all times. These common rules are:

GSP Panthers Aspire to:

- Live up to college going behavioral expectations set by staff in collaboration with students
- Look professional at all times
- Use positive language and tone
- Keep hands, feet, and objects to ourselves
- Take care of our school and one another

Before Discipline: A Positive and Engaging School Climate

Before diving into consequences, it is important to put first the fact that most "discipline" at school can be avoided through engaging and relevant lessons and proactive practices that model and maintain positive and cooperative behavior. We expect to see these best practices (and others) used throughout the school:

- Positive reinforcement
- Redirect
- Proximity
- One-on-one check-ins
- Encouragement of the right choice/action
- Avoiding confrontation (give space after check-in)
- Celebration of achievement

Chain of Consequences:

The chain of Consequences is used more effectively when tone is positive and not punitive, and when expectations and practices are consistent in all classes: Here are the steps

1. Warning
2. Time Out (grade level and teacher discretion for how long)
3. Teacher determined (Work Out Session and or Accountable consequence
4. Parent contacted by teacher (in the moment or teachers earliest convenience)
5. Cultural form (student is sent to the Think Tank)

Each step represents an opportunity for to return to good standing with the community, for the student to make a positive choice. Please let the student know that he or she has earned a stop on the chain of consequences, but be sure to do this in a private way that does not induce more negative behavior. Please use a tracking device to record each step. It is very important to be consistent with all follow-ups.

Cultural Forms: If a student displays severe behavior (see Behavior Chart in appendix for examples of what may qualify as severe) or goes through all five steps in the Chain of Consequences, the teacher will refer the student to the Think Tank by using a Cultural Form. Please implement the following steps:

1. Call the Think Tank and request a Campus Supervisor to escort the student
2. Have a completed culture form ready when the Campus Supervisor Arrives
3. Later in the day: Call to inform the family that day and document the incident into oncource.
4. Follow up with Dean of Students if needed.

The following are the consequences and support that the student will receive in the Think Tank and or Administration Office for each Cultural Form. (This is reset at the beginning of each marking period.) Please remember that this is in addition (not in lieu of) teacher/classroom consequences that have been earned.

1st CF	2nd CF	3rd CF	4th CF	5th CF
30 minutes in the Think Tank	30 minutes in the Think Tank	1 hour in the TT	1 day at home suspension	3 day at home suspension
Phone Call made by Campus Supervisor to inform the parent	Phone Call made by Campus Supervisor to inform the parent	Phone Call made by Campus Supervisor to inform the parent	Phone Call made by Campus Supervisor to inform the parent	Phone call made by campus supervisor to inform the parent
	Campus Supervisor is to email the Dean of Students	Campus Supervisor is to email the Dean of Students	Campus Supervisor is to email the Dean of Students	Campus Supervisor is to email the Dean of Students
Letter to teacher (Restorative Conversation documented in OnCourse)	Letter to teacher (Restorative Conversation documented in OnCourse)	Letter to teacher (Restorative Conversation documented in OnCourse)	Letter to teacher (Restorative Conversation documented in OnCourse)	Letter to teacher (Restorative Conversation documented in OnCourse)
If a student receives two Cultural forms in the same day he or she is to be suspended for the day.	Student, parent, and teacher meeting conference.	Student Support Team conference with student, parent, teachers, advisor, and Dean of Students (who facilitate and schedule the meeting.)	Meeting with parent, student, Dean of Students (who facilitates and schedules) and MH Behavior Support Plan with incentives and consequences.	Meeting with parent, student, Dean of Students and Principle to develop a behavior contract.

Think Tank Procedure for a Cultural Form Student

- A Campus Supervisor will escort student to the Think Tank, instruct the student to sign in, provide the student with the culture reflection form and other work if needed.
- A campus supervisor will:
  o Check-in with the student
  o Clarify the appropriate step and inform the Dean of Students if necessary (Level two and Level three, and two or more cultural forms.)
  o See that the cultural form is written to the teacher
  o Attempt to contact the family

o   Document the disposition into OnCourse

Defiance:

Student defiance is taken as a serious offence and does not follow the Chain of Consequences. Defiance is defined as when a student refuses to do what an adult at the schools asks them to do. A student should be given several opportunities to make the correct choice and follow directions, but if the student continues to be defiant the student will receive a cultural form and possible suspension

Refusal to Carry Out an Accountable Consequence: Refers to a student's refusal to accept a consequence to make things right and get back on track. When a student responds to a respectful request and directives hostilely and aggressively non-compliance turns into defiance. **If the student does not carry out the accountable consequence after given two opportunities to do so, the student will be suspended.**

Behavior Chart

Level One (Disruptive) Teacher offers redirect or moves forward on the steps	Level Two (Severe) Automatic Cultural Form Student Sent to the Think Tank escorted by campus security	Level Three (Severe/Safety) Immediate contact of Campus Supervisor or Dean of Students
• Dress code • Speaking out of turn • Having side conversations • Passing notes • Getting out of seat without permission • Making inappropriate noises • Yelling • Using profanity • Not following directions • Not doing classwork • Displaying disruptive behavior • Having out toys or other non-school related items • Being out of dress code • Writing on arm or other body parts • Using verbal put-downs • Play fighting • Mishandling school property • Play stealing • Petty vandalism • Gang symbols • Cheating • Hate Speech (teacher discretion)	• Continuously displaying Level One behavior after all steps have been implemented • Cussing at the teacher • Threatening another person with physical harm • Continuously displaying play fighting behavior • Engaging in disruptive behavior so great that the class cannot move forward with instruction • Verbal or sexual harassment • Stealing	• Involved in physical conflict • Threatening a teacher • Possession of unlawful items (gun, knife, drugs, alcohol, etc.) • Engaging in behaviors that are unsafe to the student, to other students, and to the teacher • Physical Sexual Harassment • Severe Vandalism

Closed Campus

Your 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 guardian permission and notification of the School Office.

Suspension

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

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

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

Authority to Suspend

1. A teacher may suspend a student only from his her classroom for the day of the suspension plus the following school day.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Board of Directors – Executive Committee ("Aspire Executive Committee") on a recommendation for expulsion.

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

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to an Aspire school activity, 2) school attendance occurring at an Aspire school or at any other school, or 3) at an Aspire school's sponsored event.

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. [Education Code 48900 (u)] An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]

Grounds for Suspension and Expulsion (CA Education Code)

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person. [Education Code 48900(a)(1)] or, willfully used force or violence upon the person of another, except in self-defense. [Education Code (a)(2)]

b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. [Education Code 48900(b)]

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. [Education Code 48900(c)]

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcohol beverage or intoxicant. [Education Code 48900(d)]

e) Committed or attempted to commit robbery or extortion. [Education Code 48900(e)]

f) Caused or attempted to cause damage to school property or private property. [Education Code 48900(f)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.

> **Note**: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000. [Education Code 48904, Government Code 53069.5]

g) Stole or attempted to steal school property or private property. [Education Code 48900(g)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his her own prescription products. [Education Code 48900(h)]

i) Committed an obscene act or engaged in habitual profanity or vulgarity. [Education Code 48900(i)]

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. [Education Code 48900(j)]

k) 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. [Education Code 48900(k)]

l) Knowingly received stolen school property or private property. [Education Code 48900(l)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.

m) Possessed an imitation firearm. [Education Code 48900(m)]

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. [Education Code 48900(n)]

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. [Education Code 48900(o)]

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. [Education Code 48900(p)]

q) Engaged in, or attempted to engage in, hazing as defined in Penal Code Section 245.6 (b). [Education Code 48900(q)]

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. [Education Code 48900 (r)]

In addition to the grounds specified in Sections 48900 and 48900.2, an Aspire pupil 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 school in which the pupil is enrolled determines that the pupil has:

s) Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]

t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]

u) Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or pupils, 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 pupils by creating an intimidating or hostile educational environment. [Education Code 48900.4]

v) Made terroristic threats against school officials or school property. [Education Code 48900.7]

w) Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. <u>Incident Investigation</u>- 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). [Education Code 48911 (a)]

   The total number of days for which a student maybe suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)] A student who accumulates more than 20 days of suspension in a school year shall be recommended for expulsion to the Aspire Board of Directors.

3. **Legal Notifications**-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

   The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

   Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

   When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student <u>does not apply</u> to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. **Suspension Conference-** Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

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

Appeals Process

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

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

- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Director of Student Services) for resolution with a written response within fifteen (15) school days.

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

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

Expulsion

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used only when there is a history of misconduct, when other forms of discipline (including suspension) have failed to bring about proper conduct, when a student has accumulated 20 or more days of suspension in a school year (10 days for students with an IEP or 504 plan), or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled either by the Aspire Board of Director's or by its Committee on Expulsion as based upon the recommendation of an Aspire Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Aspire Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

Expellable Offenses

Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors will expel the student upon the recommendation of the Aspire Administrative Panel. **Expulsion does not require a second finding of fact**. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm
- 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 Board of Directors may order the student expelled the recommendation of the Aspire Administrative Panel. **Expulsion requires a second finding of fact**. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
- Robbery or extortion

- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

Permissive Expulsion

Upon recommendation of the Principal or CEO (or the CEO's designee), Administrative Hearing Officer or Administrative Panel appointed by the Aspire Board of Directors, the Board 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 following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors may order the student expelled the recommendation of the Aspire Administrative Panel. **Expulsion requires a second finding of fact.** [Education Code 48915(e)]

- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or tobacco related items.
- Committed an obscene act or engaged in habitual profanity.
- 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.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Engaged in an act of bullying, including bullying committed by means of an electronic act specifically directed toward a pupil or school personnel.
- Committed sexual harassment (grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or pupil (grades 4-12).
- Made terroristic threats again school officials or school property (grades 4-12).
- Possessed or used any electronic signaling device while the students are on campus or attending a school sponsored activity, or while under the supervision or control of any Aspire employee (grades 4-12).
- Any enumerated offenses in Aspire's Administrative Regulations governing Suspension [APS AR 5144.1]
- Violation of Aspire's School Attendance Review Board's (SARB) rehabilitation plan [APS 5113]. **Note:** Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities, including absence from school.
- Repeated violation of the school's Parent-Student Compact or other Behavior or Intervention Contract.

Second Finding of Fact

The Aspire Board of Director's decision to expel a student for violations included in the **Mandatory Recommendation for Expulsion** and **Permissive Expulsion** categories above shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language or pictures directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied, as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as MySpace, Facebook, and Twitter.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.

2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;

2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;

3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;

4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself himself in a manner which contributes to a positive school environment;

2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;

3. Consider immediately informing anyone harassing him her that the behavior is offensive and unwelcome.

4. Report all incidents of discrimination or harassment to the Principal;

5. If informed he she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Searches

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

Possession of Weapons Dangerous Objects

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person. To receive a copy of the APS policies and regulations, contact the Director of Student Services at 510-434-5000.

Drug Alcohol and Tobacco Free:

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. APS has implemented a Drug Alcohol Abuse prevention program. This program emphasizes prevention, intervention, after care support and necessary corrective action. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools supports abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potentials. School authorities are required to refer students suspended for drug alcohol offenses to law enforcement and the students are subject to disciplinary action, up to and including a recommendation for expulsion. A student convicted in juvenile court of drug alcohol offenses may either lose his or her driver's license for one year or have his or her driving privilege delayed for one year. For further information contact the Director of Student Services at 510-434-5000 or contact your local school principal.

Students found using or in possession of controlled substances will be suspended. Pupils found selling controlled substances will be recommended for expulsion.

Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

Dress Code

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Uniform Policy

Uniforms are to be worn EVERYDAY unless permission is granted by the Principal for Casual Dress. All uniforms should be marked with the student name.

Aspire Board policy requires that all students enrolled in Aspire schools comply with the school's uniform policy. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Students out of uniform will be subject to disciplinary action, which includes, but is not limited to:
- "Thumbs Down" uniform infraction, where three in a quarter equals a Think Tank Referral
- If the item can be removed (i.e. jacket, sweatshirt, cap, etc.), confiscate it until the end of the school day
- Wait in the Think Tank until uniform is brought from home, and in addition possibly
- Community service hours
- Parent Conference
- Think Tank Referral and/or suspension if excessive and/or repeated

YES!	NO!

👍 YES!	👎 NO!
Tops • Purple polo shirt with collar and school logo. • Polo shirts must come to the waist and not drape further than the fingers extended while standing up straight • Undershirt – solid white, purple, black, or grey in short or long sleeve • PE Period & Sports Teams – t-shirt in solid white or grey or, if it has the school or college name/logo, any color	**Tops** • **Excessively baggy or long polo shirts** • Designs or decorations (i.e. flowers, geometric, writing, etc.) • Showing cleavage or midriff • Undershirt – may NOT be visible at any time – neither above the collar or trailing below the shirt, sweatshirt, or jacket • PE Period & Sports Teams – t-shirt with non-college logo
Bottoms • Pants, shorts, skirts, skorts, and/or jumpers in khaki color ONLY • Shorts, skirts, skorts, and /or jumpers must cover leg to at least 3 inches above the knee and only be A-line, straight or pleated. Slits may be no higher than 3 inches above the knee • Must cover a student's hips and buttocks • PE Period & Sports Teams – shorts may be worn of any color except blue, red, or black and must cover leg to at least 3 inches above the knee • PE Period & Sports Teams – sweat pants may be worn in any color that has current or former school name	**Bottoms** • **Excessively baggy or oversized pants** • Cut-off, fringe, fraying, rips, or tearing • Leggings • Spandex • Skinny jeans • Excessively tight pants • Pockets - maximum of 2 in back, 2 in front, and NONE on the side
Sweatshirts/Sweaters • Must come to the waist and not drape further than the fingers extended while standing up straight • **Hoodies – Only with current school name, logo, or mascot in purple or white or legitimate college with logo** • Hoodless types of sweaters and sweatshirts may be worn in white, purple, or grey colors • PE Period & Sports Teams – Same rules as above	**Sweatshirts/Sweaters** • **Excessively baggy or oversized sweatshirts or sweaters** • Logos other than university name – this includes ANY and ALL name brands or alternate school affiliations • Designs or decorations (i.e. flowers, geometric, sparkles, beading, sequins, fringe, writing, etc.)
Jackets • Hoodless pullover, zip-front, button-up in cotton, wool, leather, or polyester in white, purple, or grey colors only	**Jackets** • Name or brand logos larger than **2 inches** • Designs, writing, or decorations (i.e. fur, sequins, geometric, sparkles, beading, sequins, fringe, writing, etc.) • May NOT be worn inside the building
Shoes • Dress shoes or ankle-length boots • Tennis shoes with solid combinations of colors in black, brown, tan, white, purple, or grey • Shoelaces – solid white or in a solid color of the shoe • PE Period & Sports Teams – tennis shoes with above requirements	**Shoes** • Open-toes shoes (i.e. sandals or flip-flops) • Calf-high or higher shoes or boots • High-heels • Inappropriate graphics (i.e. skulls, writings, symbols, etc.)
Belts • Solid black, brown, tan, or white	**Belts** • Decorations (i.e. spikes, sequins, beading, etc.) • Inappropriate logos • Inappropriate/obscene buckles • Hanging belt straps

👍YES!	👎NO!
Hair/Head Covering • Hair style may not disrupt the learning environment • Knitted caps or beanies must be solid white, purple, or grey and may not be worn inside buildings • Head covering for religious purposes are acceptable after consultation with the Principal or Dean of Students	**Hair/Head Covering** • Bills, visors, or baseball caps • Hairnets • Knit caps/beanies that are not white, purple, or grey • Bandanas visible anywhere or anytime
Accessories • Socks must be solid black, white, brown, or tan in crew-length or shorter • Stockings beneath shorts, skirts, skorts, or jumpers are acceptable in solid black, white, purple, or grey • Scarves must be solid white, purple, or grey • Jewelry may not disrupt the learning environment	**Accessories** • **RED and BLUE jewelry, scarves, or bandanas on campus** • Patterns on or visible holes in stockings or socks • Bangles or earrings larger than an inch in diameter • Large necklaces • Rosaries of any type • Grills or non-orthodontic mouth wear

Casual Dress Days

"Casual Dress" means non-uniform, however students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but not sloppy and it should reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. **On "Casual Dress Days" the rules for Shoes, Belts, Hair/Head Covering, and Accessories still apply.** Any student dressed casually must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate will be subject to disciplinary action. The administration reserves the right to determine which clothing is inappropriate. Casual dress will be awarded to students based on the discretion of the Principal or his/her designee.

Dress for Dances

Specific policies for school dances will be published with the advertisement of dances. In the absence of specific guidelines, Casual Dress Days guidelines are to be followed for all informal dances. For formal dances, appropriate clothing is required. Policy for the dress at dances will be published before each event to clarify the expectations.

Safety Before and After School

For the safety of students, parents guardians are not to drop students off, nor are students to arrive at school prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, parents guardians are to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding our safety considerations. Students placing themselves or others at risk by violating the above policies will be subject to disciplinary action, including suspension and expulsion.

Telephones & Cell Phones

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.

Cell phones and pagers (including Walkie-talkies) may be used before and after school ONLY. (Before 7:55 AM and after 3:35 pm) They must remain turned off and out of sight during school hours. If you use cell phones or

pagers during school, they will be confiscated and held for a parent to pick up. Parents wishing students to possess a cell phone at school agree to the following guidelines:

- Cell phones may not be used during school hours on school property under any circumstances.
- Cell phones must be turned off; they can be kept in the child's backpack or held in the office for safe keeping during the school day.
- Cell phones that are visible, discernible in pockets, or in use will be confiscated until released to a parent/guardian.
- If a cell phone is confiscated for the second time, the phone will not be released until the end of the semester marking period.
- If a cell phone is confiscated for the third time, the phone will not be returned until the end of the school year.

ACADEMICS

High School Graduation Requirements

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

Subject	Credits Required	Comments
A. History/Social Sciences	30	1 year of World History, 1 year of US History, 1 semester each of US Government & Economics.
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	20	Courses must be taken in grades 9-12 and should include at least Geometry and Algebra 2; 3 years recommended
D. Laboratory Science	20	In at least two areas: physical and biological science; 3 years recommended
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.
F. Visual & Performing Art	10	The 10 credits must be in the same form of art.
G. Electives	50-70*	Courses can be additional years in any of the A-G courses listed above or labs which extend A-G courses. ***Courses such as PE, academic literacy, etc. do not satisfy this requirement.***
Technology	10	May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective (G).
Advisory	20-40*	Students must enroll in and pass advisory every year. Schools will vary in offering half or full courses.
Total	**240**	**All students must earn a C- or better for credit.**

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

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

Requirement	Comments
Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12
College Credits	Students must take at least 5 college courses, 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the academic elective or A-G requirements above. This may be waived by schools due to financial constraints, however student must still meet the academic elective requirement above.
College Entrance Exams	Students must apply for and take the prescribed college-board entrance examinations.

College Applications	Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges).
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA.
College acceptance	Students must be accepted to a 4-year university

Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code 46144, 46146).

Concurrent Enrollment

Aspire offers high school students the opportunity to obtain dual credit (high school community college) during the regular school day for selected high school courses. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

Students who enroll in a college class for the purpose of dual enrollment and choose to fail the class without proper notice to the school of any difficulty in the class will not be afforded the opportunity to repeat the college class at the school's cost. Students that are removed from the college class due to behavioral issues will not be allowed to repeat the college class during the school day. A regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense during summer school.

Granting Credit from Non-Aspire schools

Aspire will transfer any credits received at another high school, however, no credit will be awarded for grades below C- from an external school. If a student transferring to an Aspire school has earned below a C- in a UC CSU course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School).

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

Waiver of High School Graduation Requirements

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

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

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

Requirements for Middle School Promotion

Aspire Golden State College Preparatory Academy holds its students and faculty to the highest academic expectations. Research has shown that the leading indicator of students' success at University is showing academic proficiency and well established study skills by the time a student reaches 8th grade.

Guidelines for Middle School Promotion

In order to promote to the next grade a student must achieve a 2.0 GPA overall for the year and pass English, Social Studies, Mathematics, and Science with a C- or higher and pass his/her Exhibition on the first attempt.

A student in danger of failing to meet the grade level standards required for promotion will be provided personalized instruction in the classroom and required to participate in instruction beyond the regularly scheduled school day or year (before/after school, lunch, recess, summer school, etc.).

Aspire Grading

Students earn grades based on established performance levels as described on the next page. In pursuit of our college for certain mission, students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each pupil shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Director of Secondary. All grade changes will be documented in student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

Grade	SIS Cutoff Value	4.0 Point Scale Unweighted	5.0 Point Scale Weighted	Description
A+	97	4.00	5.00	• Demonstrates exceptional progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.
A	93	4.00	5.00	• Produces notably superior work and receives consistently high marks on class tests. • Does all assigned work plus additional work. • Shows superior ability to learn facts, principles, and skills; applies them to new situations. • Demonstrates creativity and originality.
A-	90	3.70	4.70	• Assumes active, alert leadership in learning activities. • Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject.
B+	87	3.30	4.30	• Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.
B	83	3.00	4.00	• Does all assigned work plus some additional work. • Shows above average ability to learn and apply facts, principles, and skills. • Does some independent work, showing initiative and originality.
B-	80	2.70	3.70	• Assumes active, alert role of follower, and shows some leadership in learning activities.
C+	77	2.30	3.30	• Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests. • Does assigned work, and usually makes up work missed.
C	73	2.00	3.00	• Shows average ability to learn and apply facts, principals, and skills. • Shows average ability in critical thinking, and some originality.
C-	70	1.70	2.70	• Follows class activities and makes some contribution.
D+	67			• The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject
D	63			• Shows below average growth in understanding of the subject. • Receives consistently below-average marks on tests.
D-	60	0.00	0.00	• Does less than the average amount of assigned work, and seldom makes up work missed. • Shows below-average ability or initiative in learning and applying facts, principals, and skills. • Participates inadequately or ineffectively in learning activities.
F	<60			• Shows below average ability or initiative in critical thinking and creativity.

Standardized Testing and Reporting (STAR)

Standardized Testing and Reporting is a testing program required by State and Federal law. Under this program, all districts must administer specific tests in grades 2-11. Students may take a combination of assessments depending on their grades and their needs

- California Standards Tests (CST)
- California High School Exit Examination

- California Alternate Performance Assessment (CAPA)
- California English Language Development Test (CELDT)

Additional benchmark and interim tests are administered for internal Aspire purposes.

Academic Integrity

The Aspire Public Schools believe in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

Consequences for Violating Academic Integrity

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.

2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.

3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.

4. The Principal will be notified.

5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.

6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

Text Books

Students are responsible for all books 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, including library books.

Restitution

Student grades, diplomas, and transcripts may be withheld from students and parents 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 guardian, but will not be withheld from a requesting school.

STUDENT LIFE

Activities

Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and or be passing all classes in order to participate in any co-curricular activity. 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.

  Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§6145.2). In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**

- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, AND

- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors; AND

- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

Athletics

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.

2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.

3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.

4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.

5. Students must pass a physical examination given by a medical doctor.

6. Students must carry adequate insurance.

Expanded Learning Afterschool Programs

Aspire Public Schools' expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math instruction for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun.

Alignment with the School Day

All aspects of our expanded learning programming are tightly aligned with the school day. Students are expected to follow Aspire Public Schools' student Code of Conduct and all school behavior rules and expectations apply during afterschool time. In addition, expanded learning program staff work closely with teachers to target instruction to meet your student's learning and development needs.

Registration and Enrollment

The program is open to all students. However, funding limitations may restrict the number of students the program can serve. When more students wish to enroll than the program can accommodate, priority for enrollment will be given to students with greatest academic need based on assessment data along with teacher or administrator referrals.

To join the program, students and families must complete a Registration Form. If accepted for enrollment, parents and students will be required to review the program's handbook and sign an enrollment contract indicating that you agree to the program's attendance and behavior policies.

Hours of Operation and Location

The program operates every day that school is in session from the time of school dismissal until 6:00pm, this includes all early release school days. The program does not operate on days when school is closed, such as staff development days, school breaks and summer. All students are offered a snack every day. Dismissal occurs between 5:30-5:45pm. All students must be picked up leave campus no later than 6:00pm.

Program activities take place primarily on-campus with occasional field trips and community service activities. In addition, students may be offered opportunities to participate in off-campus enrichment activities led by partner organizations. Separate permission forms will be requested for any off-campus activities.

Attendance

Middle school students may register to attend a minimum of 3 days per week or more. All students are expected to attend the full program each day, unless they have a permitted reason for early release (see Early Release Policy in

the Program Handbook). Partial program attendance is not allowed as it interferes with our ability to deliver quality instruction and inhibits the ability of students to fully benefit from the program offerings. Full day attendance is also a requirement of our grant funding for the program.

Staff

Expanded Learning programs are run by Afterschool Directors. Our program staff includes college students and adults from our local community. All have met Aspire's paraprofessional qualifications and many have college degrees and prior teaching experience. We provide ongoing training to staff and encourage small group instruction and individual tutoring to ensure students' get the support they need. Program-wide we maintain a student-staff ratio of 20:1 or lower.

Funding and Fees

The program is supported primarily by state grants that are specifically designated for afterschool programming. These grants determine the number of students we can serve and our hours of operation. In addition, we may charge a small monthly fee that allows us to maintain key program features and instructional quality at a time of diminishing state support for public education. Information about fee rates is available in the Program Handbook. Scholarships are available for families for whom payment of fees poses financial hardship. Scholarship Application Forms are available from the Afterschool Director or the School Office.

School Lunches

In addition to our regular food service program, students may be eligible for the no-cost reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

Employment of Students - Work Permit

While school and preparation for university must always be a student's first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he she must obtain a Work Permit from the school.

Any student wishing to seek employment is encouraged to meet with the Dean of Students to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. Specific details may be found on the following websites or by talking with your school counselor:

- (http: www.dir.ca.gov dlse DLSE-CL.htm), Summary Chart

- (http: www.dir.ca.gov dlse MinorsSummaryCharts.pdf), and Division of Labor Standards and Enforcement's child labor law booklet

- (http: www.dir.ca.gov dlse ChildLaborPamphlet2000.html)

STUDENT SUPPORTS AND PROTECTIONS

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.

- Applies to all institutions receiving federal financial assistance, such as public schools.

- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of pupils 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 pupil shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

Social-Emotional Counseling Programs

Social Emotional counseling is available on a limited basis through our counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors work with students 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.

Counseling services are not guaranteed for all students. In many instances, students referred for services will be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. There is no charge for counseling support. As stated above, however, counseling resources are limited and counseling services are not guaranteed for every referral.

Referral Process

Student can be referred for counseling from a variety of avenues, but the primary referral source is through school systems such as the SST, RtI or Special Education process. These referrals take priority over other referral sources. Parent referrals, self-referrals, etc. are evaluated on a case by case basis and may not result in counseling services.

Crisis

Social-emotional crisis includes, but is not limited to, times when a student discloses or expresses homicidal or suicidal ideation, desire to hurt self or others (including self-injury) and instances of child abuse. In these instances, Aspire schools follow a crisis protocol that may end with a student being evaluated by county mental health. Aspire Public Schools will make every effort to contact parents during crisis as appropriate, but must follow crisis protocols to protect the safety of all students and staff. Please contact the Director of Student and Family Support if you have questions or concerns about crisis response at 510-434-5000.

Referrals to Outside Resources

The counseling department maintains a list of outside agencies and resources to which parents and students can be referred for services as necessary. Parents who are interested in receiving this list should contact the school's counseling department or the main office.

Consent and Confidentiality

Aspire complies with state and federal laws around consent and confidentiality for counseling services. Please contact the Director of Student and Family Support at 510-434-5000 if you have questions or concerns about consent for counseling and confidentiality of the counseling record.

Alignment with the School Day

Counselors make every effort to pull students at times that are convenient for their students and are aligned with the academic needs of the student. Students who repeatedly miss counseling service appointments for any reason may be dropped from counseling services permanently.

Emergency Medical Care

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

Contagious or Infectious Disease and Head Lice

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist. Additional students having evidence of live head lice shall be excluded from school until they have been treated and determined to be free of live louse.

Child Abuse Reporting

Because immediate investigation by child protective agencies of suspected abuse may save a student from repeated injuries, any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities.

Childfind and Special Education Notification:

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special programs such as speech therapy, physical and occupational therapy, Title LAP and special education academic programs to children five years and older. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you. These services are available for persons between the ages of birth through 21 years age.

If any Aspire Public School family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

Family Life HIV AIDS Education

The Family Life Education program is designed to help student understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility.

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues. The Family Life and HIV AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents Guardians may contact the Principal if they would like to preview the classroom materials.

Kindergarten, Grade 1-6 Inclusive: Requires notification to parent regarding instruction on human sexuality, AIDS, etc., including the right to request copies of Sections 561201.5 and 51553, related to AIDS prevention instruction. Applies to kindergarten and grades 1-6 inclusive.

Notice for Directory Information:

Federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised their local schools that they do not want their student's information disclosed without their prior written consent.

FAMILY AND COMMUNITY ENGAGEMENT

School-Home communication
At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

Visitor Policy
Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

Volunteers
Volunteers help enrich the student's education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.

- A background check if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include: coaches, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

Volunteer Drivers
- The driver must have a valid California Driver's License.

- The parent or adult driver must have a current **"Driver's Liability Insurance Statement"** on file in the school office with the following minimum coverage: $100,000 per person, $300,000 per occurrence, $50,000 property damage (100 300 50).

- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.

- Children weighing less than 40 pounds must ride in a car seat with seat belt.

- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.

- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

FAMILY RIGHTS AND RESPONSIBILITIES

Directory Information
Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CONTACT INFORMATION.

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

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should follow Aspire's "Discrimination Harassment Complaint Procedure", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information about Aspire's "Discrimination Harassment Policy" and "Discrimination Harassment Procedure" is included later in this handbook.

Public Meeting Notice

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

Family Educational Rights to Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent guardian custodian or adult-age student may receive a copy of the records at his her expense ($0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

> Family Policy Compliance Office
> U.S. Department of Education
> 400 Maryland Avenue, SW
> Washington, DC 20202-5901

McKinney-Vento Reauthorization of 2002

As required by Federal law (McKinney-Vento), the Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youths. For additional information concerning services for homeless children and youth, contact the Director of Student Services at 510-434-5000.

No Child Left Behind Notification

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

(1) Has the teacher met state certification for the grades and subjects that he or she is teaching?

(2) Is the teacher working with an emergency or conditional certificate?

(3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?

(4) What are the qualifications of the paraeducators working with the child?

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000..

Uniform Complaint Policy and Procedures

The Board of Directors of Aspire Public Schools ("Aspire") recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs.

Aspire shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolving their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations. This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

Procedures

The following procedures shall be used to address all complaints that allege that Aspire has violated Federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

Complaint: A complaint shall be presented in writing by way of an Aspire Community Complaint Form to General Counsel, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time under 5 CCR 4630(b).

Mediation: Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response and Resolution

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

Civil Law Remedies

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.

All forms may be mailed or faxed to:

> Aspire Public Schools
> Community Complaint Officer
> 1001 22nd Avenue, Suite 100
> Oakland, CA 94606
> Fax: 510-434-5004

Community Complaint Form

Name _____

Address _____
_____
_____

Telephone _____ **(day)**

_____ **(evening)**

1   School site and person you are filing a complaint against:

_____

2   Has this been discussed with him/her? Y ____ N ____ Date:

3   Has the complaint been discussed with the principal or supervisor? Y ____ N ____ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

_____
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What remedy or action do you suggest?

_____
_____
_____
_____

Signature_____

Date_____

Date received by Aspire Home Office _____

ASPIRE
PUBLIC SCHOOLS

College for Certain

STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2012-2013.

_____   _____   _____
Student Name (please print)   Grade Level   ·   Date

_____   _____
Parent/Guardian Signature   Date

Map of English Language Development Standards to Aspire Instructional Guidelines

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

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

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

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

Part I: Quick and Basic 504 Process Procedures

Pre-Meeting Process Steps (Before any meeting takes place)

1) Referral comes in from SST/RtI/Parent OR annual 504 is due
2) Parent Permission Forms Sent Home and Returned
3) Data gathered on disability and impact on educational access
4) Meeting Scheduled
5) Parent Invite Sent and Returned

504 Eligibility Determination Meeting Process Steps (done at least each 3yr)

1) Necessary identifying information filled out on student and team
2) Purpose of the meeting discussed: initial, review (at least every 3 years) or dismissal
3) Due Process rights given, discussed if necessary and signed for by parent
4) Review of data/evidence of disability
5) Review of data/evidence of impact of disability on a major life function
6) Eligibility decision: do they qualify for a 504? Yes or no.
7) Parent agreement or disagreement (refer to Director of Student Services)
8) Signatures and documentation, next 504 scheduled
9) Accommodation plan created (checklist for this in next section)

504 Accommodation Plan Process Steps (done at least annually)

1) Necessary identifying information filled out on student and team
2) Purpose of plan checked (initial or review)
3) Due Process rights given, discussed if necessary and signed for by parent
4) Data/Information Reviewed
5) Write the plan
6) Parent agreement or disagreement (refer to Director of Student Services)
7) Signatures and documentation
8) Plan implementation, progress monitoring and review scheduled

Discipline Steps for Students with 504s

1) Student with 504 referred for discipline
2) Determine if Manifestation Determination documentation necessary
3) Determine if behavior part of/because of the student's qualifying disability
4) Review 504 Plan for student
5) Gather data on repeat behaviors
6) Determine if behavior is result of 504 not being correctly implemented
7) If discipline is related to disability/poor 504 implementation, address concerns with 504 meeting/plan
8) If discipline not related to disability, document steps and continue with normal school procedures

Need more information on any of these steps? Check out the other process and procedure guides!

The following outline necessary steps during the enrollment process for students who have indicated they have a 504 plan. **It is NOT required that a student's 504 plan be reviewed in order for the student to enroll at an Aspire School.** These steps are, however, necessary to make sure that Aspire complies with federal law around supporting students with special needs who are protected through section 504.

IF	THEN
1. Enrollment or Student Services Questionnaire forms completed by parent indicate 504 accommodations or protections. (Double check both places. Even if parent only indicates 504 supports) in only one place – we must follow up!	• Check the student's cumulative file for a 504 evaluation or plan, including the date the plan needs to be reviewed. • Notify the principal of the student's 504 plan status • A student's 504 plan stays in the cum folder
2. Cumulative file arrives at school site and 504 documents are inside.	• Leave the 504 documents in the cum folder, but inform the principal of the 504 documentation and status of the student • Check the date of review for the 504 and inform principal
3. Parent tells you or another staff person that their child had a 504 plan at their previous school.	• Check the child's cum folder for 504 records. • Ask parents if they have any 504 documents they can bring to the school so we can copy them for the cum folder • Inform parents that we will send a records request to student's school for their cum file if not already available and see if parent is willing to request the records directly (as this will typically get the records faster) • Check enrollment form for parent's signature authorizing release of student records. • Request cum file from the student's school immediately
4. Requested cum do not arrive within 5 days of receipt of request.	• Notify your principal and the Student Support Coordinator

Additionally: Please keep a running list of any/all students who come up through the process above & share this list with your principal and the Student Support Coordinator.

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

2158316

ARTICLES OF INCORPORATION
OF
UNIVERSITY PUBLIC SCHOOLS

A CALIFORNIA PUBLIC BENEFIT CORPORATION

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

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

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

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

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

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

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

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

Name   Address

Don Shalvey.   131 Kelton Avenue,
                                    San Carlos, CA 94070

Reed Hastings   604 Lighthouse Avenue
                                    Santa Cruz, CA 95060

Bill Jackson   965 Mission Street, Suite 650
                                    San Francisco, CA 94103

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

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

Date: 12/21/98

_____
Don Shalvey, Director

_____
Reed Hastings, Director

_____
Bill Jackson, Director

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

Date: 12/21/98

Don Shalvey
Don Shalvey, Director

Reed Hastings
Reed Hastings, Director

Bill Jackson
Bill Jackson, Director

A0551748

CERTIFICATE OF AMENDMENT TO

ARTICLES OF INCORPORATION OF

UNIVERSITY PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

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

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.

4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

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

Executed on _July 1_ , 2000.

Don Shalvey
Don Shalvey
Chief Executive Officer

Sayed Darwish
Secretary

A0604947

CERTIFICATE OF AMENDMENT TO

ARTICLES OF INCORPORATION OF

ASPIRE PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of Aspire Public Schools, a California Public Benefit Corporation.

2. Article Six of the Articles of Incorporation of this Corporation is amended to read as follows:

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

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

3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.

4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

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

Executed on __May 15__, 2003.

Don Shalvey
Chief Executive Officer

Gloria Lee
Secretary

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) Select and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

Section 5.2   Number of Directors

The number of Directors shall be not less than three (3) nor more than eleven (11), with the exact authorized number of Directors to be determined by the Board from time to time.

Section 5.3   Board of Directors; Term of Office.

(a) The members of the Board of Directors are those persons whose names are attached to these Bylaws as Exhibit A. The Directors shall each serve until the later of the date of Annual Meeting designated beside his or her name in Exhibit A, or the date his or her successor is elected. Subsequent Directors shall be elected by a majority vote of the Directors at each Annual Meeting, including the vote(s) of any Director whose term of office expires with that meeting. A term may not exceed six (6) years.

(b) The Chairperson of the Board shall be selected by a majority vote of the Directors following the appointment or election of Directors at each Annual Meeting.

(c) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(d) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(e) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

Section 5.4   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 5.5   Meetings; Annual Meeting

All meetings of the Board of Directors, including the Annual Meeting, shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The Annual Meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

Section 5.6   Regular Meetings

Regular meetings of the Board of Directors, including the Annual Meeting, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 5.7   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 5.8   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 5.9   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 5.10   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.

Section 5.11   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 5.12   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 5.13   Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section 5.14   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 5.15   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 5.16   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: COMMITTEES

Section 6.1   Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of two (2) or more Directors, and only of directors, to serve at the pleasure of the Board. Meetings of committees 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 6.2   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 6.3   Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. Directors who are also employees of the Corporation may not serve on the Compensation Committee. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

Section 6.4   Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 6.5   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 6.6   Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

ARTICLE 7: OFFICERS

Section 7.1   Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.

Section 7.2   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 7.3   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 7.4   Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 7.5   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 7.6   Responsibilities of Officers

(a) Chief Executive Officer (CEO). The CEO has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall be empowered to act, speak for, or otherwise represent the Corporation between meetings of the Board. The CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

(b) Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

(c) Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be

open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such 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 CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

ARTICLE 8: RECORDS AND REPORTS

Section 8.1   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 8.2   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 8.3   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 8.4   Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

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

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

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

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

(e) Any transaction during the previous fiscal year involving more than $50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than $50,000; and

(f) Any other information required under these Bylaws.

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

Section 8.5   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 9: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 9.1   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 9.2   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 10: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 10.1   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 10.2   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 11: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

ARTICLE 12: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

ARTICLE 13: CONSTRUCTION AND DEFINITIONS

Section 13.1   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 13.2   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 Bylaws consisting of fourteen (14) pages and the following one (1) page exhibit were adopted as the Bylaws of the Corporation by the Directors of the Corporation on March 16 , 2012, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on March 16 , 2012.

By: Stephanie Wilson
Its: Interim Secretary

CONFLICT-OF-INTEREST CODE FOR THE

ASPIRE PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Aspire Public Schools ("Aspire")**

Individuals holding designated positions shall file their statements of economic interests with **Aspire**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the Members of the Board, and the Chief Executive Officer/President, **Aspire** shall make and retain copies and forward the originals to the Fair Political Practices Commission. All other statements will be retained by **Aspire**.

APPENDIX A
DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Members of the Governing Board	I, II, III
CEO/President	I, II, III
Chief Academic Officer	I, II, III
Chief Financial Officer	I, II, III
Chief Operating Officer	I, II, III
Director of Expanded Learning Systems	II, III
Director of Finance	II, III
Director of Human Resources	II, III
Director of Information Technology	II, III
Director of Operations	I, II, III
Vice President of Education	II, III
Director of Strategy and Growth	I, II, III
Director of Secondary Program	II, III
Director of Special Projects	II, III
Director of Special Education	II, III
Director of Student Services	II, III
Director of Early College High School	II, III
Director of School Support Improvement & Sustainability	II, III
Director of Talent Strategy	II, III
Chief of Staff to the Chief Executive Officer	II, III
Director of Development	II, III
Financial Analyst	II, III
Principals	II, III
Area Superintendents	I, II, III
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant categories I, II, and III, subject to the following limitation:

The CEO/President may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. This determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

APPENDIX B

DISCLOSURE CATEGORIES

Category I:

(a)   Interest in real property which is located in whole or in part either (1) within the boundaries of any county in which Aspire Public Schools operates, or (2) within two miles of the boundaries of any county in which Aspire Public Schools operates, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

(b)   Investments in and income (including gifts, loans, and travel payments) from sources which are or have been within the previous two-year period engaged in the performance of building construction or design within the counties in which Aspire Public Schools operates.

(c)   Investments, business positions in and income (including gifts, loans and travel payments) from sources engaged in the acquisition or disposal of real property within the jurisdiction.

Category II: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which manufacture or sell supplies, books, machinery, or equipment of the type to be utilized by the employee's department.

Category III: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which are engaged in the performance of work or services of the type to be utilized by the employee's department.

For purposes of this conflict-of-interest code:

The term department refers to the agency, Aspire Public Schools, and includes all school locations for the following positions: Members of the Governing Board, CEO/President, Chief Academic Officer, Chief Financial Officer, Chief Operating Officer, Director of Finance, Director of Operations, Director of Growth and Strategy, and Regional Vice Presidents.

The terms department refers to the specific area of responsibility/section for the following positions: Director of Human Resources, Director Information Technology, Director of Professional Development, Director of Secondary Program, Director of Special Projects, Director of Special Education, Director of Student Services and Financial Analyst.

The term department refers to a specific school for all principal positions.

Aspire Public Schools Board of Directors

Jonathan Garfinkel, TPG Capital

Mr. Garfinkel is a Principal of TPG Capital, where he leads the firm's investment activities in the Financial Services sector in North America. Mr. Garfinkel joined TPG in 1998 and has worked in both the San Francisco and London offices. Prior to joining TPG, Mr. Garfinkel was an investment banker at Lehman Brothers in New York. He serves or has served as a Director of ProSight Specialty Insurance, 2Co Energy, Aleris International, Midwest Air Group and Education for Change. Mr. Garfinkel holds a B.A. in Economics from Stanford University, an M.B.A. from the Stanford Graduate School of Business, and an M.A. in Education from Stanford's School of Education.

Bill Hughson, President, Healthcare Group at DeVry

An Aspire Director since 2003, Bill is President of the Healthcare Group of educational institutions at DeVry. His responsibilities include Ross University School of Medicine, Ross University School of Veterinary Medicine, Chamberlain College of Nursing, Carrington College, and Carrington College of California. He serves as Chairman of the Board of Chamblerian College of Nursing and as Vice Chairman of the Board of Ross University. Prior to DeVry, Bill was a Vice President at DaVita,, the second-largest provider of dialysis services in the United States and President of DaVita Rx, an institutional pharmacy created to provide comprehensive pharmacy services to individuals suffering from renal disease. He graduated from Williams College in 1986 with a degree *Cum Laude* in English Literature and from the Stanford Graduate School of Business in 1990.

Beth Hunkapiller

Beth Hunkapiller is a member of the Board of Aspire Public Schools. She is a former middle school educator and administrator who taught 8th grade reading and English in El Monte, CA. Mrs. Hunkapiller is a 19-year member of the Board of Education of the San Carlos School District Board of Trustees. She is also a founder of the San Carols Charter Learning Center, the first school to receive a charter in California. Mrs. Hunkapiller served on the State Board of Education's Advisory Commission on Charter Schools, representing governing board members in California since the commission's formation in 2001, and was its chair for two years until April 2010. She then served in the California Department of Education as Director of the Charter Schools Division. She has also worked at the Kansas City Star and the Los Angeles Times. She graduated from Oklahoma Baptist University with degrees in English and political science and received her masters from the University of Southern California.

Greg Jones

Greg Jones is the President & CEO (Retired), of State Farm General Insurance. He is the Chairman of California Business for Education Excellence and Chairman of the California Business Roundtable. Mr. Jones currently serves on the Board of Directors for Junior Achievement of Southern California, the California Chamber of Commerce, Franklin University, the Los Angeles Urban League, the National Urban League, the NCAA Leadership Advisory Board, the Tiger Woods Learning Center and the California State Board of Education. He is listed in Who's Who of Executives and Professionals.

Jones earned his B.A. degree in business from Franklin University and his M.A. degree in 1981 from Hood College. He also attended the University of Pennsylvania's Wharton Business School and has earned the Chartered Property Casualty Underwriter (CPCU) designation.

Before he was 25 years old, Jones started an NAACP branch, was chairman of a $2 million community action agency, and hosted a community service radio program. He is the founder of 100 Black Men of Sonoma County, California and has served on the national board of directors of 100 Black Men. He is a chairman of the board of the Los Angeles Urban League, the California Education for Excellence Foundation, the Los Angeles Sports Council, and Operation Hope. Jones is past chairman of Junior Achievement of Southern California and is a member of the board of trustees of Franklin University and the National Urban League. Jones was a recipient of Empowerment Achievement Award in 1995; Dollars and Sense Magazine's Corporate Trailblazer Award in 1998; and was the 2000 honoree of the Insurance Industry Charitable Fund.

Melvin J. Kaplan, Chief Executive Officer, Wellington Financial Group

Mel Kaplan has been a real estate investor since 1960. He is CEO of Wellington Financial Group, an entity that invests in commercial real estate nationally.

In 1988 Mel and his family founded the Harry Singer Foundation, a nonprofit educational operating foundation dedicated to youth development. He serves on Harry Singer's Board and advises various other 501 c (3) corporations.

Mel is an alumnus of MIT and UC Berkeley where, in the 70s, he lectured at the School of Business Administration. His specialty continues to be problem solving and entrepreneurship. His biography has appeared in Marquis Who's Who In Finance and Industry and Who's Who In The World.

Steven L. Merrill, Venture Capitalist

Steve Merrill has been active in venture capital investing since 1968, and most recently was a Partner with Benchmark Capital. He was president of BankAmerica Capital Corporation in 1976 and managed this very successful venture activity until 1980 when he formed Merrill, Pickard, Anderson & Eyre (MPAE), a privately held venture capital partnership. MPAE managed funds of approximately $285 million provided by a group of 50 limited partners, including major corporations, pension funds, insurance companies, university endowments, and prominent families. Some of the companies funded by MPAE include America Online, Aspect Telecommunications, Cypress Semiconductor, Documentum, and Palm Computing. MPAE stopped making new investments in 1996 and the partners founded Benchmark Capital and Foundation Capital. Steven is a limited partner in both of these firms but is no longer involved in the day-to-day management.

Currently, Steven is devoting more time to civic and non-profit activities as well as his private investments. He was chairman of the Board of Trustees of Town School for Boys, a member of the Committee to Restore the San Francisco Opera House, and he is a past director of the Children's Health Council.

Steven is also a past president of the Western Association of Venture Capitalists and a past director of the National Venture Capital Association, and has been a director of numerous privately held companies. He holds an MBA from the Wharton School of Finance and a BA in Sociology from Stanford University.

Louise Muhlfeld Patterson

Louise Muhfeld Patterson has had an extensive career as an HR executive and trustee of college-preparatory schools. She was Vice President of Human Resources for American Express company for 14 years, where she was a generalist for the Western Region, supporting over 1500 employees in 40 different locations. She specialized in organizational effectiveness, executive leadership and team development. She has consulted to beverage company Odwalla as Acting VP of Human Resources and to Addis Corporation, a marketing and branding organization. She implemented a Quality of Work life Survey for startup companies in Silicon Valley for Klein Associates. As a volunteer, she has served as a Trustee for many independent schools, including St. Mark's School in Massachusetts, Drew College Preparatory High School in San Francisco, and Marin Country Day School. As Trustee, she has led the governance committees, chaired a number of executive director searches, led strategic planning efforts, and participated in several capital campaigns. She also currently serves as a Trustee for the San Francisco Zoological Society. Ms. Patterson received a BA in Psychology and Education from Vassar College and also studied the British school system at Oxford University.

Richard C. Spalding, Founder, Thomas Weisel Healthcare Venture Partners

In March of 2003, Dick co-founded Thomas Weisel Healthcare Venture Partners, where he focuses on life science investing. The fund has been initially capitalized at $120 million, and will invest in both the medical technology and life science sectors. Dick also co-founded the ABS Ventures Healthcare investment group in January 2000, again leading the firm's investments in life sciences.

Prior to joining ABS Ventures, Dick was a Chief Financial Officer of public and private companies, an investment banker with Alex Brown, and a co-founder of the Palo Alto office of Brobeck, Phleger & Harrison. For his entire career he has worked with growth companies, primarily in the health care area, on corporate partnerships, financings and operations. He is currently a director of 3D Systems, a public company, and CBCA, Inc.

He received a BA degree with honors from Harvard College and a J.D. with honors from Columbia Law School.

JONATHAN GARFINKEL

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BUSINESS EXPERIENCE

2005 – Today   **TPG CAPITAL - Principal**   San Francisco & London
2000 – 2003   *TPG is a leading global alternative asset manager with over $45 billion of capital*
- Currently serve as the firm's Director of Strategy and Business Development
- Previously led the firm's investment activities in the financial services industry in the U.S., including asset management, specialty finance, depositories and insurance
- Historically responsible for analyzing, structuring, negotiating and executing private equity investments of $100 million to $1 billion, with particular experience in commodity industries, retailers, transportation and distressed companies in North America and Western Europe
- Current and prior Board of Director seats include: ProSight Specialty Insurance, 2Co Energy, Aleris International and Midwest Airlines
- Member of the firm's Social Responsibility team

1998 – 2000   **NEWBRIDGE LATIN AMERICA - Analyst**   Washington, DC
NLA was a $300 million Latin American private equity fund sponsored by TPG and Blum Capital
- Built financial models, wrote descriptive memoranda to the firm's investment committee and performed due diligence to evaluate prospective transactions throughout Latin America

1997 – 1998   **LEHMAN BROTHERS – Investment Banking Analyst**   New York, NY
Global Power & Project Finance Group, servicing electric utilities and independent power producers
- Built financial models and provided valuation analysis

PUBLIC EDUCATION-RELATED EXPERIENCE

2010 – Today   **ASPIRE PUBLIC SCHOOLS – Board Member**   Oakland, CA
Aspire is a leading charter school manager operating 34 schools serving over 10,000 students

2006 – 2008   **EDUCATION FOR CHANGE – Board Member**   Oakland, CA
EFC is a charter school manager operating three elementary schools serving ~1,000 students

Summer 2004   **NEW SCHOOLS VENTURE FUND – Summer Associate**   San Francisco, CA
NewSchools is a venture philanthropy fund dedicated to improving public education

EDUCATION

2003 – 2005   **STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS**   Stanford, CA
STANFORD UNIVERSITY SCHOOL OF EDUCATION
MBA and MA in Education (joint-degree program)
Co-President of Partnership for Education Club; Co-Chair of Business of Education Conference; Mentor to a 3rd grader in East Palo Alto through the *I Have a Dream* program

1993 – 1997   **STANFORD UNIVERSITY**   Stanford, CA
Bachelor of Arts – Economics
Four-year varsity rower; Stanford in Berlin; Krupp Intern at Credit Suisse in Zürich

ADDITIONAL INFORMATION

- Married with three children: Madelyn (6), Oliver (4) and Annabelle (16 months)
- Founder and Director of *The Skeg Club*, the alumni association of the Stanford rowing program
- Avid but not particularly talented piano and guitar player

WILLIAM B. HUGHSON
2244 North Dayton Street, Chicago, IL 60614
(331) 645-3906   whughson@devry.edu

PROFESSIONAL SUMMARY

Seasoned, senior-level executive with a proven track record of creating superior business strategy, building high-performing teams and driving operating excellence in both public and private companies.

EXPERIENCE

DEVRY, *President, Healthcare Group*   **2009 – Present**
S&P 500 provider of educational services.

- Responsible for DeVry Medical International (Ross University School of Medicine, Ross University of Veterinary Medicine and American University of the Caribbean School of Medicine), Chamberlain College of Nursing and Carrington Colleges Group.
- Chair of the Board of Trustees of Chamberlain College of Nursing; Vice Chair of the Board of Trustees of Ross University.
- Drove $235M acquisition and integration of American University of the Caribbean (AUC).
- Achieved American Veterinary Medical Association accreditation for Ross University School of Veterinary Medicine (the first private-sector school ever to achieve AVMA accreditation).
- Led two DeVry-wide initiatives: New Regulatory World and TEACH Summit 2011.
- Grew revenue from $363M to $558M and operating income from $99M to $127M (does not include AUC).

DAVITA   **2000 – 2009**
Fortune 500 provider of dialysis and related services.

Vice President   2009 – 2009
- Responsible for three strategic initiatives: Patient Pathway, Falcon and Lab/CKD.
- Invited to become a member of "Desert Rats", a strategic advisory committee of senior VPs.

Vice President, Sierra Terrific and Pacific Gold Divisions   2008 – 2009
- Responsible for 104 dialysis facilities, acute dialysis services in 73 hospitals, 2,400 teammates and $392M in revenue in Northern California.
- Pacific Gold Division added to responsibilities in August, after only 4 months in role.
- Strengthened physician and teammate morale and increased clinical, operating and financial performance, resulting in 2008 EBITDA $2.9M favorable to budget.
- Achieved significant improvements in clinical quality, from the #14 and #16 divisions to the #4 and #5 divisions out of 27 nationwide.
- Resolved 8 physician partner "hot spots" worth $61M revenue and $18M EBITDA per year.
- Negotiated 4 new physician group partnerships with potential revenue of $15M per year.
- Renegotiated Kaiser acute dialysis contract for Northern California, achieving a 10% increase in revenue per treatment.

President, DaVita Rx (specialty pharmacy subsidiary of DaVita)   2006 – 2008
- Developed company from business plan to revenue of over $80M in 4 years.
- Created an innovative new business model to meet the unique needs of dialysis patients, resulting in high patient satisfaction, a 50% increase in medication adherence levels, and significantly reduced hospitalization rates.
- Built, licensed and operationalized 3 pharmacies to serve DaVita dialysis patients in 43 states.
- Awarded the 2008 DaVita Rx Core Value Award for Fun.

"Executive at Large" (special projects consulting)   2000 – 2006
- Managed multiple special projects over a 6-year period, including:
  - ○ Created, tested and operationalized three different new business concepts: DaVita Rx, DaVita At Home and DaVitaCare.
  - ○ Interim "COO of Compliance" responsible for all aspects of regulatory compliance.
  - ○ Managed team responsible for developing strategic business plans for improving growth and profitability in 20 largest EBITDA-producing markets nationwide.
  - ○ Created an organizational and operational plan to improve performance and reduce cost in the development of new dialysis facilities.
- Awarded a 2004 "Bridge" award for embodying company Mission and Values.
- Awarded the 2003 "GSD" (Get Stuff Done) Award.

INDEPENDENT CONSULTING, *Strategic, financial and operational consulting*   **1999 – 2000**
- Hired by venture capital investors to assist Lucy, a designer and retailer of women's athletic apparel, with their financing strategy, store development strategy and store operations.
- Developed business strategy for ALPS, a multi-national bottled water company.
- Developed and helped implement an e-commerce strategy for the CEO of Chemtex International, a plastic raw materials distribution company.

A.G. FERRARI FOODS, *President*   **1997 – 1999**
Importer, manufacturer, wholesaler and retailer of high-quality Italian food
- Led the growth of this 80-year-old family-owned business from 4 to 8 stores, while increasing sales per square foot by 21% and store contribution by 33%.
- Developed and implemented a complete redesign of the company's brand identity, including name, visual identity and product line, including a successful private-label brand.
- Built a new state-of-the-art centralized commissary and implemented a new point-of-sale and inventory management information system.
- Raised over $18M in equity, debt and lease financing.

NOAH'S NEW YORK BAGELS, INC.   **1992 – 1996**
Manufacturer, wholesaler and retailer of bagels and related products.
President and CFO, Noah's New York Bagels   1995 – 1996
CEO, President and CFO, Noah's New York Bagels   1993 – 1995
General Manager, P & A Ventures (Licensee of Noah's New York Bagels)   1992 – 1993
- Managed sale of the company for $101M, over 3 times 1995 sales, creating more than $75M in shareholder value in under 4 years.
- Negotiated the merger of P & A Ventures with Noah's New York Bagels.
- Drove growth from 1 to 39 stores; from $1M to $40M in sales; from 25 to 1,100 employees.
- Built a strong mission and values-oriented culture. The Center for Values Research placed Noah's Bagels in the top 5% of all workplaces for employee commitment and satisfaction.
- Created a strong brand. BSI identified Noah's Bagels as one of the top 3 places for "morning coffee or meal" in the Bay Area, after McDonalds and Starbucks.
- Successfully fought a Teamsters drive to unionize 85 production and distribution employees.
- Raised over $40M in equity and debt financing.

BAIN & COMPANY, *Consultant, Healthcare Practice*   **Summer 1989, 1990 – 1992**
- Various strategic and implementation projects for a home healthcare company, a mail order pharmacy and a digital imaging technology company.

MORGAN STANLEY & CO., *Financial Analyst, Capital Markets Division*   **1986 – 1988**

EDUCATION

STANFORD GRADUATE SCHOOL OF BUSINESS, *MBA*   **1990**

WILLIAMS COLLEGE, *BA Cum Laude in English with a Minor in Economics*   **1986**

AMERICAN UNIVERSITY IN CAIRO, *Semester Abroad*   **1984**

ADDITIONAL INFORMATION

Member, Young Presidents Organization: Windy City (2009 – Present); NorCal (2007 – 2009); Barbary Coast (1994 – 97)

Director and member of the Executive Committee, Aspire Public Schools (2003 to Present)

Recipient, Alice B. Toklas Leadership Award for community service (1994)

Five month, 2,100-mile hike of the Appalachian Trail from Georgia to Maine (1981)

Beth Hunkapiller

1333 Pebble Drive · San Carlos, California · 650-592-3580 (Home) · 650-533-4485 (Cell)

EMPLOYMENT

Kansas City Star—Journalism Intern—(Summers, *1967-1969*)

Los Angeles Times—Journalism Intern—(*1970-1972*)

Mountain View School District · El Monte, California—*(1973-1983)*

- 8th Reading and English Teacher—*(1973-1977)*
- Assistant Principal—*(1978-1983)*

California Department of Education—*(2009 to 2011)*

- Director Charter Schools Division

EDUCATION

BACHELOR OF ARTS, ENGLISH AND POLITICAL SCIENCE—*Oklahoma Baptist University*

MASTER OF SCIENCE—*University of Southern California*

CREDENTIALS

K - 9 Standard Life Teaching—*University of California, Irvine*

Administrative Services—*California State University, Los Angeles*

RELEVANT EXPERIENCES

Founder, San Carlos Charter Learning Center

Member, San Carlos School District Board—*(1993 to Present)*

Member, California Advisory Commission on Charter Schools—*(2002-2011)*

Chairperson, California Advisory Commission on Charter Schools—*(2008–2010)*

Member, Aspire Public Schools Board—*(2002-2010)*

Chairperson, Aspire Public Schools Board—*(2005-2010)*

PROFESSIONAL MEMBERSHIPS

California School Boards Association

Phi Delta Kappa

Gregory W. Jones

650-533-4485; Gjones4sf@aol.com

EMPLOYMENT

State Farm General Insurance— President and CEO *(1968-2008)*

National Assessment Governing Board— Vice Chair *(Present)*

EDUCATION

BACHELOR OF ARTS, BUSINESS—*Franklin University*

MASTER OF ARTS—*Hood College*

MASTER OF ARTS-- *University of Pennsylvania- Wharton Business School*

PROFESSIONAL MEMBERSHIPS

Board of Directors (former)- California State Board of Education

Board of Directors- State Farm General Insurance

Chairman of the Board - Los Angeles Urban League

Board of Directors- California Education for Excellence Foundation

Board of Directors- Operation Hope

Board of Directors- Junior Achievement of Southern California

Board of Directors- California Chamber of Commerce

Board of Directors- NCAA Leadership Advisory Board

Board of Directors- Tiger Woods Learning Center

Board of Directors- Los Angeles Sports Council

Board of Trustees- Franklin University

Board of Trustees, Board of Directors- National Urban League

Founder— 100 Black Men of Sonoma County, California *(1990)*

Melvin J. Kaplan
174 Spindrift Rd
Carmel, CA 93922-3159
831.624.7991
kaplanmelvin@yahoo.com

PROFESSIONAL
Wellington Financial Group, Chief Executive Officer   1964 - Present

The Harry Singer Foundation, Co-Founder   1987 – Present

EDUCATION
Massachusetts Institute of Technology – Sloan School of Management   1958 – 1962

STEVEN L. MERRILL

16795 Round Valley Circle
Grass Valley, CA 95949
415.362.6868
smerrill@benchmark.com

PROFESSIONAL

Bank of America Capital Corporation	1968 – 1980
President	1976 – 1980
Benchmark Capital	1996 – Present
Co-Founder	
Foundation Capital	1996 – Present
Co-Founder	
Merrill, Pickard, Anderson & Eyre	1980 – 1996
Co-Founder	
Bank of America Capital Corporation	1968 – 1980
President	1976 - 1980

EDUCATION

University of Pennsylvania, The Wharton School
Master's Degree in Business Administration

VOLUNTEER WORK

Aspire Public Schools, Board of Directors
Town School for Boys, Board of Trustees Member
Committee to Restore the San Francisco Opera House
Children's Health Council
Tahoe Regional Planning Agency
UCSF Foundation
National Advisory Board of the Haas Center at Stanford University

Louise Muhlfeld Patterson

Education:
Vassar College – BA (Psychology, Education)
Junior Semester abroad; Oxford University/Vassar Program– Studied British Primary
School "Open Classroom" System

Professional work:
Vice President - Human Resources (1983-1997)
American Express Company
New York/San Francisco

Human Resources/Subidiary Rights Associate (1980-1983)
Doubleday Publishing Company
New York

Acting VP Human Resources (1997)
Odwalla, Inc.
Half Moon Bay

Human Resources Consultant (1998)
Addis Corporation
Berkeley

Implementation of Quality of Worklife Survey for "Start-up" companies
Klein Associates (1999-2001)
Silicon Valley

Volunteer work:
Trustee - St. Mark's School (1996-2001)
Massachusetts
Chair, Committee on Trustees; Admissions Committee

Trustee - Drew High School (1997-2001)
San Francisco
Chair, Committee on Trustees; Development Committee; Chair, Education Committee,
Co-Chair Strategic Planning Committee

Director - San Francisco Zoological Society (1999-present)
Chair, Committee on Directors; Chair, HR Committee; Marketing Committee; Chair,
Search Committee

Trustee – Marin Country Day School (2000-present) – Vice Chair
Co-Chair Search Committee, Head of School; Co-Chair Strategic Planning Committee,
Chair, Committee on Trustees

Board Member – Aspire Public Schools – April, 2007-present

Richard C. Spalding
3070 Pacific Avenue
San Francisco, CA 94115
(415) 776-2494

PROFESSIONAL EXPERIENCE:

Kearny Venture Partners - September 2006 to Present
Co-Founder & General Partner, Healthcare

Thomas Weisel Healthcare Venture Partners - April 2003 – September 2006
Co-Founder & General Partner, Healthcare Venture Capital

ABS Ventures - January 2000 to March 2003
General Partner, Healthcare Venture Capital

Portal Software - February 1997 to March 1999
Vice President & Chief Financial Officer
First CFO of this Internet billing company. Company grew from 20 people to 250 during tenure. Responsible for finance, HR, legal, facilities and investment relations. Oversaw all fund raising, including $10 mill of debt capital and $25 million of equity, and corporate partner transactions.

Fusion Medical Technologies - March 1996 to January 1997
Vice President Finance and Corporate Development
Responsible for financial and administrative functions including HR, communications, legal and investor relations. Responsible for all aspects of the Company's IPO.

Alex. Brown & Sons - November 1991 to March 1996
Managing Director (January, 1992)
Head of Investment Banking for the West Coast and oversaw the creation and supervision of the Firm's Japan office. Responsibilities were marketing (as Firm's senior West Coast representative), transactional (equity financings and mergers), managerial (primarily as regarded internal matters in the office-hiring, firing, ethical matters) and administrative.

Brobeck, Phleger & Harrison - June 1977 to November 1991
Partner (1982)
Law practice involved serving as outside counsel for numerous public and private companies and acting as underwriters' counsel. Particular experience in securities laws, negotiating corporate partner transactions and mergers and acting as general legal advisor. Firm responsibilities included co-founding of Palo Alto office (grew from 2 to 60 lawyers during tenure). Later headed the Firm's San Francisco corporate group and co-chaired the Strategic Planning Committee.

O'Melveny & Meyers (Los Angeles) June 1976 to May 1977
Associate

EDUCATION:

Columbia University School of Law (1973 - 1976)
 Law Review, Kent Scholar 1974, 1976 (highest annual academic society) Contracts Prize
Harvard University (1968 - 1972)
 Cum Laude (General Studies), John Harvard Scholar 1971, 1972 (highest annual academic society)
Philips Academy, Andover, MA (1964 - 1968)
 Cum Laude Society (highest academic society)

PERSONAL:

Born December 1950; excellent health
Married for 33 years, three children (30, 27, 23)

UNIFORM COMPLAINT POLICY AND PROCEDURES

The Board of Directors of Aspire Public Schools ("Aspire") recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs.

Aspire shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolving their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations. This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

Procedures

The following procedures shall be used to address all complaints that allege that Aspire has violated Federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

Complaint: A complaint shall be presented in writing by way of an Aspire Community Complaint Form to General Counsel, and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time under 5 CCR 4630(b).

Mediation: Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

Investigation of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response and Resolution

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

Civil Law Remedies

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.

All forms may be mailed or faxed to:

> Aspire Public Schools
> Community Complaint Officer
> 1001 22nd Avenue, Suite 100
> Oakland, CA 94606
> Fax: 510-434-5004

ASPIRE
PUBLIC SCHOOLS
College for Certain

COMMUNITY COMPLAINT FORM

Name _____

Address _____

_____

_____

Telephone _____ **(day)**

_____ **(evening)**

1   School site and person you are filing a complaint against:

_____

2   Has this been discussed with him/her? Y ____ N ____ Date:

3   Has the complaint been discussed with the principal or supervisor? Y ____ N ____ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

_____

_____

_____

What remedy or action do you suggest?

_____

_____

_____

_____

Signature_____

Date_____

Date received by Aspire Home Office _____

BOARD OF DIRECTORS: POLICY
ASPIRE PUBLIC SCHOOLS

Students: Discrimination and Harassment

NO: 5145
PAGE: Page 1 of 1
EFFECTIVE: June, 2002
REVISED: July, 2009

Discrimination/Harassment Policy

Aspire Public Schools ("Aspire") shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire's programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

The Board of Directors (the "Board") shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion, An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire's "Discrimination/Harassment Complaint Procedure." Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Complaint Procedure."

Aspire's "Discrimination/Harassment Policy" and the "Discrimination/Harassment Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.

Discrimination/Harassment Complaint Procedure

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

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

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

How to File a Complaint
Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

Procedures
1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
    *   The student who is complaining
    *   The person accused
    *   Anyone who saw the incident or conduct take place
    *   Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
    *   The Chief Executive Officer or designee
    *   The parent/guardian of the student who complained
    *   The parent/guardian of the person accused of the discrimination or harassing conduct
    *   The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- Child protective agencies responsible for investigating child abuse reports
- Legal counsel for Aspire

4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. In reaching a decision about the complaint, the principal or designee may take into account:
   - Statements made by the persons identified above
   - The details and consistency of each person's account
   - Evidence of how the complaining student reacted to the incident
   - Evidence of past instances of discrimination or harassment by the accused person
   - Evidence of past complaints

6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
   - How the misconduct affected one or more students' education
   - The type, frequency, and duration of the misconduct
   - The number of persons involved
   - The age and sex of the person accused of harassment
   - The subject(s) of harassment
   - The place and situation where the incident occurred
   - Other incidents at the school, including incidents of discrimination/harassment

7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.

8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.

9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Thomas Kadelbach, Principal, Aspire Golden State College Preparatory Academy

Thomas Kadelbach is currently the principal of Aspire Golden State College Preparatory Academy. Thomas' career as a school leader began when he served as a Resident Director at Lighthouse Community Charter in the New Leaders for New Schools Program, a highly selective national urban principal training program. In 2008 he joined Aspire Public Schools as the principal of Aspire Lionel Wilson College Preparatory Academy. During his three years of leadership at Aspire Lionel Wilson College Preparatory Academy, Thomas increased the school's API by 60 points. In 2011, Thomas was asked to take on the leadership role at Aspire Golden State College Preparatory Academy (formerly Aspire Millsmont Secondary Academy), at its new campus on 66th Ave in Oakland.

Prior to his career as a school leader, Thomas was an educator for almost 20 years, consulted in Madrid, Spain, led the education technology movement in LA, and founded the Oracle Academy, a global program to teach programming and business skills to high school students. Thomas earned his BA in Humanities from Biola University, and did graduate work at Pacifica Graduate Institute (Counseling) and CSU East Bay (Education Leadership).

Aspire
PUBLIC SCHOOLS

Principal

Overview:
Lead, manage and oversee all functions of individual school site, including education program to ensure academic performance of student, budget to ensure fiscal solvency of site, school office operations, community relations, people management and facilities in accordance with Aspire standards.

Responsibilities:
- Provide Instructional Leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of CA standards; modeling Aspire instructional guidelines; managing process for analyzing data to increase student achievement, supporting all teachers in their professional development, and supporting New Teachers through Induction.
- Manage all human resources at the school site, including: attracting and selecting top performers; providing professional development opportunities; developing collaborative team culture; and managing performance. Adhere to company policy and state/federal employment laws. Consult with Human Resources as appropriate.
- Manage all resources at school site, including: setting and maintaining a balanced budget, planning for future needs, and ensuring compliance with restrictions and reporting requirements of categorical funds and restricted donations. Adhere to company policy and protocols for sound fiscal management.
- Develop an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.
- Manage process for determining priorities; set development timetables and support school team in achieving deliverables.
- Manage daily operations, facilities, safety, and administrative processes school, including addressing issues and problems that arise in a principle-centered, creative, thoughtful and constructive way; following-up with constituents as needed; adhering to Aspire best practices, policies and procedures; and seeking outside support as appropriate.
- Lead long term strategic planning and medium term process improvement as needed.
- Work in collaboration with other Principals and Home Office to achieve organizational goals.
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

- Performs other related duties as required and assigned.

Qualifications:
1) Required knowledge, skills & 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

2) Minimum Requirements:
Bachelors Degree required; Masters or Ph.D. in Education preferred
Administrative Credential preferred
NCLB Highly Qualified preferred
3+ years working with urban students as a full-time teacher preferred
7+ years teaching and administrative experience

This is to acknowledge that I have read the Statement above regarding the Responsibilities for my position and agree that I am qualified to be hired for this position.

_____   _____

Accepting Signature   Date

Aspire
PUBLIC SCHOOLS

OFFICE MANAGER

Overview:
Responsible for overall operations of the school site. Upholds the mission and values established by Aspire Public Schools. Reports to Principal. Works closely with all levels within school and home office as well as with children, parents and outside consultants/vendors.

Responsibilities:
1. Manages all aspects of Attendance Reporting/Power School (database) and maintains school/student records.
2. Responsible for school administrative functions/tasks -- works with outside vendors, manages front office, and develops necessary communications internally and externally.
3. Manages confidential information appropriately.
4. Oversees and organizes free/reduced lunch program and responsible for reporting.
5. If school size permits, supervise office assistant: train, develop and appraise effectively (set expectations and provide direction as needed; follow-up and provide feedback in a timely manner); take corrective action as necessary on a timely basis and in accordance with company policy; consult with Human Resources as appropriate.
6. Works with Principal to supervise the Building Manager and other classified staff.
7. Attend monthly and/or bi-monthly Office Manager Meetings, as well as other Aspire-wide Office Manager professional development sessions.
8. Serves as Accountant for school.
9. Acts as main point of contact for Accounting, IT, Human Resources and Home Office communication.
10. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
11. Perform other related duties as required and assigned.

Qualifications:
1) Required knowledge, skills & abilities:
- Strong organizational, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team
- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

2) Minimum educational level:
- A.A. Degree or equivalent work experience

3) Experience required:
- 4 plus years in fast-paced, ever changing administrative position; experience in a school environment preferable
- Some supervisory experience preferred
- Proficiency with Microsoft Office

This is to acknowledge that I have read the Statement above regarding the Responsibilities for my position and agree that I am qualified to be hired for this position.

_____   _____
Accepting Signature   Date

Aspire
PUBLIC SCHOOLS

ENGLISH TEACHER

Overview:
The English Teacher provides a high quality, personalized education program for students. Upholds the mission and values established by Aspire Public Schools.

Responsibilities:
1. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
2. Establishes a culture of high expectations that includes college preparation for all students
3. Develops and implements lesson plans and classroom activities consistent with California State Standards and Aspire Instructional Guidelines
4. Assesses students regularly in accordance with Aspire guidelines, examines student assessment data, and refines classroom activities to differentiate instruction for each student
5. Leads a student Advisory group
6. Collaborates closely with Aspire team members (both grade-level and school-wide) to align curriculum across subjects, improve own and others' instructional practices and share best practices
7. Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches
8. Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education
9. Tracks critical student information and maintains accurate student records, including attendance, in accordance with Aspire procedures
10. Identifies unique student needs and collaborates with other team members and outside service providers, diagnoses and address learning challenges
11. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
12. Perform other related duties as required and assigned.

Qualifications:
1) Required knowledge, skills & abilities:
- Knowledge of child cognitive development and different 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
- Ability to collaborate with colleagues, parents and community

2) Minimum educational level:
- Bachelors degree
- Valid California Teaching Credentials – Either Multiple Subject or Single Subject: English.

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

This is to acknowledge that I have read the Statement above regarding the Responsibilities for my position and agree that I am qualified to be hired for this position.

_____   _____
Accepting Signature   Date

Aspire
PUBLIC SCHOOLS

History Teacher

Overview:

The History Teacher provides a high quality, personalized education program for students in middle and high school grades. Upholds the mission and values established by Aspire Public Schools.

Responsibilities:

Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning

- Establishes a culture of high expectations that includes college preparation for all students
- Develops and implements lesson plans and classroom activities consistent with California State Standards and Aspire Instructional Guidelines
- Assesses students regularly in accordance with Aspire guidelines, examines student assessment data, and refines classroom activities to differentiate instruction for each student
- Leads a student Advisory group
- Collaborates closely with Aspire team members (both grade-level and school-wide) to align curriculum across subjects, improve own and others' instructional practices and share best practices
- Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches
- Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education
- Tracks critical student information and maintains accurate student records, including attendance, in accordance with Aspire procedures
- Identifies unique student needs and collaborates with other team members and outside service providers, diagnoses and address learning challenges
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Qualifications:

Knowledge of child cognitive development and different 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
- Ability to collaborate with colleagues, parents and community

2) Minimum educational level:
- Bachelor's degree or appropriate equivalent experience
- Valid California Teaching Credentials – Single Subject: Social Science.

3) Experience required:
- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred.

This is to acknowledge that I have read the Statement above regarding the Responsibilities for my position and agree that I am qualified to be hired for this position.

_____   _____
Accepting Signature   Date

Aspire
PUBLIC SCHOOLS

Humanities Teacher

Overview:
The Humanities Teacher provides a high quality, personalized education program for students in secondary grades. Upholds the mission and values established by Aspire Public Schools.

Responsibilities:
1. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
2. Establishes a culture of high expectations that includes college preparation for all students
3. Develops and implements lesson plans and classroom activities consistent with California State Standards and Aspire Instructional Guidelines
4. Assesses students regularly in accordance with Aspire guidelines, examines student assessment data, and refines classroom activities to differentiate instruction for each student
5. Leads a student Advisory group
6. Collaborates closely with Aspire team members (both grade-level and school-wide) to align curriculum across subjects, improve own and others' instructional practices and share best practices
7. Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches
8. Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education
9. Tracks critical student information and maintains accurate student records, including attendance, in accordance with Aspire procedures
10. Identifies unique student needs and collaborates with other team members and outside service providers, diagnoses and address learning challenges
11. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
12. Perform other related duties as required and assigned.

Qualifications:
1) Required knowledge, skills & abilities:
- Knowledge of child cognitive development and different 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
- Ability to collaborate with colleagues, parents and community

2) Minimum educational level:
- Bachelors degree
- Valid California Teaching Credentials – Either Multiple Subject or Single Subject: English and Single Subject: Social Science.

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

This is to acknowledge that I have read the Statement above regarding the Responsibilities for my position and agree that I am qualified to be hired for this position.

_____   _____
Accepting Signature   Date

Aspire
PUBLIC SCHOOLS

Math Teacher

Overview:
Provides a high quality, personalized education program in Math for students in grades 6-12. Upholds the mission and values established by Aspire Public Schools.

Responsibilities:
1. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning.
2. Establishes a culture of high expectations that includes college preparation for all students.
3. Develops and implements lesson plans and classroom activities consistent with California State Standards and Aspire Instructional Guidelines.
4. Assesses students regularly in accordance with Aspire guidelines, examines student assessment data, and refines classroom activities to differentiate instruction for each student.
5. Leads a student Advisory group.
6. Collaborates closely with Aspire team members (both grade-level and school-wide) to align curriculum across subjects, improve own and others' instructional practices and share best practices.
7. Actively participates in professional development activities, including: training sessions and working with lead teacher, principal, instructional coaches.
8. Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education.
9. Tracks critical student information and maintains accurate student records, including attendance, in accordance with Aspire procedures.
10. Identifies unique student needs and collaborates with other team members and outside service providers, diagnoses and address learning challenges.
11. Demonstrates knowledge of, and supports, the Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
12. Performs other related duties as required and assigned.

Qualifications:
1) Required knowledge, skills & abilities:
• Knowledge of child cognitive development and different 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
• Ability to collaborate with colleagues, parents and the community

2) Minimum educational level:
• Bachelor's degree
• Valid California Teaching Credential

3) Experience required:
• 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

This is to acknowledge that I have read the Statement above regarding the Responsibilities for my position and agree that I am qualified to be hired for this position.

_____   _____
Accepting Signature   Date

Aspire Principal Performance Criteria: Instructional Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
Maintains school-wide focus on high standards of student achievement	Spends excessive time and energy on issues unrelated to student achievement; fails to focus self or others on student learning	Consistently speaks of high standards of student achievement as the focus of the school	Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions	Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school, modeling that focus in all activities
Is knowledgeable of effective teaching, including curriculum standards, curriculum design and learning theory	Does not understand effective teaching; does not use this information in coaching teachers	Is aware of effective teaching and occasionally attempts to incorporate it in conversations with staff	Understands effective teaching; uses this information in guiding classroom instruction	Possesses a deep knowledge of effective instruction; is able to help others make the link between effective instruction and their day-to-day practice
Models Aspire instructional guidelines	Does not understand Aspire instructional guidelines; does not use them in coaching teachers	Is aware of Aspire instructional guidelines and occasionally attempts to use them in coaching teachers	Understands Aspire instructional guidelines and regularly reinforces them in coaching teachers	Thoroughly understands the nuances of Aspire instructional guidelines; models and reinforces their consistent implementation
Uses data to increase student achievement	Does not use data in making decisions or coaching teachers; does not make data available to staff	Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data with staff; understands and can explain the function of the Balanced Scorecard	Sets goals; analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching in the school; uses Balanced Scorecard as a framework for communicating data; uses Edusoft regularly as a tool to manage Cycle of Inquiry	Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate and by subgroups; uses Balanced Scorecard to reinforce school goals and guide daily activities; uses Edusoft in a sophisticated way to manage Cycle of Inquiry

Aspire Principal Performance Criteria: Instructional Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
Creates a strong learning culture that communicates "college for certain"	Does not discuss or refer to the vision of the school. Student behavior is not reflective of a "college for certain" culture and a school student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful. No artifacts reflect the vision.	Little time is spent sharing the vision. School's student discipline policy is implemented with consistency but student behavior is orderly most of the time. School environment feels safe and respectful but not academically rigorous. Few artifacts reflect the "college for certain" culture.	Periodic discussion focuses the community on the vision. Student behavior is generally reflective of a "college for certain" culture. School environment feels safe and respectful, and is academically oriented. Artifacts consistently reflect the college culture	Vision is shared by all constituents and frequently referenced. Student behavior is consistently reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus. Creative artifacts communicate with all constituents about going to college.
Uses teacher observations and feedback to increase student achievement	Spends very little time in classrooms observing teachers teaching; spends majority of time in the office; or observes teachers but does not follow-up with discussions with teachers.	Spends enough time in classrooms to observe and provide informal feedback for most teachers at least monthly. Provides all teachers with written feedback about observations during formal evaluations.	Maintains a regular schedule of classroom observations, spending at least one hour per day in classroom, so that each teacher is informally but substantively observed at least weekly during the school year. Provides teachers with timely written feedback about observations in a way that is aligned with Aspire educator performance rubric.	Maintains a regular schedule of classroom observations, so that all teachers are substantively observed at weekly during the school year. Observation times and topics are geared to educators' personal development goals. Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations. Explicitly links observations to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way.

Aspire Principal Performance Criteria: People Management

	Unsatisfactory	Basic	Proficient	Distinguished
Attracts and selects top performers	Identifies or selects candidates based on inappropriate criteria; does not use a sound and consistent process for hiring	Relies on Aspire-wide advertising to attract candidates; uses Aspire criteria and process to select staff	Uses multiple channels to identify and recruit strong candidates; consistently uses Aspire criteria and process to select staff	Proactively uses multiple channels to identify and recruit top performers for Aspire beyond own school site; selects staff that represent a balanced mix of strengths and styles
Identifies and provides appropriate professional development opportunities	Does not work with staff on their professional growth needs; discourages staff members who seek out professional development opportunities; does not understand adult learning theory	Identifies professional development needs for each staff member; transfers own knowledge and skills; informs staff of other known development opportunities; applies little adult learning theory	Works with each individual staff member to create a personalized professional development plan that fits with adult learning theory; provides timely feedback; transfers own knowledge and skills; seeks out additional learning options when one is not readily available	Creates a culture of continual learning for all staff members; using personalized professional development plans, ongoing feedback, and own knowledge and skills effectively; actively seeks out learning opportunities for staff; understands and uses adult learning theory
Builds a collaborative, well-functioning team	Does not promote collaborative behavior among staff members; allows strong individuals to derail productive group work	Encourages staff to collaborate; deals with internal conflict adequately	Enables frequent collaboration among staff members; uses individuals' strengths effectively; addresses conflict skillfully	Creates a culture of collaboration and mutual support; uses individuals' strengths effectively; builds employee skills in team-building
Communicates well with staff	Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly	Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments	Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens	Models effective two-way communication; is able to inspire as well as convey information
Gathers input, collaborates, and provides leadership opportunities as appropriate	Is completely authoritarian or provides no leadership at all; does not make leadership decisions based on the situation	Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches; provides some leadership opportunities	Uses a number of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use; allows most staff an opportunity to lead	Uses a variety of leadership strategies wisely; consistently exercises good judgment about management strategies; delegates and collaborates as a way to train and motivate new leaders

Aspire Principal Performance Criteria: People Management

	Unsatisfactory	Basic	Proficient	Distinguished
Holds employees accountable for results	Resists discussing results and metrics with staff members; reviews employee performance haphazardly or subjectively; rarely uses observations to improve instruction	Reviews school-wide results with staff and creates action plans accordingly; reviews employees objectively; conducts formal evaluations for most employees according to schedule (goal setting at beginning of year, mid-year conference, end–of–year evaluation)	Reviews student results with individual employees thoroughly and objectively on a regular basis; creates and follows up on individual action plans; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end–of–year evaluation) in way that is aligned with Aspire education performance rubric	Creates a culture of accountability; engages staff in analyzing results and creating action plans; makes personnel decisions appropriately; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end–of–year evaluation); provides ongoing informal feedback to employees in a way that is linked to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way.
Recognizes and rewards individual and group behavior	Overlooks opportunities for reward and celebration; focuses on the negative	Recognizes good work with occasional celebrations	Uses a variety of approaches to recognize and reward desired actions at the individual and group level	Systematically reinforces Aspire and school values by thoughtfully using a variety of approaches to reward individual and group behaviors

Aspire Principal Performance Criteria: Resource Management

	Unsatisfactory	Basic	Proficient	Distinguished
Maintains a balanced budget	Does not understand the basics of budget management; does not make an effort to learn	Understands basic principles of budget management; makes good budget decisions with the support of Home Office	Understands finance and accounting principles; finds ways to increase revenues and decrease costs as much as possible	Understands finance and accounting at an advanced level; finds creative ways to maximize revenue or minimize costs; works with staff and community to match priorities with spending
Manages time & priorities effectively	Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's core mission	Makes a deliberate effort to spend time on the most mission-critical activities	Organizes time around the school's goals; is efficient taking care of lower priority items	Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff
Establishes effective systems for school operations	Fails to establish any systems for school operations (e.g. attendance, discipline); activities that should be routine are cumbersome & frustrating for site staff; lack of systems causes frequent interruptions to education program	Establishes functioning systems for school operations; routine activities usually get done with minimal hassle and disruption; school staff understand and consistently execute their appropriate roles	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily	Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily; consistently finds ways to make activities more efficient and effective
Adheres to Aspire policies and protocols	Fails to follow Aspire policies and protocols in financial management (including attendance tracking, purchasing, payables/receivables, expense reimbursement, use of credit cards) and info mgmt	Follows Aspire policy and protocol diligently	Follows Aspire policy and protocol diligently and trains staff to do the same	Follows Aspire policy and protocol diligently; trains staff to understand and follow protocol; supports Home Office in refining and communicating policies
Anticipates long term needs and plans ahead	Is reactive or focused on short-term; creates crises or shortages because of poor planning	Recognizes 1-2 obvious needs beyond the immediate school year and works with Home Office to address those needs; anticipates budgetary problems before they occur	Identifies long-term needs based on school priorities and makes spending decisions accordingly (including, if necessary, short-term sacrifices); anticipates budget problems long before they occur	Works with school community to identify long-term priorities and spending decisions accordingly; anticipates problems and creates alternatives; understands organization-wide needs beyond school and supports Aspire in achieving long-term objectives
Maintains safe facilities that support student learning	Does little to maintain or improve the facility or the use of space	Does a minimum of maintenance; Responds to unsafe conditions	Looks for ways to improve the facility; seeks input from staff to improve safety and use of space	Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early

Aspire Principal Performance Criteria: Community Leadership

	Unsatisfactory	Basic	Proficient	Distinguished
Engages parents in their students' school experience	Fails to communicate with parents about school events and opportunities for engagement; is adversarial or negative in dealing with parents; does not convene an Advisory School Council	Regularly communicates with parents about school events and encourages volunteerism through a school-wide newsletter; is professional in interactions with parents; encourages teachers to engage parents; convenes the ASC periodically	Uses a variety of media to communicate with parents about events and opportunities for involvement; is consistently positive and supportive with parents; gives teachers suggestions for parent engagement; regularly convenes ASC on routine action items	Uses a variety of media to communicate with parents about events and opportunities for involvement; creates school systems to ensure the engagement of all parents; uses the ASC to solve issues within the school community
Works collaboratively with sponsoring district and neighborhood schools	Fails to communicate with sponsoring district staff; is adversarial in dealing with sponsoring district or neighborhood schools	Diligently responds to requests for information from sponsoring district staff and neighborhood schools	Proactively reaches out to district and neighborhood schools to establish harmonious relationships	Proactively reaches out to district and neighborhood schools to establish harmonious relationships; takes a leadership role in the local education community
Develops positive relationships with community groups and leaders	Fails to communicate with local community groups; is adversarial in dealing with requests from the community; isolates the school	Diligently responds to requests from community groups; solicits support from key community groups and leaders	Proactively reaches out to local community groups and leaders and engages them in the work of the school	Proactively reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community
Is an advocate for Aspire in the community	Is negative about the organization	Is positive about Aspire when provided an opportunity to speak; clearly articulates Aspire's core vision, mission and values	Finds opportunities to speak positively about Aspire; clearly articulates Aspire's core vision, mission, values, and strategies	Inspires support for Aspire through own enthusiasm; is evangelical about Aspire's work; clearly articulates Aspire's core vision, mission, values, and strategies

Aspire Principal Performance Criteria: Problem-Solving

	Unsatisfactory	Basic	Proficient	Distinguished
Acts in a principle-centered way	Makes decisions in an unethical way with little thought to broader consequences; displays a lack of personal integrity	Refers to Aspire or personal values in making decisions; is thoughtful about setting a good example	Consistently behaves in a way consistent with Aspire values; displays a high degree of personal integrity	Unerringly models Aspire values and personal integrity
Makes good decisions	Makes irrational decisions in an uninformed, careless way	Consistently collects and analyzes data, considers alternatives, predicts and evaluates consequences, and takes appropriate action	Consistently makes sound decisions; uses a rational decision-making process; informs and engages others effectively and appropriately	Makes excellent decisions using a good process even under unusual pressure
Demonstrates initiative and follow-through utilizing data	Is completely reactive; is unwilling to do more than the bare minimum; fails to follow-through with commitments; fails to anticipate obvious obstacles and denies obvious early signs of problems	Takes initiative to respond to problems or obstacles; follows through diligently with plans and promises; recognizes early signs of problems through the use of data and creates short term plans to address problems	Creates and implements short plans, long-term plans and systems to avoid problems and achieve school goals; is persistent in solving a problem or fulfilling a commitment; consistently uses data to measure success	Engages staff in creating short plans, long term plans and systems to achieve school and organization's objectives; uses data to inform the plan and measure success; exerts exceptional effort; is motivated and persistent to achieve the end result
Manages ambiguity well	Is completely uncomfortable with ambiguous situations; makes unrealistic demands on others to resolve ambiguity	Has come to terms with the ambiguity of an entrepreneurial environment; creates structure for self and others as needed	Is comfortable with ambiguity; creates structure for self and others as needed; is flexible in responding to changing circumstances	Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly
Seeks outside support when appropriate	Either relies completely on the rescue of others or insists on acting completely independently	Seeks support from Home Office in times of distress or uncertainty	Seeks support from Home Office when appropriate; identifies other sources of support as needed	Proactively anticipates need for outside support
Is reflective	Resists reflecting on own work; closed to learning about self and own development needs	Reflects on own work when prompted; is aware of own strengths and weaknesses; reflects with the intent to improve	Creates time to reflect independently; is aware of own strengths and weaknesses; reflects with the intent to improve	Uses a variety of strategies to embed reflection and continuous improvement into own daily work; uses own reflection as a model to encourage others to learn and grow

Aspire Principal Performance Criteria: Aspire Values

	Unsatisfactory	Basic	Proficient	Distinguished
Is collaborative	Does not work well with own staff, other principals, and/or Home Office staff	Is team-oriented; works well with own staff; is collegial; coordinates with other principals and Home Office staff as needed	Consistently goes beyond mere coordination to work own staff, other principals, and Home Office in ways that add value	Consistently finds new ways to encourage collaboration within school and across the organization
Displays a sense of ownership	Does not hold self or others accountable for behavior or results; makes excuses; resists looking at or discussing goals and metrics.	Consistently holds self accountable for own results. Responds appropriately to results as measured by Home Office.	Consistently holds self and others accountable for school results. Creates and follows-up with timely action plans in response to results measured by Home Office.	Consistently holds self and others accountable for school results. Creates and follows-up with timely, robust and flexible action plans in response to results measured by Home Office. Creates additional interim measures to ensure action plans are effective, and modifies activities accordingly.
Holds self to high quality standards	Has low expectations and standards for self and others' work. Does not seem to understand Aspire performance standards.	Understands and embraces Aspire standards and expectations for own and team performance.	Understands and embraces Aspire standards and expectations for own and team performance. Work is consistently high quality.	Understands and embraces Aspire standards and expectations for own and team performance. Continuously improves. Work consistently exceeds expectations.
Is customer-service oriented	Does not respond to parent and student requests in a timely manner.	Consistently responds to parents and student requests in a timely and appropriate manner.	Consistently responds to parents, student and staff requests in a timely manner and in a way that reflects an understanding of the needs of customers.	Consistently responds to parents, student and staff requests in a timely and appropriate manner. Deeply understands needs of customers. Finds ways to increase customer satisfaction at the school.
Is purposeful	Does not understand Aspire or school vision and mission; works at cross-purposes or lacks direction.	Understands and embraces Aspire vision and mission; focuses on operating school well.	Understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission, not just school needs.	Deeply understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission. Seeks and finds ways to further Aspire's mission and vision.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Domain 1: Data-Driven Planning and Assessment	
Standards	**Indicators**
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives through summative assessments.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery.	A) Selection and progression of formative assessments
	B) Planned response to formative assessment data
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

Domain 4: Professional Responsibilities	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks
Domain 5: Partnerships, Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content AND are misaligned (do not progress toward content standards).	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content OR are misaligned (do not progress toward content standards).	Learning objective(s) include both specific levels of cognition (Bloom's Level) and content AND is aligned to and progresses toward mastery of content standards.	*All of level 3 and...* Learning objective(s) exceed level of cognition (Bloom's Level) or increases level of challenged required by content standards.
	B) Measurability of learning objectives through summative assessments	Learning objective(s) are not measurable.	Learning objective(s) are measurable but use only general criteria for measuring success.	Learning objective(s) are specific, measurable, explicitly stated in terms of student learning and are measured by multiple methods.	*All of level 3 and...* Learning objective(s) are measured by multiple methods and includes opportunities for student choice in summative assessments.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	*All of level 3 and...* The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences (at students' various ZPD levels) throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences (at students' various ZPD levels) but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences (at students' various ZPD levels) throughout the lesson cycle and each learning experience provides appropriate time and support.	*All of level 3 and...* Instructional plans provide differentiated cognitively engaging learning experiences (at students' various ZPD levels) for subgroups of students.
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization *or* instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization *and* instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	*All of level 3 and...* The teacher cites instructional strategies to meet the needs of individual students.

Standard	Indicators	Level I	Level II	Level III	Level IV
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for whole group of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for **whole groups** of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for **subgroups** of students.	*All of level 3 and...* The teacher uses knowledge to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions **but** does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student misconceptions **and** includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	*All of level 3 and...* The teacher includes opportunities for students to uncover and correct their own additional misconceptions.
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	The formative assessments are consistently aligned to the learning objective(s). AND A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). OR Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	The formative assessments are consistently aligned to the learning objective(s). AND A variety of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).
	B) Planned response to formative assessment data	The teacher has not planned a response to data from formative assessments.	The teacher inconsistently plans responses to data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	*All of level 3 and...* The teacher provides opportunities for students to use formative assessments to reflect on current progress toward the learning objective(s) or to determine next steps to extend learning.

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Creates a classroom/community culture of learning	A. Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	*All of level 3 and...* Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A. Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or promote behavioral expectations that support the classroom's academic environment.
	B. Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	*All of level 3 and...* Students appropriately respond to or redirect each other's behavior.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students in the class. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students in the class. AND Students exhibit respect for the teacher.	*All of level 3 and...* The teacher's interactions demonstrate a positive rapport with individual students.
	B. Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	*All of level 3 and...* Students encourage each other individually.
2.4 Use smooth and efficient transitions, routines, and procedures	A. Routines, procedures, and transitions	The teacher has not established or does not enforce routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently enforced, resulting in the loss of instructional time.	The teacher has established·and enforces routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate routines, procedures, and transitions.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher initially explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson.	*All of level 3 and...* Students are able to articulate what they are expected to learn.
	B. Connections to prior and future learning experiences	The teacher makes limited connections between current learning objective(s) and the students' prior and future learning.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning. Connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material within or outside of the discipline or unit.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning. Students make explicit connections within or outside of the discipline or unit.
	C. Criteria for success	The teacher does not establish criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s). Exemplars and models are not provided.	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s) and provides exemplars and models. AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	*All of level 3 and...* The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instructional Cycle	A. Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	*All of level 3 and...* To address the learning needs of subgroups of students, the teacher adapts the pacing or the release of responsibility.
	B. Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging (at students' various ZPD levels). . OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). . AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	*All of level 3 and...* Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by content standards.

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TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A. Questioning	Many questions posed by the teacher do not move student thinking toward mastery of the learning objective(s). OR Most of the questions posed by the teacher require little cognitive challenge. OR Wait time is not used.	The teacher poses questions to a small number of students in the class. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is used inconsistently.	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. AND Wait time is used consistently.	*All of Level 3 and...* Students pose questions that require cognitive challenge. OR Students initiate questions to further other students' understanding of the content.
	B. Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use academic vocabulary, discuss academic ideas, **or** justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, **and** justify their reasoning.	Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
	C. Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	*All of level 3 and...* The teacher differentiates grouping arrangements in order to maximize learning for individual students. Students rely on each other to work through challenging activities and hold themselves and each other accountable for individual or group work.
	D. Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and promote cognitive engagement.	*All of level 3 and...* Resources and instructional materials require cognitive engagement. Students choose, adapt, or create materials to extend learning.

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Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitoring student learning during instruction	A. Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using varied techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts instruction based on the data to meet students' learning needs.	*All of level 3 and...* The teacher implements differentiated instruction and continued checks for understanding based on the progress of subgroups of students toward mastery of the learning objective(s).
	B. Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson cycle. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	*All of level 3 and...* Students provide specific feedback to one another.
	C. Self-monitoring	The teacher does not provide students with opportunities to engage in self- monitoring of their own progress or thinking.	The teacher provides students with limited opportunities for self-monitoring exercises.	The teacher provides students with opportunities for self-monitoring exercises that move students towards a deeper mastery of the objective(s).	Students self-monitor without the direction of the teacher. AND Students judge their own performance relative to success criteria.

TCRP Teacher Effectiveness Rubric

July 13, 2012

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data, and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher has limited suggestions for how the lesson could be improved.	The teacher makes general suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved.	The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

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Standard	Indicators	Level I	Level II	Level III	Level IV
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.

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Standard	Indicators	Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	The teacher responds to parent concerns in a pro-active, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college- readiness including resources outside of the school. Students initiate the use of strategies with their parents.

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

OFFICE MANAGER PERFORMANCE RUBRIC

1. ADMINISTRATION & FRONT OFFICE MANAGEMENT

	Below Expectation	Meeting Expectation	Exceeding Expectation
Acts as the main point of contact for internal, external, and home office stakeholders	• Phone calls consistently go unanswered or are not responded to in a timely manner; messages are inaccurate, lost or not passed along; phone is used excessively or personal calls • Emails consistently go unanswered or are not responded to in a timely manner; emails that need to be forwarded are not • Mail piles up and is lost • Regularly makes factual and grammatical errors in writing • Fails to notice, acknowledge, or greet visitors; deals with visitor requests inappropriately • Fails to have visitors sign in; allows visitors to proceed without visitor badges	• Consistently answers phone promptly and cheerfully, presenting a professional voice for the school; provides appropriate assistance to the caller; and deals appropriately with all calls in a polite and professional manner. Reliably takes accurate messages • Responds professionally and in a timely manner to e-mails • Mail is sorted and distributed regularly • Ensures that written communication from the school or principal to staff, parents, and students is accurate, error-free and timely regardless of mode of communication • Consistently greets all visitors promptly and cheerfully, presenting a professional image for the school; provides appropriate assistance to all visitors • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate	• Consistently displays outstanding phone manner, dealing with all callers in a polite and professional manner; instills confidence in the school. Reliably takes accurate messages • Responds professionally and in a timely manner to all e-mails • Mail is sorted and distributed regularly • Proactively works with principal to assist in creating written communication from the school or principal to staff, parents, and students is accurate, error-free and timely and strengthens school spirit and satisfaction • Instills confidence in the school through professionalism at the front desk in greeting and assisting visitors of all kinds. • Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate
Schedule and calendar	• Fails to prepare following year school calendar and bell schedule in a timely manner or in accordance with guidelines • Does not make necessary adjustments when	• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines by date requested • Manages communication to school community	• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines well in advance • Manages communication to school community

OFFICE MANAGER PERFORMANCE RUBRIC

	Below Expectation	Meeting Expectation	Exceeding Expectation
management	calendar is changed • Is reactive; needs prompting to communicate school events or is inaccurate	about upcoming events without guidance; avoids inaccuracies and omissions • Proactively makes stakeholders aware of changes to school calendar	about upcoming events proactively and without guidance; avoids inaccuracies and omissions • Proactively makes stakeholders aware of changes to school calendar and advises principal on possible issues arising from change
Workspace management	• Office space is chaotic and disorganized • Files are not in order; documents are often misplaced	• Maintains an efficient, tidy, intuitive workspace • Filing system is efficiently organized	• Workspace is always impeccable • Filing system is extremely organized and comprehensible to others; everything is consistently and quickly placed in its proper place
Student medical records	• Disregards need for Physician's statement and medical logs are incomplete or unused • Makes poor decisions when attending to injured or sick students	• All students have a current Physician's Statement on file if medication is administered • Is conscientious and keeps accurate records using daily medication logs • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students	• Student medical records, including Physician Statement and medical logs, are diligently maintained, and systems are in place to ensure consistent appropriate use • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students

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	Below Expectation	**Meeting Expectation**	**Exceeding Expectation**
Learns new procedures and upgrades skills in order to meet changing job conditions	• Uses only the most basic functions of some MS Office and Aspire supported programs and tools • Is resistant to using new tools and systems	• Effectively uses MS Office software (Word, Excel, PowerPoint, Outlook) and Aspire supported software (PowerSchool, Tableau, MyAspire, Helpdesk, etc...) for all school needs • Assists other site teammates in using software • Welcomes the opportunity to use new tools and systems	• Is considered an expert with MS Office software and other Aspire supported software (Tableau, MyAspire, PowerSchool, Helpdesk, etc...); is able and willing to train others to become proficient users • Welcomes the opportunity to use new tools and systems, and occasionally serves on pilots of new tools
Supervisory skills	• Provides little or inconsistent supervision to other teammates in the Front Office • Takes corrective action inappropriately or using improper procedures	• Usually provides direction, support and feedback to other teammates in the Front Office • Takes corrective action using proper procedures as appropriate	• Highly effective in providing training, support and guidance to help others reach their full potential • Serves as a role model for other front office staff

2. SCHOOL SITE OPERATIONS

	Below Expectation	**Meeting Expectation**	**Exceeding Expectation**
Student attendance	• Attendance records are inaccurate and/or are not maintained in accordance with Aspire guidelines and audit requirements • Attendance reports are not uploaded to the attendance reporting site timely, or incompletely	• Maintains accurate attendance records, in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements • Reports are uploaded to the attendance reporting site timely and completely. • Promptly calls parents regarding absences and	• Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements • Reports are uploaded to the attendance reporting site timely and completely, and tie to the P reports.

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		tardies • Maintains accurate Independent Study records	• Is proactive in working with teachers to ensure accurate attendance • Enables school to maximize revenues through effective use of best practices and relationships with parents to minimize absences and tardies, and Independent Study record-keeping
Enrollment and wait lists	• Lotteries are poorly managed • Student enrollment and registration documents are not processed in a timely manner • Enrollment and waitlist numbers cannot be obtained via PowerSchool	• Lotteries are appropriately prepared for and conducted • Student enrollment and registration documents are processed accurately and in a timely manner • Enrollment and waitlist numbers can be obtained via PowerSchool • Student openings are quickly filled with wait list students	• Complex lotteries are appropriately prepared for and conducted • High volumes of student enrollment and registration documents are processed in a timely manner even in a short time frame • Enrollment and waitlist numbers can be obtained via PowerSchool, and counts are always reliable • Enrollment and wait list is managed in a way that maximizes revenues
Student personal information	• Student records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool • Student files are disorganized or incomplete • Confidentiality is not maintained	• Student records, both in PowerSchool and on paper, are complete, accurate, and consistently and proactively maintained throughout the year • Student confidentiality is maintained with appropriate controls	• Student records, both in PowerSchool and on paper, are complete and accurate. Strong systems ensure that records are consistently and proactively maintained throughout the year. • Student confidentiality is maintained with appropriate controls

Student academic information	• Student academic records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool • Cumulative files are disorganized or incomplete; fails to request cumulative files from students' prior schools • Confidentiality is not maintained • Does not take responsibility for producing/filing report cards	• Student academic records, both in PowerSchool and on paper, are complete and accurate • Cumulative files are persistently requested from students' prior schools in a timely manner • Student confidentiality is maintained with appropriate controls • Report cards are produced and filed in a timely manner	• Student records, both in PowerSchool and on paper, are complete and accurate • Is tenacious and diligent in getting cumulative folders from students' prior schools • Student confidentiality is maintained with appropriate controls • Works proactively with teachers, principal and Registrar to ensure that report cards and transcripts are produced and distributed in a timely manner
Student medical records	• Disregards need for Physician's statement and medical logs are incomplete or unused • Makes poor decisions when attending to injured or sick students	• All students have a current Physician's Statement on file if medication is administered • Is conscientious and keeps accurate records using daily medication logs • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students	• Student medical records, including Physician Statement and medical logs, are diligently maintained, and systems are in place to ensure consistent appropriate use • Keeps certification for CPR/First Aid current • Uses Best Practices and common sense when attending to injured or sick students
Reporting to state, district and Aspire	• Reports are often missing, late, inaccurate and/or in the incorrect format	• Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting	• Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting • Proactively creates systems and innovations to ensure timely and accurate report submittals
Financial information	• Bank ledgers and petty cash ledgers are incomplete, accurate, and/or late • Deposits build up at the site and are made	• Bank ledgers and petty cash ledgers are completed according to Aspire guidelines and audit requirements, accurate, and submitted by	• Bank ledgers and petty cash ledgers are completed according to Aspire guidelines and audit requirements, accurate, and submitted by

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infrequently; documentation is spotty • Purchase orders, if completed, are done at the last minute • Invoices are incorrectly or incompletely coded and/or are submitted to HO for payment with no time for processing before the due date	monthly deadlines without prompting • Deposits are made regularly and quickly, and appropriate documentation is provided to HO by deadline without prompting • Purchase orders are properly completed in advance of need • Invoices are properly coded and submitted to HO for payment in a regular and timely manner	monthly deadlines without prompting • Deposits are made regularly and quickly, and appropriate documentation is provided to HO by deadline without prompting • Purchase orders are properly completed in advance of need • Invoices are properly coded and submitted to HO for payment in a regular and timely manner • Assists principal to ensure school's resources are well-spent and purchases are coded to restricted funds appropriately

3. ASPIRE VALUES

	Below Expectation	Meeting Expectation	Exceeding Expectation
Collaboration	• Has trouble working with with site and Aspire teammates; puts own needs ahead of team needs; seldom contributes to the success of others	• Contributes to a spirit of teamwork and collaboration in all situations; contributes to the success of others	• Excels in developing team momentum, enthusiasm, and pride; champions success of others; serves as a role model
Ownership	• Conveys a lack of caring or is unresponsive to requests for service/support; does not hold self accountable for actions, decisions and results	• Enthusiastically assumes responsibility for tasks; holds self accountable for actions, decisions and results	• Takes ownership of tasks beyond own role as appropriate; demonstrates initiative to make the school a better place
Quality	• Regularly delivers end products that have errors and are not polished	• Takes pride in and delivers high quality service and end products	• Consistently exemplifies Aspire standards in service, end products and deliverables

Customer-service	• Regularly fails to acknowledge visitors or teammates when they enter the office, or is regularly abrupt, cold, rude, or unprofessional • Fails to provide correct answers to questions or help when asked	• Is warm, friendly and professional in interacting with internal and external customers • Consistently provides responsive and appropriate help as requested	• Office is a "model" of professionalism, warmth, knowledge and friendliness • Goes above and beyond to assist internal and external customers
Purposefulness	• Does not know or is unable to articulate Aspire's vision and mission • Behavior does not support organization's mission and guiding principles	• Accurately and enthusiastically describes Aspire's vision and mission • Behavior consistently supports organization's mission and guiding principles	• Accurately and enthusiastically evangelizes Aspire's vision and mission • Behavior consistently exemplifies organization's mission and guiding principles

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Golden State College Preparatory Academy Comprehensive School Safety Plan 2012-13

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INTRODUCTION

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours

- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office

- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information
- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request
- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is

not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with "Megan's Law", the principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at http://meganslaw.ca.gov, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:
   a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
   b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
   c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

a) To establish a positive, cooperative working relationship to the extent possible;
b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and

f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

a) To transport his/her child to and from school;
b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

a) Serve as a school or class volunteer;
b) Act as a chaperone on a school field trip;
c) Be in the presence of children for any reason other than for the parent rights stated herein; and
d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be

collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least $500 and not more than $1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

Drills
It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:
- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill**: A Civil Defense Drill should be conducted at least twice each school year following the (school's or Aspire's) Civil Defense Procedure.
- **Earthquake Duck & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the (School or Aspire) Major Disaster Plan.

Civil Defense Procedures
Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

Alert Signals
The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the sound of the "Alert" signal:

- ➢ All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- ➢ Children on the playground or library will return to their assigned classrooms.
- ➢ Each teacher will stay in the classroom with his/her students.
- ➢ Each custodian will report to the school office for instructions.

At the sound of the "Take Cover" signal:
- ➢ Students will position themselves under desks or tables.
- ➢ Students on the playground or out of doors will drop, face down on the ground.
- ➢ Open all doors; leave windows as they are.
- ➢ The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

At the "All Clear" signal:
- ➢ Children will resume their regular class activities.
- ➢ When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- ➢ If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

Staff Responsibilities

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

Principal
- ➢ Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- ➢ Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.
- ➢ Provide for administration of first aid and request other emergency assistance as needed.
- ➢ Keep the Home Office and your local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- ➢ Give directions to police in search clearing procedures and take full responsibility for search.
- ➢ Coordinate supervision of students and all clean-up or security efforts.

Teachers
- ➢ Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- ➢ Supervise children and maintain calm and order.
- ➢ Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager
- ➢ Assist and take direction from the principal.
- ➢ Make sure first aid supplies are handy in case they are needed.
- ➢ Carry out other duties as assigned.

Custodial Engineers
Shut off the valves for gas, water, electricity and air conditioning (if necessary).
Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults
Should assist teachers working with students to keep them safe, orderly and comfortable.
Be on call for Administrators' requests.

Community Council
In advance of emergencies, the Community Council should ensure the following emergency supplies are stored:

Student Emergency Packets (1 per student)
2 quarts of water
Solar blanket
Food for two days
Note from parents with emergency instructions

School Emergency Supplies:
First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies

Emergency Procedures
All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Principal assesses the situation.
2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.

12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the principal or designee.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students.   The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

Fire

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:
1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:
1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.

3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to after shocks.
5. Staff to follow emergency procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Principal and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water. ·
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:
1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.

3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:
1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:
1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:
1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:
1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion

If indoors:
1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:
1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

SCHOOL UNIFORMS

Aspire policy requires all students at Aspire schools to wear uniforms, beginning in the 2005-06 school year. Aspire Public Schools is committed to create a culture of academic rigor in our schools. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

- *Uniform selection*: The specific uniform (i.e. colors and other specifications) will be determined by the school site with consideration for feeder schools.
- *Support for needy families*: Each school will designate philanthropy or general funds to support families who may need assistance in meeting the uniform requirements.
- *Exceptions*: Because Aspire schools are schools of choice, there will be NO exemptions for students.

STUDENT DISCIPLINE

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

The following policies and procedures are designed to guide Aspire schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

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

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

Discipline in General
Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:
- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;

- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

All Aspire employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

Suspension

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

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any Aspire activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

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

Authority to Suspend:

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

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

- While on school grounds.

- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

Grounds for Suspension and Expulsion
The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the

performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.

- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
- *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- **Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4)
- *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, <u>and</u> invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
- **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both (Ed.Code 48900.7)

- *Definition of Terrorist Threat:* includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in:
  - death
  - great bodily injury to another person, or
  - property damage in excess of one thousand dollars ($1,000.00),
  - with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:
  - his or her own safety,
  - his or her immediate family's safety,
  - the protection of school property, and/or
  - the personal property of the person threatened or of his or her immediate family.
- **Electronic Signaling Device:** Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- *Note:* Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

Expulsion

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

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

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

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

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

Expellable Offenses:

Category I – Mandatory Expulsion
Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the Aspire Executive Committee **must expel** the student.
- Possessing, selling or otherwise furnishing a firearm when an Aspire employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion
Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless particular circumstances render it inappropriate.
- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

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

Note: The Aspire Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, Aspire may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Aspire Public Schools ("Aspire") is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. Aspire will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities. Furthermore, all programs and activities at Aspire shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

Students

All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards should be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure." Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure."

Aspire's "Anti-Discrimination and Anti-Harassment Policy" and the "Discrimination/Harassment Student/Parent Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be mailed to parents/guardians.

Employees – Sexual Harassment

Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Aspire will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions
   (1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.
   (2) Unwelcome Conduct of a Sexual Nature.
      (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
      (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
      (c) Aspire prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

(1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:

    (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);

    (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and

    (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

(2) Specific Prohibitions--Administrators and Supervisors.

    (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

    (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

(3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

(4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. Reporting, Investigation, and Sanctions

(1) It is the express policy of Aspire to encourage victims of sexual harassment to report such claims. Aspire understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Aspire should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.

    (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

    (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

    (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

(2) Every reported complaint of harassment will be investigated promptly and thoroughly by Aspire. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the

investigation is completed, Aspire will notify the complainant of the results of the investigation. Aspire will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Aspire will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. *Filing Complaints with State and Federal Agencies*

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

Employees – All Other Kinds of Discrimination or Harassment

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

Complaint Procedure

Aspire's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as

detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Aspire will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If Aspire determines that prohibited harassment or other conduct that violates an Aspire policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Liability for Harassment
Any employee of Aspire, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Aspire does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Aspire reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

PREVENTION OF CHILD ABUSE POLICY

Aspire is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Aspire's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Aspire must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

Reporting Problems at the School Site

Aspire maintains zero tolerance for abuse. Every member of any Aspire community must participate actively in the protection of its students.

All Aspire schools will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future Aspire employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any Aspire premises, he or she is required to immediately report their observations to the principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- "private time" with students,
- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

Aspire will cooperate will any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS

All Aspire employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all Aspire employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Alcohol, Tobacco, and Controlled Substances

All Aspire employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

Transportation of Students

Aspire employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;

b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;

c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;

d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;

e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;

f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and

g) Whenever possible, two Aspire employees should collectively engage in the transportation activity.

Language

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of Aspire's health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

Gifts

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

Attire

Employees must be appropriately and professionally dressed in presence of students. Each school may adopt its own dress code for employees and employees will be expected to follow that code.

Behavior

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

Physical contact with students

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:
- Handshakes;
- "High Fives" or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but are not limited to:
- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

All Aspire employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,
- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,

- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

ADMINISTRATIVE REGULATIONS
ASPIRE PUBLIC SCHOOLS

Students: Suspension

NO: 5144.1
PAGE: Page 1 of 11
EFFECTIVE: 11 January 2005
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Suspension

These Suspension Regulations have been established in order to promote learning and protect the safety and well being of any students at any Aspire Public School ("Aspire School"). When the regulations are violated, it may be necessary to suspend or expel a student from regular classroom instruction. This document shall serve as Aspire Public School's Administrative Regulations for student suspension, and they may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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.

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. The notice shall state that these Aspire Public School's Board Policy and Administrative Regulations are available on request at the Principal's office.

Students Identified as Individuals with Disabilities
A student identified as an individual with disabilities or for whom an Aspire School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Aspire schools will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom an Aspire 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.

Suspension

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day for students of the same grade level;
2. Referral to a certificated employee designated by the principal to advise students;
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any Aspire activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

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

Authority to Suspend

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

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to an Aspire school activity, 2) school attendance occurring at an Aspire school or at any other school, or 3) at an Aspire school's sponsored event. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- ☐ While on school grounds.
- ☐ While going to or coming from school.
- ☐ During the lunch period whether on or off the campus.
- ☐ During, or while going to or coming from, a school sponsored activity.

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. [Education Code 48900 (u)]

As part of or instead of disciplinary action, the CEO, CEO's designee, or Principal may require a student to perform community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. Community Service may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. [Education Code 48900.6]

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities, including absence from school.

Grounds for Suspension and Expulsion

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person. [Education Code 48900(a)(1)] or, willfully used force or violence upon the person of another, except in self-defense. [Education Code (a)(2)]

> **Note:** A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant of Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. [Education Code 48900(s)].

b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. [Education Code 48900(b)]

> **Note**: Knife is defined as knife, dirk, dagger, or other weapon with a fixed, sharpened blade, fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½", a folding knife with a blade that locks into place, a switchblade of any length, or a razor with an unguarded blade. Firearm means any device, designed to be used as a weapon, from which is expelled through a barrel a projectile by the force or any explosion or other form of combustion.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of

the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. [Education Code 48900(c)]

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcohol beverage or intoxicant. [Education Code 48900(d)]

e) Committed or attempted to commit robbery or extortion. [Education Code 48900(e)]

f) Caused or attempted to cause damage to school property or private property. [Education Code 48900(f)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.

> **Note**: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000. [Education Code 48904, Government Code 53069.5]

g) Stole or attempted to steal school property or private property. [Education Code 48900(g)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products. [Education Code 48900(h)]

i) Committed an obscene act or engaged in habitual profanity or vulgarity. [Education Code 48900(i)]

> **Note**: Obscene act means matter, taken as a whole, that to the average person, applying contemporary statewide standards, appeals to the prurient interest, that, taken as a whole, depicts or describes sexual conduct in a patently offensive way, and that, taken as a whole, depicts or describes sexual conduct in a patently offensive way, and that, taken as a whole, lacks serious literary, artistic, or scientific value.

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. [Education Code 48900(j)]

k) 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. [Education Code 48900(k)]

l) Knowingly received stolen school property or private property. [Education Code 48900(l)] As used in this section, "school property" includes, but is not limited to, electronic files and databases.

m) Possessed an imitation firearm. [Education Code 48900(m)]

> **Note:** Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. [Education Code 48900(n)]

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. [Education Code 48900(o)]

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. [Education Code 48900(p)]

q) Engaged in, or attempted to engage in, hazing as defined in Penal Code Section 245.6 (b). [Education Code 48900(q)]

> **Note:** Hazing means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. [Education Code 48900 (r)]

In addition to the grounds specified in Sections 48900 and 48900.2, an Aspire pupil 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 school in which the pupil is enrolled determines that the pupil has:

s) Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]

> **Note:** For the purposes of this section, the conduct described 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 on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]

u) Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. [Education Code 48900.4]

v) Made terroristic threats against school officials or school property. [Education Code 48900.7]

> **Note:** For the purposes of this section, "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 his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. [Education Code 48900.7]

w) Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation
   The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

   Investigations:
   - School officials may investigate, interrogate, and search students based upon reasonable suspicion (a greatly reduced standard as opposed to the requirement of probable cause);
   - *Miranda Rights* do not apply in situations in which the pupil is not in custody and school officials are pursuing disciplinary policy, even if the questioning is likely to reveal criminal activity which may be reported to the police; and

- Standard school operations are not subject to Parental Notification requirements – the school official does not need to notify or obtain permission from the parent of an involved student as to how to act or proceed, and the parent cannot bind the school by demanding such notification. (*New Jersey v. T.L.O.*, [1985])

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

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). [Education Code 48911 (a)]

The total number of days for which a student maybe suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)] A student who accumulates more than 20 days of suspension in a school year shall be recommended for expulsion to the Aspire Board of Directors.

Aspire may count suspensions that occur while the student is enrolled in another school or school district toward the maximum number of days for which a student may be suspended in any school year. [Education Code 48903 (b)]

3. Legal Notifications
Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902) Specifically:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)

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

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note**: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference
   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

   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 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 a conference.

   This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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

5. Notice of Suspension
The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. If 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.

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.

6. Suspension Time Limits/Recommendations for Expulsion or Change of Placement
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion or for a Change of Placement by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing with the with the Aspire CEO or designee. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties.

This determination will be made by the Principal and the CEO or the CEO Designee or upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Appeals Process:

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

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

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

Other Miscellaneous Policies Related to Student Discipline and Suspension

1. Detention After School [CCR 5, 504]

    Students may be detained in school for disciplinary or other reasons for up to one (1) hour after the close of the maximum school day. On minimum school days, students may be detained in school until a dismissal time that is the equal to one hour after the close of the maximum school day.

2. Electronic Signaling Devices [Education Code 48901.5]
    a. Aspire Public Schools prohibits the possession of 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.
    b. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the student and use of which is limited to the purposes related to the health of the student.
    c. Each school shall design and implement a school-site plan and series of procedures to manage student possession of electronic signaling devices.
    d. Violation of a school's plan and/or procedures with regard to electronic signaling devices may result in disciplinary action (including confiscation of the device) up to and including suspension and expulsion.

3. Duty Concerning Conduct of Pupils [Education Code 44807]

    Every Aspire teacher and school staff shall hold all students to a strict account for their conduct on the way to and from school, on the playgrounds, during recess, or while involved in a school-sponsored activity.

An Aspire teacher, Principal, school official, or any other Aspire employee shall not be subject to persecution or penalties for the exercise of physical control over a pupil, during the performance of his/her duties, that a parent would be legally privileged to exercise but in no way shall exceed the amount of physical control reasonably necessary to:
- maintain order
- protect property
- protect the health and safety of pupils
- maintain proper and appropriate conditions conducive to learning

ADMINISTRATIVE REGULATIONS
ASPIRE PUBLIC SCHOOLS

Students: Expulsion

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Expulsion

These Expulsion Regulations have been established in order to promote learning and protect the safety and well being of any students at any Aspire Public School ("Aspire School"). When the regulations are violated, it may be necessary to expel a student from an Aspire Public School for a specified term. This document shall serve as Aspire Public School's Administrative Regulations for student Expulsion, and they may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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 counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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, regulations, procedures, and rules. The notice shall state that these Aspire Board Policy and Administrative Regulations are available on request at the Principal's office.

Students Identified as Individuals with Disabilities
A student identified as an individual with disabilities or for whom an Aspire School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Aspire schools will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom an Aspire 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.

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used only when there is a history of misconduct, when other forms of discipline (including suspension) have failed to bring about proper conduct, when a student has accumulated

20 or more days of suspension in a school year (10 days for students with an IEP or 504 plan), or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled either by the Aspire Board of Director's or by its Committee on Expulsion as based upon the recommendation of an Aspire Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Aspire Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

Expellable Offenses

Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors will expel the student upon the recommendation of the Aspire Administrative Panel. **Expulsion does not require a second finding of fact.** [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm
- 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 Board of Directors may order the student expelled the recommendation of the Aspire Administrative Panel. **Expulsion requires a second finding of fact.** [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis

- Robbery or extortion
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

Permissive Expulsion

Upon recommendation of the Principal or CEO (or the CEO's designee), Administrative Hearing Officer or Administrative Panel appointed by the Aspire Board of Directors, the Board 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 following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors may order the student expelled the recommendation of the Aspire Administrative Panel. **Expulsion requires a second finding of fact.** [Education Code 48915(e)]

- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or tobacco related items.
- Committed an obscene act or engaged in habitual profanity.
- 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.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Engaged in an act of bullying, including bullying committed by means of an electronic act specifically directed toward a pupil or school personnel.
- Committed sexual harassment (grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or pupil (grades 4-12).
- Made terroristic threats again school officials or school property (grades 4-12).
- Possessed or used any electronic signaling device while the students are on campus or attending a school sponsored activity, or while under the supervision or control of any Aspire employee (grades 4-12).
- Any enumerated offenses in Aspire's Administrative Regulations governing Suspension [APS AR 5144.1]
- Violation of Aspire's School Attendance Review Board's (SARB) rehabilitation plan [APS 5113]. **Note:** Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities, including absence from school.
- Repeated violation of the school's Parent-Student Compact or other Behavior or Intervention Contract.

Second Finding of Fact

The Aspire Board of Director's decision to expel a student for violations included in the **Mandatory Recommendation for Expulsion** and **Permissive Expulsion** categories above shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expulsion Procedures

1. Determination of an Expellable Offense
   The Aspire Principal or designee investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined in Aspire's Administrative Regulations for Suspension (APS AR 5411.1].

   If the student's conduct which warranted the suspension is ascribed in the Expulsion Offenses (listed above), and if the Aspire Principal determines that there is cause for expulsion as based on a probable Second Finding of Fact, the Principal will contact the CEO or designee in order to recommend the student for expulsion proceedings.

   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 Principal or designee determines that the student has committed an expellable offense.

   In the event an administrative panel hears the case, it will make a recommendation to the Aspire Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing five (5) days prior to the hearing.

2. Meeting to Extend Suspension Pending Expulsion
   A meeting is held within five (5) school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardians are invited to attend this meeting with the CEO or designee. School site administrators or teachers may also be present. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties.

3. Official Notification
   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 pupil. The notice shall include:

   - The date and place of the expulsion hearing;
   - A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
   - A copy of Aspire Public School's disciplinary Administrative Regulations concerning Suspension (APS AR 5411.1) and Expulsion (APS AR 5411.2) which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor. **Note**: if the student is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire no less than five (5) calendar days prior to 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;
- The opportunity to request a one-time postponement of the hearing. **Note**: if the student or the student's parent/guardian wish to postpone the hearing, such written request must be received by Aspire no less than five (5) calendar days prior to the hearing.

4. Expulsion Documents and Hearing Preparations

The Principal or designee files papers with the CEO or designee (Director of Student Services) that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: a record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness. The CEO or designee may subpoena witnesses as necessary.

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

5. Process of the Expulsion Hearing

   a) **Closed Session**

   Aspire shall conduct an Administrative Hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five (5) calendar days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

   Whether the expulsion hearing is held in closed or public session, the Administrative Panel will meet in closed session to deliberate and determine whether or not to recommend that the student should be expelled.

   Upon the Administrative Panel's recommendation for expulsion, Aspire's Board of Directors shall consider the Panel's recommendation in a session closed to the public. The student, parent, or guardians may address the board prior to their deliberation. If the Board admits any other person to this closed session (with the exception of the Administrative Panel's Hearing Officer or the Director of Student

Services), the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. [Education Code 48918(c)]

b) **Record of Hearing**
A record of the hearing shall be made and may be maintained by any means, including electronic or digital recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. [Education Code 48918(g)]

c) **Subpoenas**
Before commencing a student expulsion hearing, the CEO or designee may issue subpoenas, at the request of either the student or the CEO or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. [Education Code 48918(i)]

Any objection raised by the student or the CEO or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding.

If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.

d) **Presentation of Evidence**
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Relevant evident of any kind may be admitted and given probative effect if it the kind upon which reasonable persons are accustomed to rely.

Hearsay is an acceptable form of evidence and is admissible. 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. [Education Code 48918(f) and (h)] Sworn Declarations are considered as witness testimony and are not considered Hearsay.

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 and sworn declarations may be admitted as testimony from witnesses of whom the Aspire Board of Directors, Administrative Panel or designee 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 accused pupil, 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 his or her testimony heard in a session closed to the public.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. The Administrative Panel's decision not to recommend expulsion shall be final.

e) **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences**
Aspire may, upon finding a 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 Aspire Board, administrative panel, 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 pupil.

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Aspire will 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 Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she 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 Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The Hearing Officer 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 his or her discretion to remove a person from the hearing whom he or she believes 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 courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 Hearing Officer 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.

6. Determination of Expulsion

Within three school days after the hearing, the Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the Aspire Board of Directors. If the Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Aspire Board of Directors. The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Aspire Board of Directors who will make a final determination regarding the expulsion.

As the Aspire Board of Directors does not meet on a weekly basis, the Board's decision on whether to expel a student shall be made within forty (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 decision of the Aspire Board is final.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within Aspire. For a student expelled for an act listed under "Mandatory Expulsion" above, this date shall be one calendar year from the date of the expulsion.

7. Written Notice to Expel
    The CEO or designee following a decision of the Aspire Board of Directors to expel shall send written notice of the decision to expel, including the Aspire Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
    - Notice of the specific offense committed by the student
    - Term of expulsion
    - 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 Aspire Public Schools.

    The CEO or designee shall send a copy of the written notice of the decision to expel the student's district of residence. This notice shall include the following:
    - The student's name
    - The specific expellable offense committed by the student
    - Term of expulsion

8. No Right to Appeal
    The student shall have no right to appeal from expulsion from Aspire Public Schools, as the Board of Director's decision to expel shall be final.

9. Rehabilitation Plans
    Students who are expelled from the Aspire Public Schools shall be given a rehabilitation plan upon expulsion as developed by the Aspire 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 pupil may reapply to Aspire Public Schools for readmission. If readmitted, placement is made by the CEO or designee within the Aspire network of schools.

10. Readmission
    The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Aspire Board of Directors. Readmission procedures shall be as follows:
    a) Upon written request from the pupil and parent/guardian no later than a full year from the date of expulsion, the Aspire shall consider readmission of the student. (Education Code 48916)
    b) The CEO or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation shall be reviewed. School

regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

c) The CEO or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session.

d) If the readmission is granted, the CEO or designee shall notify the student and parent/guardian of the Board's decision regarding readmission.

e) The Board may deny readmission if it finds that the student has not satisfactorily demonstrated rehabilitation or that the student continues to pose a danger to campus safety or to other Aspire students or employees. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program.

The pupil's readmission is also contingent upon the capacity at the time of readmission of the school from which the student was originally expelled. If readmitted, placement is made by the CEO or designee within the Aspire network of schools.

11. Expelled Students/Alternative Education
Pupils 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.

12. Disciplinary Records
The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory cumulative record and sent to any school in which the student subsequently enrolls. (Education Code 48900.8, 48918(k))

The CEO or designee shall, within five working days, honor any district's request for information about an expulsion. (Education Code 48915.1)

Special Procedures for the Consideration of Expulsion of Students with Disabilities

1. Notification of District
Aspire Public Schools shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Aspire School Principal or District 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, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. Theses services may be provided in an interim alterative 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 Aspire School's principal or designee, the parent, and relevant members of the IEP/504 Plan Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

      a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

      b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Aspire School's principal or designee, the parent, and relevant members of the IEP/504 Plan 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 Aspire Principal, the parent, and relevant members of the IEP/504 Plan Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

      a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Aspire school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

      b) If a behavioral intervention plan has 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 and the Aspire School Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until

the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Aspire Public Schools agree otherwise.

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

   The CEO or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
   a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
   b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
   The student's interim alternative educational setting shall be determined by the student's IEP team.

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

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

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

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

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

EVIDENCE OF COVERAGE BOUND

	POLICY TERM	
CALIFORNIA CHARTER SCHOOLS JOINT POWERS AUTHORITY	EFFECTIVE DATE July 1, 2012, 12:01 am	EXPIRATION DATE July 1, 2013, 12:01 am

Attn: Jennifer Chu PO Box 969 Weimar, CA 95736 Phone: (805) 234-2991 Fax: (530) 236-9569	**COVERAGE PROVIDED BY**
	COVERAGE PROVIDER A: CALIFORNIA CHARTER SCHOOLS JPA
INSURED	COVERAGE PROVIDER B: TRAVELERS INSURANCE COMPANY
Aspire Public Schools 1001 22nd Avenue, Suite 100 Oakland, CA 94606	COVERAGE PROVIDER C: STAR INSURANCE COMPANY
	COVERAGE PROVIDER D: SCOTTSDALE INSURANCE COMPANY
	COVERAGE PROVIDER E: LLOYDS OF LONDON
	COVERAGE PROVIDER F: NATIONAL UNION FIRE INSURANCE COMPANY OF PITTSBURGH, PA
	COVERAGE PROVIDER G: BRIT INSURANCE - TORUS INSURANCE

COVERAGES

CO Ltr	TYPE OF COVERAGE	LIMITS	
A, B	**PROPERTY ALL RISK** ☒ BUILDING ☒ PERSONAL PROPERTY ☒ BUILDERS RISK ☒ PROPERTY IN TRANSIT ☒ EXTRA EXPENSE ☒ ORDINANCE OR LAW	BUILDING	$ 94,683,997
		CONTENTS	$ 4,245,794
	VALUATION:	ELECTRONIC DATA PROCESSING	$ 3,553,769
	☒ REPLACEMENT COST ☐ ACTUAL CASH VALUE	BUILDERS RISK	$ 2,500,000
	DEDUCTIBLE: $1,000 PER OCCURRENCE	EXTRA EXPENSE	$ 1,000,000
A	**GENERAL LIABILITY** ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS MADE ☒ OCCURRENCE **EXPOSURE BASIS:** 12,481 STUDENTS	EACH OCCURRENCE	$ 1,000,000
		DAMAGE TO RENTED PREMISES	$ 1,000,000
		MED EXP (any one person)	$ 10,000
		PERSONAL & ADV INJURY	$ 1,000,000
		PRODUCTS - COMP/OP AGG	$ 1,000,000
A	**AUTOMOBILE LIABILITY** ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS ☒ HIRED AUTOS ☒ NON-OWNED AUTOS	COMBINED SINGLE LIMIT (Each accident)	$ 1,000,000
		PROPERTY DAMAGE (Per accident)	$ 1,000,000
A	**CRIME** ☒ MONEY & SECURITIES ☒ FORGERY OR ALTERATION ☒ EMPLOYEE DISHONESTY	EMPLOYEE DISHONESTY	$ 1,000,000
		FORGERY OR ALTERATION	$ 500,000
		MONEY & SECURITIES	$ 500,000
A	**SCHOOL BOARD MISC. LIABILITY** ☒ ERRORS & OMISSIONS ☒ SEXUAL ABUSE (CLAIMS MADE) **DEDUCTIBLE:** $5,000 PER OCCURRENCE	PER OCCURRENCE/PER CLAIM	$ 1,000,000
D	**PROFESSIONAL LIABILITY** ☒ INSURED PERSON AND ORGANIZATION (IPO) ☒ EMPLOYMENT PRACTICE LIABILITY (EPLI) ☒ FIDUCIARY LIABILITY	PER CLAIM	$ 1,000,000
	DEDUCTIBLES: INSURED PERSON AND ORGANIZATION: $10,000 EMPLOYMENT PRACTICE LIABILITY: $50,000 FIDUCIARY LIABILITY: $0	ANNUAL AGGREGATE PER COVERAGE	$ 1,000,000
A	**EMPLOYEE BENEFIT LIABILITY**	PER OCCURRENCE	$ 1,000,000
G	**EXCESS LIABILITY** ☒ GENERAL LIABILITY ☒ AUTO LIABILITY ☒ SCHOOL BOARD MISC. LIABILITY ☒ EMPLOYEE BENEFIT LIAIBLITY ☒ EMPLOYERS' LIABILITY ☒ IPO ☒ EPLI	EACH OCCURRENCE	$ 24,000,000
		JPA AGGREGATE LIMIT	$ 24,000,000
A, C	**WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY** **EXPOSURE BASIS:** 1408 EMPLOYEES $50,820,998.00 ANNUAL PAYROLL	WORKERS' COMPENSATION	STATUTORY
		E.L. EACH ACCIDENT	$ 5,000,000
		E.L. DISEASE – EA EMPLOYEE	$ 5,000,000
		E.L. DISEASE – POLICY LIMIT	$ 5,000,000
A, E	**DOMESTIC TERRORISM**	PER CLAIM & JPA AGGREGATE	$ 5,000,000
F	**STUDENT ACCIDENT** **EXPOSURE BASIS:** 12,481 STUDENTS	EACH ACCIDENT	$ 25,000
		ACCIDENTAL DEATH & DISMEMBERMENT	$ 5,000
		AGGREGATE LIMIT PER LOCATION	$ 250,000

ISSUED ON: July 2, 2012

SCHEDULE OF LOCATIONS AND NAMED INSUREDS

NAMED INSUREDS:

Aspire Public Schools

Aspire Home Office

Aspire University Charter School

Aspire Vincent Shalvey Academy

Aspire Monarch Academy

Aspire River Oaks Charter School

Aspire Lionel Wilson College Preparatory Academy

Aspire Summit Charter Academy

Aspire Benjamin Holt College Preparatory Academy

Aspire East Palo Alto Charter School

Aspire Capitol Heights Academy

Aspire Millsmont Academy

Aspire Rosa Parks Academy

Aspire Port City Academy

Aspire Antonio Maria Lugo Academy

Aspire Berkeley Maynard Academy

Aspire California College Preparatory Academy

Aspire Huntington Park Charter School

Aspire Centennial College Preparatory Academy

Aspire Langston Hughes Academy

Aspire Golden State College Preparatory Academy

Aspire Junior Collegiate Academy

Aspire ERES Academy

Aspire Vanguard College Preparatory Academy

Aspire Titan Academy

Aspire Alexander Twilight College Preparatory Academy

Aspire East Palo Alto Phoenix Academy

Aspire APEX Academy

Aspire Alexander Twilight Secondary Academy

Aspire Gateway Academy

Aspire Firestone Academy

Aspire Pacific Academy

Aspire Tate Academy

Aspire Inskeep Academy

Aspire Slauson Academy

Aspire College Academy

College for Certain

SCHEDULE OF LOCATIONS:

Aspire Home Office
1001 22nd Avenue, Suite 100
Oakland, CA 94606

Aspire University Charter School
3313 Coffee Road
Modesto, CA 95355

Aspire Vincent Shalvey Academy
10038 N. Highway, 99 East Frontage Road
Stockton, CA 95212

Aspire Monarch Academy
1445 101 St. Avenue
Oakland, CA 94603

Aspire River Oaks Charter School
1801 Pyrenees Lane
Stockton, CA 95210

Aspire Lionel Wilson College Preparatory Academy
400 105th Avenue
Oakland, CA 94603

Aspire Summit Charter Academy
2036 East Hatch Rd
Modesto, CA 95351

Aspire Benjamin Holt College Preparatory Academy
3293 East Morada Lane
Stockton, CA 95212

Aspire East Palo Alto Charter School
1286 Runnymede Street
East Palo Alto, CA 94303

Aspire Capitol Heights Academy
2520 33rd Street
Sacramento, CA 95817

Aspire Millsmont Academy
3200 62nd Avenue
Oakland, CA 94605

Aspire Rosa Parks Academy
1930 South D Street
Stockton, CA 95202

Aspire Port City Academy
2040 West Lane
Stockton, CA 95205

Aspire Antonio Maria Lugo Academy
2665 Clarendon Avenue
Huntington Park, CA 90255

Aspire Berkeley Maynard Academy
6200 San Pablo Avenue
Oakland, CA 94608

Aspire California College Preparatory Academy
2125 Jefferson Avenue
Berkeley, CA 94703

Aspire Huntington Park Charter School
6005 Stafford Avenue
Huntington Park, CA 90255

Aspire Centennial College Preparatory Academy
2071 Saturn Avenue
Huntington Park, CA 90255

Aspire Langston Hughes Academy
2050 West Lane
Stockton, CA 95205

SCHEDULE OF LOCATIONS CONTINUED:

Aspire Golden State College Preparatory Academy
1009 66th Avenue
Oakland, Ca 94621

Aspire Junior Collegiate Academy
6720 S. Alameda Street
Huntington Park, CA 90255

Aspire ERES Academy
1936 Courtland Avenue
Oakland, CA 94601

Aspire Vanguard College Preparatory Academy
5255 First Street
Empire, CA 95319

Aspire Titan Academy
6724 S. Alameda Street
Huntington Park, CA 90255

Aspire Alexander Twilight College Preparatory Academy
2360 El Camino Avenue
Sacramento, CA 95281

Aspire East Palo Alto Phoenix Academy
1039 Garden Street
East Palo Alto, CA 94303

Aspire APEX Academy
444 N. American
Stockton, CA 95202

Aspire Alexander Twilight Secondary Academy
2360 El Camino Avenue
Sacramento, CA 95281

Aspire Gateway Academy
8929 Kauffman Avenue
South Gate, CA 90280

Aspire Firestone Academy
8929 Kauffman Avenue
South Gate, CA 90280

Aspire Pacific Academy
2565 58th Street
Huntington Park, CA 90255

Aspire Tate Academy
123 W. 59th Street
Los Angeles, CA 90003

Aspire Inskeep Academy
123 W. 59th Street
Los Angeles, CA 90003

Aspire Slauson Academy
123 W. 59th Street
Los Angeles, CA 90003

Aspire College Academy
8030 Atherton Street
Oakland, CA 94605

College for Certain

SCHEDULE OF VEHICLES:

NONE REPORTED

TOTAL VEHICLE VALUES: $ -

ISSUED ON: July 2, 2012

Aspire Public Schools
Aspire Golden State College Preparatory Academy
Three year budget: FY 2012-2015

Enrollment Projections		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
	Grade 6	90	60	60	90
	Grade 7	90	90	60	60
	Grade 8	60	90	90	60
	Grade 9	87	90	90	90
	Grade 10	78	84	90	90
	Grade 11	43	78	78	84
	Grade 12	29	38	72	72
	Total Enrollment	477	530	540	546
ADA Projections	Grade 6	86.0	57.3	57.3	86.0
95.5% ADA	Grade 7	86.0	86.0	57.3	57.3
	Grade 8	57.3	86.0	86.0	57.3
	Grade 9	83.1	86.0	86.0	86.0
	Grade 10	74.5	80.2	86.0	86.0
	Grade 11	41.1	74.5	74.5	80.2
	Grade 12	27.7	36.3	68.8	68.8
	Total ADA	455.5	506.2	515.7	521.4
	FRL	74%	74%	74%	74%
	ELL	25%	25%	25%	25%
	ED	65%	65%	65%	65%

A. Revenues		FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16	Assumptions
1. Revenue Limit Sources									
									FY 2012/13: 4-6 $4,822; 7-8: $4,978; 9-12 $5,820 minus
Charter Schools Gen. Purpose - State Aid*	$	1,686,353	$	1,966,981	$	2,110,763	$	2,152,979	the in lieu amount below
Charter Schools Funding in Lieu of Property Taxes	$	758,466	$	842,740	$	858,641	$	868,181	$1,665/ADA - P2 in lieu rate for OUSD
Total Revenue Limit Sources	**$**	**2,444,819**	**$**	**2,809,721**	**$**	**2,969,404**	**$**	**3,021,160**	
2. Federal Revenues									
									Title I and II based on 2011/12 apportionment; Title III
									assumes $109 per EL student. Assumes no growth in
									NCLB because of hold harmless provisions; growing
No Child Left Behind	$	100,600	$	100,600	$	100,600	$	100,600	charter schools don't often receive additional Title
Special Education - Federal	$	52,560	$	63,775	$	70,861	$	73,000	Assumes $140 per ADA in IDEA funding
Child Nutrition - Federal	$	116,360	$	129,289	$	131,728	$	133,046	$2.48 per lunch (reduced); $2.88 per lunch (free)
Other Federal Revenues	$	17,250	$	-	$	-	$	-	TIF support for coaching (one-time funds)
Total Federal Revenues	**$**	**286,770**	**$**	**293,664**	**$**	**303,189**	**$**	**306,646**	
3. Other State Revenues									
									Assumes $400 per ADA plus EIA funding at $319/EL or
Charter Schools Categorical Block Grant	$	331,188	$	378,861	$	412,836	$	416,193	ED student
Special Education - State	$	194,479	$	177,950	$	169,861	$	173,259	AB602 funds (EDCOE Charter SELPA allocation plan)
Lottery	$	60,586	$	67,318	$	68,588	$	69,350	$114 per ADA unrestricted; $19 per ADA restricted
									$1,071 per K-3 student (capped at number of K-3
Class Size Reduction	$	-	$	-	$	-	$	-	classrooms in FY 2008/9)
Prop 49/After-School State Funding	$	99,693	$	150,000	$	150,000	$	150,000	After-school grant; 3 year renewal
									For schools with FRL > 70%, grant reimburses the lessor
Charter School Facility Grant Revenue	$	341,651	$	379,613	$	386,775	$	391,073	of 75% of rental expenses or $750/student
Child Nutrition - State	$	8,461	$	9,402	$	9,579	$	9,771	per meal reimbursement ($0.22 for free or reduced)
Other State Revenue	$	64,230	$	71,367	$	72,714	$	74,168	Mandate block grant - new revenue @ $14/ADA
Total Other State Revenues	**$**	**1,100,290**	**$**	**1,234,511**	**$**	**1,270,353**	**$**	**1,283,813**	
4. Other Local Revenue									
									In FY 2012/13: Includes after-school donation ($50k),
									HEDCO grant ($5k), Tipping Point ($164k), Dell
									Expansion Grant ($50k), and other local revenues
									($3,500). Philanthropy decreases as school gets to full
									size and can sustain its program on state and federal
All Other Local Revenue	$	283,668	$	99,124	$	10,505	$	10,716	public dollars.
Total Local revenues	**$**	**283,668**	**$**	**99,124**	**$**	**10,505**	**$**	**10,716**	
TOTAL REVENUES		**$4,115,547**		**$4,437,019**		**$4,553,452**		**$4,622,334**	

* Budget has not yet been adjusted to reflect the revenue of impact of Proposition 30 passing. Revenue assumptions still assume trigger cuts at modest growth (~2%) year over year.

B. EXPENSES

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	Assumptions
1. Certificated Salaries					
1100 Teachers Salaries	$ 1,198,616	$ 1,313,598	$ 1,333,104	$ 1,359,766	21.5 teachers; 2.6 education specialists. Adding two additional teachers in FY 2013/14.
1200 Certificated Pupil Support Salaries	$ 222,707	$ 225,491	$ 228,873	233,450	3 Dean of Students; 1 part-time psychologist
1300 Certificated Supervisors' Salaries	$ 100,000	$ 101,250	$ 102,769	104,824	1 principal
1900 Other Certificated Salaries	$ -	$ -	$ -	$ -	
Total Certificated Salaries	$ 1,521,322	$ 1,640,339	$ 1,664,745	$ 1,698,040	
2. Non-certificated Salaries					
2100 Instructional Aides' Salaries	$ 189,981	$ 192,355	$ 195,241	199,145	7 part time after-school educators, 1 After-school Director, one full time instructional aide for special education
2200 Non-certificated Support Salaries	$ 77,167	$ 78,131	$ 79,303	80,889	College Academic Counselor, Social/Emotional Counselor
2300 Non-certificated Supervisors' Salaries	$ -	$ -	$ -	$ -	
2400 Clerical and Office Salaries	$ 86,518	$ 87,600	$ 88,914	90,692	1 office manager; 1 office assistant
2900 Other Non-certificated Salaries	$ 115,509	$ 116,953	$ 118,707	121,081	Building Manager and part-time campus monitors
Total Non-certificated Salaries	$ 469,174	$ 475,039	$ 482,165	$ 491,808	
3. Employee Benefits					
STRS	$ 114,020	$ 123,696	$ 125,551	128,062	8.25% of certificated salaries
PERS	$ 39,656	$ 40,152	$ 40,754	41,569	11.42% of full-time classified support
OASDI/Medicare	$ 60,592	$ 62,800	$ 63,742	65,016	1.45% for certificated staff; 7.65% for classified staff
Health	$ 279,720	$ 307,692	$ 338,461	372,307	Approx $10,500 per year per full-time employee
Unemployment Insurance	$ 14,341	$ 15,270	$ 15,500	15,809	0.5% of salaries
Workers Comp Insurance	$ 22,946	$ 24,433	$ 24,799	25,295	1.2% of salaries; JPA
Other Employee Benefits	$ 15,297	$ 16,288	$ 16,533	16,863	Includes tuition reimbursement
Total Employee Benefits	$ 546,572	$ 590,330	$ 625,339	$ 664,922	
4. Books and Supplies					
Books	$ 31,000	$ 31,388	$ 31,780	32,415	Replacement books and books for additional students
Materials and Supplies	$ 97,506	$ 101,207	$ 101,945	103,984	All classroom, office, janitorial supplies
Noncapitalized Equipment	$ 34,060	$ 34,485	$ 34,916	35,615	Replacement computers, networking switch, iPADs
Food	$ 131,083	$ 145,648	$ 148,396	151,364	offset by revenue reimbursement above
Total Books and Supplies	$ 293,649	$ 312,728	$ 317,038	$ 323,378	
5. Services and Other Operating Expenditures					
Travel and Conferences	$ 17,500	$ 17,719	$ 17,940	18,299	Travel to Home Office for Professional Development, Staff Retreat
Dues and Membership	$ 13,300	$ 13,466	$ 13,635	13,907	Athletic dues, ACS, other membership fees
Insurance	$ 54,057	$ 56,177	$ 56,577	57,709	Approx $40 per student
Operations	$ 46,200	$ 50,820	$ 55,902	61,492	Utility costs; 10% increase year over year
Rentals, Leases, and Repairs	$ 1,369,926	$ 1,370,305	$ 1,370,688	1,370,688	Rent for facility; copier lease; repairs
Professional/Consulting Services	$ 78,166	$ 114,398	$ 115,641	117,954	Includes special ed contractors, facility contractors, and other professional services
Authorizer Fees	$ 27,760	$ 31,886	$ 33,822	34,499	1% of general and categorical block grant
Communications	$ 13,897	$ 14,071	$ 14,246	14,531	includes internet, phone and postage
Total Services and Other Operating	$ 1,620,806	$ 1,668,842	$ 1,678,452	$ 1,689,080	
6. Capital Outlay					
Depreciation Expense	$ 100,883	$ 40,643	$ 16,498	$ -	
Total Capital Outlay	$ 100,883	$ 40,643	$ 16,498	$ -	
7. Other Outgo					
Home Office Contribution	$ 219,835	$ 251,111	$ 265,123	270,426	7% of revenue to support HO services
Facility & Special Ed Allocation	$ (666,656)	$ (609,017)	$ (583,196)	(583,196)	Facility Allocation and special ed contribution
Total Outgo	$ (446,821)	$ (357,906)	$ (318,073)	(312,770)	
8. Total Expenditures	$ 4,105,586	$ 4,370,014	$ 4,466,164	$ 4,554,458	
C. Net Increase (Decrease) in Fund Balance	$ 9,961	$ 67,005	$ 87,288	67,875	

D. Fund Balance, Reserves

		FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16
1. Beginning Fund Balance (Audited)	$	318,135	$	328,096	$	395,101	$	482,389
2. Net Increase (Decrease) in Fund Balance	$	9,961	$	67,005	$	87,288	$	67,875
		------------		------------		------------		------------
3. Ending Fund Balance	$	**328,096**	$	**395,101**	$	**482,389**	$	**550,264**
% Unrestricted Reserves		8.0%		8.9%		10.6%		11.9%

Aspire Public Schools
Aspire Golden State College Preparatory Academy
Three year budget: FY 2012-2015

Enrollment Projections		FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
	Grade 6	90	60	60	90
	Grade 7	90	90	60	60
	Grade 8	60	90	90	60
	Grade 9	87	90	90	90
	Grade 10	78	84	90	90
	Grade 11	43	78	78	84
	Grade 12	29	38	72	72
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	Total Enrollment	477	530	540	546
ADA Projections	Grade 6	86.0	57.3	57.3	86.0
95.5% ADA	Grade 7	86.0	86.0	57.3	57.3
	Grade 8	57.3	86.0	86.0	57.3
	Grade 9	83.1	86.0	86.0	86.0
	Grade 10	74.5	80.2	86.0	86.0
	Grade 11	41.1	74.5	74.5	80.2
	Grade 12	27.7	36.3	68.8	68.8
		----------	----------	----------	----------
	Total ADA	455.5	506.2	515.7	521.4
	FRL	74%	74%	74%	74%
	ELL	25%	25%	25%	25%
	ED	65%	65%	65%	65%

A. Revenues		FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16	Assumptions
1. Revenue Limit Sources									
Charter Schools Gen. Purpose - State Aid*	$	1,686,353	$	1,966,981	$	2,110,763	$	2,152,979	FY 2012/13: 4-6 $4,822; 7-8: $4,978; 9-12 $5,820 minus the in lieu amount below
Charter Schools Funding in Lieu of Property Taxes	$	758,466	$	842,740	$	858,641	$	868,181	$1,665/ADA - P2 in lieu rate for OUSD
Total Revenue Limit Sources	**$**	**2,444,819**	**$**	**2,809,721**	**$**	**2,969,404**	**$**	**3,021,160**	
2. Federal Revenues									
No Child Left Behind	$	100,600	$	100,600	$	100,600	$	100,600	Title I and II based on 2011/12 apportionment; Title III assumes $109 per EL student. Assumes no growth in NCLB because of hold harmless provisions; growing charter schools don't often receive additional Title
Special Education - Federal	$	52,560	$	63,775	$	70,861	$	73,000	Assumes $140 per ADA in IDEA funding
Child Nutrition - Federal	$	116,360	$	129,289	$	131,728	$	133,046	$2.48 per lunch (reduced); $2.88 per lunch (free)
Other Federal Revenues	$	17,250	$	-	$	-	$	-	TIF support for coaching (one-time funds)
Total Federal Revenues	**$**	**286,770**	**$**	**293,664**	**$**	**303,189**	**$**	**306,646**	
3. Other State Revenues									
Charter Schools Categorical Block Grant	$	331,188	$	378,861	$	412,836	$	416,193	Assumes $400 per ADA plus EIA funding at $319/EL or ED student
Special Education - State	$	194,479	$	177,950	$	169,861	$	173,259	AB602 funds (EDCOE Charter SELPA allocation plan)
Lottery	$	60,586	$	67,318	$	68,588	$	69,350	$114 per ADA unrestricted; $19 per ADA restricted
Class Size Reduction	$	-	$	-	$	-	$	-	$1,071 per K-3 student (capped at number of K-3 classrooms in FY 2008/9)
Prop 49/After-School State Funding	$	99,693	$	150,000	$	150,000	$	150,000	After-school grant; 3 year renewal
Charter School Facility Grant Revenue	$	341,651	$	379,613	$	386,775	$	391,073	For schools with FRL > 70%, grant reimburses the lessor of 75% of rental expenses or $750/student
Child Nutrition - State	$	8,461	$	9,402	$	9,579	$	9,771	per meal reimbursement ($0.22 for free or reduced)
Other State Revenue	$	64,230	$	71,367	$	72,714	$	74,168	Mandate block grant - new revenue @ $14/ADA
Total Other State Revenues	**$**	**1,100,290**	**$**	**1,234,511**	**$**	**1,270,353**	**$**	**1,283,813**	
4. Other Local Revenue									
All Other Local Revenue	$	283,668	$	99,124	$	10,505	$	10,716	In FY 2012/13: Includes after-school donation ($50k), HEDCO grant ($5k), Tipping Point ($164k), Dell Expansion Grant ($50k), and other local revenues ($3,500). Philanthropy decreases as school gets to full size and can sustain its program on state and federal public dollars.
Total Local revenues	**$**	**283,668**	**$**	**99,124**	**$**	**10,505**	**$**	**10,716**	
TOTAL REVENUES		**$4,115,547**		**$4,437,019**		**$4,553,452**		**$4,622,334**	

* Budget has not yet been adjusted to reflect the revenue of impact of Proposition 30 passing. Revenue assumptions still assume trigger cuts at modest growth (~2%) year over year.

B. EXPENSES	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	Assumptions
1. Certificated Salaries					
1100 Teachers Salaries	$ 1,198,616	$ 1,313,598	$ 1,333,104	$ 1,359,766	21.5 teachers; 2.6 education specialists. Adding two additional teachers in FY 2013/14.
1200 Certificated Pupil Support Salaries	$ 222,707	$ 225,491	$ 228,873	$ 233,450	3 Dean of Students; 1 part-time psychologist
1300 Certificated Supervisors' Salaries	$ 100,000	$ 101,250	$ 102,769	$ 104,824	1 principal
1900 Other Certificated Salaries	$ -	$ -	$ -	$ -	
Total Certificated Salaries	$ 1,521,322	$ 1,640,339	$ 1,664,745	$ 1,698,040	
2. Non-certificated Salaries					
2100 Instructional Aides' Salaries	$ 189,981	$ 192,355	$ 195,241	$ 199,145	7 part time after-school educators, 1 After-school Director, one full time instructional aide for special education
2200 Non-certificated Support Salaries	$ 77,167	$ 78,131	$ 79,303	$ 80,889	College Academic Counselor, Social/Emotional Counselor
2300 Non-certificated Supervisors' Salaries	$ -	$ -	$ -	$ -	
2400 Clerical and Office Salaries	$ 86,518	$ 87,600	$ 88,914	$ 90,692	1 office manager; 1 office assistant
2900 Other Non-certificated Salaries	$ 115,509	$ 116,953	$ 118,707	$ 121,081	Building Manager and part-time campus monitors
Total Non-certificated Salaries	$ 469,174	$ 475,039	$ 482,165	$ 491,808	
3. Employee Benefits					
STRS	$ 114,020	$ 123,696	$ 125,551	$ 128,062	8.25% of certificated salaries
PERS	$ 39,656	$ 40,152	$ 40,754	$ 41,569	11.42% of full-time classified support
OASDI/Medicare	$ 60,592	$ 62,800	$ 63,742	$ 65,016	1.45% for certificated staff; 7.65% for classified staff
Health	$ 279,720	$ 307,692	$ 338,461	$ 372,307	Approx $10,500 per year per full-time employee
Unemployment Insurance	$ 14,341	$ 15,270	$ 15,500	$ 15,809	0.5% of salaries
Workers Comp Insurance	$ 22,946	$ 24,433	$ 24,799	$ 25,295	1.2% of salaries; JPA
Other Employee Benefits	$ 15,297	$ 16,288	$ 16,533	$ 16,863	Includes tuition reimbursement
Total Employee Benefits	$ 546,572	$ 590,330	$ 625,339	$ 664,922	
4. Books and Supplies					
Books	$ 31,000	$ 31,388	$ 31,780	$ 32,415	Replacement books and books for additional students
Materials and Supplies	$ 97,506	$ 101,207	$ 101,945	$ 103,984	All classroom, office, janitorial supplies
Noncapitalized Equipment	$ 34,060	$ 34,485	$ 34,916	$ 35,615	Replacement computers, networking switch, iPADs
Food	$ 131,083	$ 145,648	$ 148,396	$ 151,364	offset by revenue reimbursement above
Total Books and Supplies	$ 293,649	$ 312,728	$ 317,038	$ 323,378	
5. Services and Other Operating Expenditures					
Travel and Conferences	$ 17,500	$ 17,719	$ 17,940	$ 18,299	Travel to Home Office for Professional Development, Staff Retreat
Dues and Membership	$ 13,300	$ 13,466	$ 13,635	$ 13,907	Athletic dues, ACS, other membership fees
Insurance	$ 54,057	$ 56,177	$ 56,577	$ 57,709	Approx $40 per student
Operations	$ 46,200	$ 50,820	$ 55,902	$ 61,492	Utility costs; 10% increase year over year
Rentals, Leases, and Repairs	$ 1,369,926	$ 1,370,305	$ 1,370,688	$ 1,370,688	Rent for facility; copier lease; repairs
Professional/Consulting Services	$ 78,166	$ 114,398	$ 115,641	$ 117,954	Includes special ed contractors, facility contractors, and other professional services
Authorizer Fees	$ 27,760	$ 31,886	$ 33,822	$ 34,499	1% of general and categorical block grant
Communications	$ 13,897	$ 14,071	$ 14,246	$ 14,531	includes internet, phone and postage
Total Services and Other Operating	$ 1,620,806	$ 1,668,842	$ 1,678,452	$ 1,689,080	
6. Capital Outlay					
Depreciation Expense	$ 100,883	$ 40,643	$ 16,498	$ -	
Total Capital Outlay	$ 100,883	$ 40,643	$ 16,498	$ -	
7. Other Outgo					
Home Office Contribution	$ 219,835	$ 251,111	$ 265,123	$ 270,426	7% of revenue to support HO services
Facility & Special Ed Allocation	$ (666,656)	$ (609,017)	$ (583,196)	$ (583,196)	Facility Allocation and special ed contribution
Total Outgo	$ (446,821)	$ (357,906)	$ (318,073)	$ (312,770)	
Total Expenditures	$ 4,105,586	$ 4,370,014	$ 4,466,164	$ 4,554,458	
C. Net Increase (Decrease) in Fund Balance	$ 9,961	$ 67,005	$ 87,288	$ 67,875	

D. Fund Balance, Reserves

		FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16
1. Beginning Fund Balance (Audited)	$	318,135	$	328,096	$	395,101	$	482,389
2. Net Increase (Decrease) in Fund Balance	$	9,961	$	67,005	$	87,288	$	67,875
		------------		------------		------------		------------
3. Ending Fund Balance	**$**	**328,096**	**$**	**395,101**	**$**	**482,389**	**$**	**550,264**
% Unrestricted Reserves		8.0%		8.9%		10.6%		11.9%

Name of School		211	Aspire Golden State College Preparatory Academy												

2012-13 Est. Cash Flow	Total Budget	July *	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Balance (cash)		$ -	$ 252,585	$ 251,867	$ 185,495	$ 330,665	$ 228,703	$ 246,927	$ 176,665	$ 28,650	$ 152,938	$ 212,859	$ 20,622	$ 90,747	
Revenue															
Federal															
Title I, II and III	$ 100,600	$ -	$ -	$ -	$ -	$ -	$ 40,240	$ -	$ -	$ -	$ 40,240	$ -	$ -	$ 20,120	$ 100,600
National Lunch Program	$ 116,360	$ -	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 9,697	$ 116,360
CSP Grant (1)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Facility Grant - CSFA (2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Special Education - Federal	$ 52,560	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 26,280	$ 13,140	$ -	$ -	$ 13,140	$ 52,560
All Other Federal	$ 17,250	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ 1,438	$ -	$ 17,250
Total Federal	$ 286,770	$ 1,438	$ 11,134	$ 11,134	$ 11,134	$ 11,134	$ 51,374	$ 11,134	$ 11,134	$ 37,414	$ 64,514	$ 11,134	$ 11,134	$ 42,957	$ 286,770
State															
State Aid (3)	$ 2,017,541	$ 65,614	$ 65,614	$ 118,104	$ 118,104	$ 118,104	$ 118,104	$ 118,104	$ 88,582	$ -	$ 71,923	$ -	$ 550,132	$ 585,155	$ 2,017,541
Class Size Reduction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplemental Categorical Block Grant	$ 64,230	$ -	$ 32,115	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 32,115	$ 64,230
Lottery	$ 60,586	$ -	$ -	$ -	$ -	$ -	$ 15,147	$ -	$ -	$ 15,147	$ -	$ -	$ 15,147	$ 15,147	$ 60,586
Prop 49	$ 99,693	$ -	$ -	$ -	$ -	$ -	$ 64,800	$ -	$ -	$ 24,923	$ -	$ -	$ -	$ 9,969	$ 99,693
Child Nutrition (State)	$ 8,461	$ -	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 705	$ 8,461
Facility Grant - SB740 (4)	$ 341,651	$ -	$ -	$ -	$ 170,826	$ -	$ -	$ -	$ -	$ -	$ 170,826	$ -	$ -	$ -	$ 341,651
Special Education - State	$ 194,479	$ -	$ -	$ 22,754	$ -	$ 17,503	$ 17,503	$ 49,203	$ 972	$ -	$ 8,946	$ 2,917	$ -	$ 74,680	$ 194,479
All Other State	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total State	$ 2,786,643	$ 65,614	$ 98,434	$ 141,563	$ 289,635	$ 136,312	$ 216,259	$ 168,012	$ 90,260	$ 40,775	$ 252,400	$ 3,622	$ 565,984	$ 717,771	$ 2,786,643
Local															
In lieu of Property Tax	$ 758,466	$ -	$ 45,508	$ 91,016	$ 60,677	$ 60,677	$ 60,677	$ 60,677	$ 60,877	$ 106,185	$ 53,093	$ 53,093	$ 53,093	$ 53,093	$ 758,466
All Other Local Revenue	$ 283,668	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ 23,639	$ -	$ 283,668
Total Local	$ 1,042,134	$ 23,639	$ 69,147	$ 114,655	$ 84,316	$ 84,316	$ 84,316	$ 84,316	$ 84,316	$ 129,824	$ 76,732	$ 76,732	$ 76,732	$ 53,093	$ 1,042,134
Total Revenue	$ 4,115,547	$ 90,690	$ 178,715	$ 267,352	$ 385,085	$ 231,763	$ 351,950	$ 263,463	$ 185,710	$ 208,013	$ 393,646	$ 91,488	$ 853,850	$ 813,821	$ 4,115,547
Expenses															
(1000) Certificated Salaries	$ 1,521,322	$ 126,777	$ 126,777	$ 128,777	$ 128,777	$ 126,777	$ 126,777	$ 126,777	$ 126,777	$ 128,777	$ 126,777	$ 126,777	$ 126,777	$ -	$ 1,521,922
(2000) Classified Salaries	$ 469,174	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ 39,098	$ -	$ 469,174
(3000) Employee Benefits	$ 546,572	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ 45,548	$ -	$ 546,572
(4000) Books/Supplies	$ 293,649	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ 24,471	$ -	$ 293,649
(5000) Services/Other Operating Exp	$ 1,593,046	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ 132,754	$ -	$ 1,593,046
(6000) Capital Outlay	$ 100,883	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ -	$ 100,883
(7000) All Other Outgo	$ (446,821)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ (37,235)	$ -	$ (446,821)
(7300) Oversight Fee	$ 27,760	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ 2,313	$ -	$ 27,760
Total Expenses	$ 4,105,586	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ 342,132	$ -	$ 4,105,566
Surplus	$ 9,961	$ (251,442)	$ (163,417)	$ (74,780)	$ 42,953	$ (110,369)	$ 9,818	$ (78,669)	$ (156,422)	$ (134,119)	$ 51,514	$ (250,644)	$ 311,718	$ 813,821	$ 9,961
Accounts Receivables															
Apportionment AR (State Aid/Categorical) (5)	$ 764,351	$ 452,665	$ 311,686	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 764,351
Other AR	$ 372,835	$ 186,418	$ 92,607	$ -	$ 93,811	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 372,835
Depreciation (Add back)	$ 100,883	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ 8,407	$ -	$ 100,883
Liabilities															
Short-term Payables	$ 143,463	$ (143,463)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE Revolving Loans (6)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Current Debt (RANs)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Home Office Support (7)	$ 507,867	$ -	$ (250,000)	$ -	$ -	$ -	$ -	$ -	$ -	$ 250,000	$ -	$ 50,000	$ (250,000)	$ -	$ 307,867
Month End Cash		$ 252,585	$ 251,867	$ 185,495	$ 330,665	$ 228,703	$ 246,927	$ 176,665	$ 28,650	$ 152,938	$ 212,859	$ 20,622	$ 90,747		

* End of 2011/2012 cash balance

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
Title I, II and III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
National Lunch Program	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
CSP Grant (1)	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Facility Grant - CSFA (2)	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Special Education - Federal	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	25.0%	0.0%	0.0%	25.0%
All Other Federal	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
State Aid (3)	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	4.4%	0.0%	3.6%	0.0%	27.3%	9.8%
Class Size Reduction	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	30.0%	0.0%	0.0%	0.0%	0.0%	45.0%
Supplemental Categorical Block Grant	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	25.0%
Prop 49	0.0%	0.0%	0.0%	0.0%	0.0%	65.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	10.0%
Child Nutrition (State)	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
Facility Grant - SB740 (4)	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Special Education - State	0.0%	0.0%	11.7%	0.0%	9.0%	9.0%	25.3%	0.5%	0.0%	4.6%	1.5%	0.0%	38.4%
All Other State	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
In lieu of Property Tax	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Food Service Sales	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
All Other Local Revenue	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

Assumptions

(1) CSP Grant is a five year federal grant awarded to Aspire Public Schools from the US Department of Education in 2010. It is awarded to new schools.

(2) Several Aspire schools receive a three year federal grant administered by the California School Finance Authority. The grant is to reimburse schools for their facility costs.

(3) Includes charter school categorical block grant. Cash flow schedule reflects 2012/13 advance schedule with state deferral payments.

(4) Timing of SB740 funding is difficult to predict. CDE is not following statutory madate to apportion by October 1st.

(5) Includes 2011-12 P1 deferrals and P2 apportionment payment.

(6) CDE Revolving Loan issued to new schools to help cash flow. To be paid back through apportionment payments in September through February.

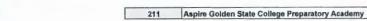(7) Intercompany loan so that school can meet its cash obligations in months where projected to have a cash deficit.

2013-14 Est. Cash Flow	Total Budget	July *	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Balance (cash)		$ 90,747	$ 203,652	$ 297,332	$ 118,197	$ 271,389	$ 98,311	$ 161,907	$ 99,939	$ 165,086	$ 89,316	$ 103,745	$ 290,998	$ 107,961	
Revenue															
Federal															
Title I, II and III	$ 100,600	$ -	$ -	$ -	$ -	$ -	$ 40,240	$ -	$ -	$ -	$ 40,240	$ -	$ -	$ 20,120	$ 100,600
National Lunch Program	$ 129,289	$ -	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 129,289
CSP Grant (1)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Facility Grant - CSFA (2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Special Education - Federal	$ 63,775	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 31,887	$ 15,944	$ -	$ -	$ 15,944	$ 63,775
All Other Federal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Federal	$ 293,664	$ -	$ 10,774	$ 10,774	$ 10,774	$ 10,774	$ 51,014	$ 10,774	$ 10,774	$ 42,662	$ 66,958	$ 10,774	$ 10,774	$ 46,838	$ 293,664
State															
State Aid (3)	$ 2,345,842	$ -	$ -	$ 39,879	$ 236,930	$ 84,450	$ 166,555	$ 166,555	$ 337,801	$ 60,992	$ 42,225	$ 166,555	$ 82,104	$ 961,795	$ 2,345,842
Class Size Reduction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplemental Categorical Block Grant	$ 71,367	$ -	$ 35,684	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 35,684	$ 71,367
Lottery	$ 67,318	$ -	$ -	$ -	$ -	$ -	$ 16,829	$ -	$ -	$ 16,829	$ -	$ -	$ 16,829	$ 16,829	$ 67,318
Prop 49	$ 150,000	$ -	$ -	$ -	$ -	$ -	$ 97,500	$ -	$ -	$ 37,500	$ -	$ -	$ -	$ 15,000	$ 150,000
Child Nutrition (State)	$ 9,402	$ -	$ 783	$ 783	$ 783	$ 783	$ 783	$ 783	$ 783	$ 783	$ 783	$ 783	$ 783	$ 783	$ 9,402
Facility Grant - SB740 (4)	$ 379,613	$ -	$ -	$ -	$ 189,806	$ -	$ -	$ -	$ -	$ -	$ 189,806	$ -	$ -	$ -	$ 379,613
Special Education - State	$ 177,950	$ -	$ -	$ 20,820	$ -	$ 16,016	$ 16,016	$ 45,021	$ 890	$ -	$ 8,186	$ 2,669	$ -	$ 68,333	$ 177,950
All Other State	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total State	$ 3,201,491	$ -	$ 36,467	$ 61,483	$ 427,520	$ 101,249	$ 297,683	$ 212,360	$ 339,474	$ 116,105	$ 241,001	$ 170,008	$ 99,717	$ 1,098,425	$ 3,201,491
Local															
In lieu of Property Tax	$ 842,740	$ -	$ 50,564	$ 101,129	$ 67,419	$ 67,419	$ 67,419	$ 67,419	$ 67,419	$ 117,984	$ 58,992	$ 58,992	$ 56,992	$ 58,992	$ 842,740
All Other Local Revenue	$ 99,124	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ 8,260	$ -	$ 99,124
Total Local	$ 941,864	$ 8,260	$ 58,825	$ 109,389	$ 75,680	$ 75,680	$ 75,680	$ 75,680	$ 75,680	$ 126,244	$ 67,252	$ 67,252	$ 67,252	$ 58,992	$ 941,864
Total Revenue	$ 4,437,019	$ 8,260	$ 106,066	$ 181,646	$ 513,973	$ 187,703	$ 424,377	$ 298,813	$ 425,928	$ 285,010	$ 375,211	$ 248,034	$ 177,744	$ 1,204,254	$ 4,437,019
Expenses															
(1000) Certificated Salaries	$ 1,640,339	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ 136,695	$ -	$ 1,640,339
(2000) Classified Salaries	$ 475,039	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ 39,587	$ -	$ 475,039
(3000) Employee Benefits	$ 590,330	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ 49,194	$ -	$ 590,330
(4000) Books/Supplies	$ 312,728	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ 26,061	$ -	$ 312,728
(5000) Services/Other Operating Exp	$ 1,636,956	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ 136,413	$ -	$ 1,636,956
(6000) Capital Outlay	$ 40,643	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ -	$ 40,643
(7000) All Other Outgo	$ (357,906)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ (29,825)	$ -	$ (357,906)
(7300) Oversight Fee	$ 31,886	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ 2,657	$ -	$ 31,886
Total Expenses	$ 4,370,014	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ 364,168	$ -	$ 4,370,014
Surplus	$ 67,005	$ (355,908)	$ (258,102)	$ (182,522)	$ 149,806	$ (176,465)	$ 60,209	$ (65,355)	$ 61,760	$ (79,158)	$ 11,043	$ (116,134)	$ (186,424)	$ 1,204,254	$ 67,005
Accounts Receivables															
Apportionment AR (State Aid/Categorical) (5)	$ 585,155	$ 351,093	$ 234,062	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 585,155
Other AR	$ 228,666	$ 114,333	$ 114,333	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 228,666
Depreciation (Add back)	$ 40,643	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ 3,387	$ -	$ 40,643
Liabilities															
Short-term Payables	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE Revolving Loans (6)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Current Debt (RANs)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Home Office Support	$ 307,867	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 300,000	$ -	$ -	$ 607,867
Month End Cash		$ 203,652	$ 297,332	$ 118,197	$ 271,389	$ 98,311	$ 161,907	$ 99,939	$ 165,086	$ 89,316	$ 103,745	$ 290,998	$ 107,961		

* End of 2012/2013 cash balance

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
Title I, II and III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
National Lunch Program	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
CSP Grant (1)	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Facility Grant - CSFA (2)	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Special Education - Federal	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	25.0%	0.0%	0.0%	25.0%
All Other Federal	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
State Aid (3)	0.0%	0.0%	1.7%	10.1%	3.6%	7.1%	7.1%	14.4%	2.6%	1.8%	7.1%	3.5%	41.0%
Class Size Reduction	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	30.0%	0.0%	0.0%	0.0%	0.0%	45.0%
Supplemental Categorical Block Grant	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	25.0%
Prop 49	0.0%	0.0%	0.0%	0.0%	0.0%	65.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	10.0%
Child Nutrition (State)	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
Facility Grant - SB740 (4)	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Special Education - State	0.0%	0.0%	11.7%	0.0%	9.0%	9.0%	25.3%	0.5%	0.0%	4.6%	1.5%	0.0%	38.4%
All Other State	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
In lieu of Property Tax	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Food Service Sales	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
All Other Local Revenue	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

Assumptions

(1) CSP Grant is a five year federal grant awarded to Aspire Public Schools from the US Department of Education in 2010. It is awarded to new schools.

(2) Several Aspire schools receive a three year federal grant administered by the California School Finance Authority. The grant is to reimburse schools for their facility costs.

(3) Includes charter school categorical block grant. Assumes no deferral exemption.

(4) Timing of SB740 funding is difficult to predict. CDE is not following statutory madate to apportion by October 1st.

(5) Includes 2012-13 P1 deferrals and P2 apportionment payment.

(6) CDE Revolving Loan issued to new schools to help cash flow. To be paid back through apportionment payments in September through February.

(7) Intercompany loan so that school can meet its cash obligations in months where projected to have a cash deficit.

2014-15 Est. Cash Flow	Total Budget	July *	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Balance (cash)		$ 107,961	$ 443,625	$ 222,006	$ 29,663	$ 188,471	$ 5,145	$ 65,032	$ 197,719	$ 272,504	$ 190,250	$ 196,781	$ 80,455	$ 87,879	
Revenue															
Federal															
Title I, II and III	$ 100,600	$ -	$ -	$ -	$ -	$ -	$ 40,240	$ -	$ -	$ -	$ 40,240	$ -	$ -	$ 20,120	$ 100,600
National Lunch Program	$ 131,728	$ -	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 131,728
CSP Grant (1)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Facility Grant - CSFA (2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Special Education - Federal	$ 70,861	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 35,431	$ 17,715	$ -	$ -	$ 17,715	$ 70,861
All Other Federal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Federal	$ 303,189	$ -	$ 10,977	$ 10,977	$ 10,977	$ 10,977	$ 51,217	$ 10,977	$ 10,977	$ 46,408	$ 68,933	$ 10,977	$ 10,977	$ 48,813	$ 303,189
State															
State Aid (3)	$ 2,523,599	$ -	$ -	$ 42,901	$ 254,884	$ 90,850	$ 179,176	$ 179,176	$ 363,398	$ 65,614	$ 45,425	$ 179,176	$ 88,326	$ 1,034,676	$ 2,523,599
Class Size Reduction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplemental Categorical Block Grant	$ 72,714	$ -	$ 36,357	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 38,357	$ 72,714
Lottery	$ 68,588	$ -	$ -	$ -	$ -	$ -	$ 17,147	$ -	$ -	$ 17,147	$ -	$ -	$ 17,147	$ 17,147	$ 68,588
Prop 49	$ 150,000	$ -	$ -	$ -	$ -	$ -	$ 97,500	$ -	$ -	$ 37,500	$ -	$ -	$ -	$ 15,000	$ 150,000
Child Nutrition (State)	$ 9,579	$ -	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 798	$ 9,579
Facility Grant - SB740 (4)	$ 386,775	$ -	$ -	$ -	$ 193,388	$ -	$ -	$ -	$ -	$ -	$ 193,388	$ -	$ -	$ -	$ 386,775
Special Education - State	$ 169,861	$ -	$ -	$ 19,874	$ -	$ 15,288	$ 15,288	$ 42,975	$ 849	$ -	$ 7,814	$ 2,548	$ -	$ 85,227	$ 169,861
All Other State	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total State	$ 3,381,116	$ -	$ 37,155	$ 63,573	$ 449,069	$ 106,935	$ 309,908	$ 222,949	$ 365,046	$ 121,059	$ 247,424	$ 182,522	$ 106,271	$ 1,169,205	$ 3,381,116
Local															
In lieu of Property Tax	$ 858,641	$ -	$ 51,518	$ 103,037	$ 68,691	$ 68,691	$ 68,691	$ 68,691	$ 68,691	$ 120,210	$ 60,105	$ 60,105	$ 60,105	$ 60,105	$ 858,641
All Other Local Revenue	$ 10,505	$ 875	$ 875	$ 875	$ 875	$ 875	$ 875	$ 875	$ 875	$ 875	$ 875	$ 875	$ 875	$ -	$ 10,505
Total Local	$ 869,146	$ 875	$ 52,394	$ 103,912	$ 69,567	$ 69,567	$ 69,567	$ 69,567	$ 69,567	$ 121,085	$ 60,980	$ 60,980	$ 60,980	$ 60,105	$ 869,146
Total Revenue	$ 4,553,452	$ 875	$ 100,526	$ 178,463	$ 529,613	$ 187,479	$ 430,692	$ 303,493	$ 445,590	$ 288,552	$ 377,337	$ 254,479	$ 178,229	$ 1,278,122	$ 4,553,452
Expenses															
(1000) Certificated Salaries	$ 1,664,745	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ 138,729	$ -	$ 1,664,745
(2000) Classified Salaries	$ 482,165	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ 40,180	$ -	$ 482,165
(3000) Employee Benefits	$ 625,339	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ 52,112	$ -	$ 625,339
(4000) Books/Supplies	$ 317,038	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ 26,420	$ -	$ 317,038
(5000) Services/Other Operating Exp	$ 1,644,630	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ 137,052	$ -	$ 1,644,630
(6000) Capital Outlay	$ 16,498	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ -	$ 16,498
(7000) All Other Outgo	$ (318,073)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ (26,506)	$ -	$ (318,073)
(7300) Oversight Fee	$ 33,822	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ 2,819	$ -	$ 33,822
Total Expenses	$ 4,466,164	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ 372,180	$ -	$ 4,466,164
Surplus	$ 87,288	$ (371,305)	$ (271,654)	$ (193,717)	$ 157,433	$ (184,701)	$ 58,512	$ (68,688)	$ 73,410	$ (83,628)	$ 5,157	$ (117,701)	$ (193,951)	$ 1,278,122	$ 87,288
Accounts Receivables															
Apportionment AR (State Aid/Categorical) (5)	$ 1,034,676	$ 620,805	$ 413,870	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,034,676
Other AR	$ 169,579	$ 84,789	$ 84,789	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 169,579
Depreciation (Add back)	$ 16,498	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ 1,375	$ -	$ 16,498
Liabilities															
Short-term Payables	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE Revolving Loans (6)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Current Debt (RANs)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Home Office Support (7)	$ 607,867	$ -	$ (450,000)	$ -	$ -	$ -	$ -	$ 200,000	$ -	$ -	$ -	$ -	$ 200,000	$ -	$ 557,867
Month End Cash		$ 443,625	$ 222,006	$ 29,663	$ 188,471	$ 5,145	$ 65,032	$ 197,719	$ 272,504	$ 190,250	$ 196,781	$ 80,455	$ 87,879		

* End of 2013/2014 cash balance

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
Title I, II and III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
National Lunch Program	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
CSP Grant (1)	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Facility Grant - CSFA (2)	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Special Education - Federal	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	25.0%	0.0%	0.0%	25.0%
All Other Federal	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
State Aid (3)	0.0%	0.0%	1.7%	10.1%	3.6%	7.1%	7.1%	14.4%	2.6%	1.8%	7.1%	3.5%	41.0%
Class Size Reduction	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	30.0%	0.0%	0.0%	0.0%	0.0%	45.0%
Supplemental Categorical Block Grant	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	25.0%
Prop 49	0.0%	0.0%	0.0%	0.0%	0.0%	65.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	10.0%
Child Nutrition (State)	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%
Facility Grant - SB740 (4)	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Special Education - State	0.0%	0.0%	11.7%	0.0%	9.0%	9.0%	25.3%	0.5%	0.0%	4.6%	1.5%	0.0%	38.4%
All Other State	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
In lieu of Property Tax	0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Food Service Sales	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
All Other Local Revenue	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%

Assumptions

(1) CSP Grant is a five year federal grant awarded to Aspire Public Schools from the US Department of Education in 2010. It is awarded to new schools.

(2) Several Aspire schools receive a three year federal grant administered by the California School Finance Authority. The grant is to reimburse schools for their facility costs.

(3) Includes charter school categorical block grant. Assumes no deferral exemption.

(4) Timing of SB740 funding is difficult to predict. CDE is not following statutory madate to apportion by October 1st.

(5) Includes 2013-14 P1 deferrals and P2 apportionment payment.

(6) CDE Revolving Loan issued to new schools to help cash flow. To be paid back through apportionment payments in September through February.

(7) Intercompany loan so that school can meet its cash obligations in months where projected to have a cash deficit.

Aspire Public Schools Leadership Team

James Willcox, Chief Executive Officer

James Willcox assumed leadership of Aspire Public Schools in 2009, taking over for founder Don Shalvey upon his transition to Chairman of the Board. Mr. Willcox joined the Aspire team as Chief Operating Officer in 2007. During his tenure at Aspire, this leading charter management organization has doubled in size from 17 to 34 schools and grown to serve over 12,000 students across California.

Prior to joining the management team of Aspire, Mr. Willcox was the founding Chief Operating Officer of Education for Change, an organization focused on restructuring underperforming schools as independent charter schools in partnership with the Oakland Unified School District.

Before his direct involvement in school system management, Mr. Willcox served as a Principal at New Schools Venture Fund, a philanthropic organization founded to improve the educational opportunities for underserved students across the country. Mr. Willcox has also spent time as a nonprofit consultant with The Bridgespan Group, and served as a U.S. Army officer and helicopter pilot for over seven years. He holds a B.S. from the United States Military Academy at West Point and an M.Ed. and M.B.A. from Stanford University.

Elise Darwish, Chief Academic Officer

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

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

Wayne Hilty, Chief Operating Officer and Chief Financial Officer

Mr. Hilty is responsible for Aspire Public Schools's financial and operational functions, including accounting, finance, growth, technology, strategic information systems, facilities, marketing, human resources, and the management of Aspire's Home Office. During his 30-year career, Mr. Hilty has managed and led accounting, finance, strategy, business improvement, property development and technology across a broad range of enterprises. He is an expert in

financial operations and process improvement. From 2003 to 2010 Mr. Hilty operated his own practice as an Interim CFO/COO to public and private-equity backed companies across a wide range of industries. From 1998 to 2003 Mr. Hilty was Senior Vice President and Chief Financial Officer of Copart, Inc. (CPRT). Under his financial leadership, Copart added over 60 locations, grew revenues from $100M to $1.2B, and increased market valuation by more than 500% to over $2B. Mr. Hilty received a B.S. from San Francisco State University in 1980 and became a certified public accountant with Ernst and Young in 1982. He is a member of Financial Executives International and the California Society of CPAs.

Heather Kirkpatrick, Vice President of Education

Heather Kirkpatrick is the Vice President of Education at Aspire Public Schools. In this role she supports educators from recruitment as Residents or as first year teachers into Aspire's Induction program through promotion into roles such as Lead Teacher, Model Teacher, Mentor Teacher, Principal and Instructional Coach at Aspire. Heather began her teaching at Erasmus Hall High School in Brooklyn, New York. Prior to teaching, she worked for several years in organizational development at a non-profit serving indigent adults. She earned her B.A. from Barnard College, her Master's in Education from the Harvard Graduate School of Education and her Ph.D. in Education at the Stanford University School of Education.

Chris Padula, Vice President of Advancement

Chris Padula joined Aspire Public Schools as Vice President of Advancement in March 2012. In this role, Chris oversees private fundraising from individuals, foundations, and corporations; public government funding; donor management; and communications and strategic marketing efforts to support Aspire's overall organizational needs. He brings over 10 years of senior-level education leadership and fundraising experience to Aspire.

Prior to Aspire, Chris served as Western Region Executive Director at Jumpstart, an early childhood education organization promoting literacy and language skills for low-income children. He oversaw fundraising, program management, strategic partnerships, and operations serving 3,500 children annually in CA and WA, and also served on the national executive leadership team, creating organizational vision and strategy. Prior to Jumpstart, Chris spent 7 years at the national Hispanic Scholarship Fund (HSF) in various fundraising roles, including as Vice President of Development, expanding private revenue to $20M raised annually. During his tenure, more than $100M was raised to support college access programs and college scholarships for over 5,000 recipients annually. He also served on HSF's executive leadership team during a period of significant growth and transition. Prior to his transition into education and fundraising in 2000, Chris spent a decade working in corporate marketing and business development at companies such as Bechtel Corporation, Orion Pictures, and NBC Productions. Chris is a proud graduate of Bentley University in Waltham, MA, having studied business management and marketing.

Lynzi Ziegenhagen, Vice President of Technology

Lynzi Ziegenhagen is Aspire's Vice President of Technology. Lynzi joined Aspire in 2007 to launch and lead Aspire's cutting-edge data and technology team. Under Lynzi's leadership, her team integrated 12 operational systems and

created easy-to-use data tools for principals and teachers, secured millions in grant funding to expand Aspire's data-driven culture and data analysis tools, and launched **www.schoolzilla.org** to share those tools with data heroes across the country. Previously, Lynzi founded and ran her own consultancy creating technology solutions for nonprofits in the Mid-Atlantic region and the San Francisco Bay Area. Lynzi has also worked at the Department of Defense, Booz-Allen & Hamilton, The Children's Partnership, and a start-up called Gearworks, where she led the introduction of the company's first mobile software product. Lynzi holds a B.S. in symbolic systems from Stanford University and an M.S. in Computer Science from the Naval Postgraduate School, where she received the Outstanding Academic Achievement Award for Department of Defense Studies.

Roberta Benjamin, Area Superintendent - Los Angeles

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

Tatiana Epanchin, Area Superintendent - Bay Area

Tatiana Epanchin serves as Aspire's Bay Area Superintendent. Before joining the management team, Tatiana was the founding principal of Aspire ERES Academy in the Fruitvale neighborhood of Oakland. Previously, she served as principal of Monarch Academy in East Oakland. Under her leadership, the school increased student proficiency levels from 51% to 73% in math and 29% to 45% in language arts. In 2008, Monarch Academy was awarded the National Title I Distinguished School Award for closing the achievement gap, an honor bestowed upon only 1 out of every 9,600 schools in the state. Prior to becoming principal, Tatiana taught at Monarch Academy and served as Lead Teacher for the grades 6-8 Humanities Team at Aspire's Lionel Wilson College Preparatory Academy, where she was also a founding teacher. She began her teaching career with Teach for America in New Orleans where she taught middle school in the Ninth Ward. Tatiana is a New Leaders for New Schools National Fellow from the 2004 cohort. She has also been a social worker in Contra Costa County, working on intensive family preservation cases. She holds a BA in sociology, a MSW and a M.Ed.

Mary Welch, Area Superintendent - Central Valley

Mary Welch was the Founding Principal of Aspire Public Schools' first campus in North Stockton in 1999, now known as Vincent Shalvey Academy, a recipient of the California Distinguished Schools Award in 2002. She was most recently the Founding Principal of Rosa Parks Academy, the 13th Aspire school and the first Aspire school within the Stockton Unified School District. Ms. Welch has been an educator for the past 33 years as both a teacher and an administrator. She has been a principal in the Lodi Unified School District and in the San Carlos School District, as wells as a district coordinator of special education. While a principal in San Carlos, her school became a California Distinguished School and a recipient of the Annenberg Torchbearer Award, given to exemplary leadership schools in

the Bay Area. Ms. Welch holds a BA in Liberal Studies from Cal State Fullerton, a MA in Special Education from Cal Poly, San Luis Obispo, and a Doctorate in Educational Leadership from the University of Southern California.

ASPIRE
PUBLIC SCHOOLS
College for Certain

Fiscal Control Policies and Procedures

This document contains the following fiscal control policies and procedures:

- Purchase Orders
- Check Requests
- American Express Corporate Card
- Petty Cash
- Site Revolving Checking Account
- Employee Expenses Policy (includes Travel and Teacher reimbursements)
- Independent Contractors

These policies will be revised from time-to-time. Latest updates will be posted to Aspire's intranet. Please call or email the Controller if you have any questions.

Purchase Orders top

Purchase orders are required for purchases exceeding $300 and for any vendor that requires a purchase order number. Each teammate's approval level is governed by the Purchasing Approval Matrix. There is one matrix for schools and another for the home office.

School Site Purchasing Approval Matrix

Teammate Group	Threshold
Teachers, After-School Directors, Deans and Other School Site Teammates[1]	No Approval
Office Managers[2]	≤ $300
Principals	≤ $3,000
Area Superintendents	≤ $10,000
CFO and CEO	≤ $250,000
Board of Directors	>$250,000

Notes:
1 - Principals have the discretion to allocate these teammates a small budget for school needs. This budget would be monitored at the school site directly.
2 - Principals, at their discretion, can require Office Managers to seek principal approval for purchases less ≤ $300. The process for the OM to

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obtain such approvals would be determined and monitored by the Principal and OM at the school site directly. Office Managers cannot sign contracts.

Home Office Purchasing Approval Matrix

Teammate Group	Threshold
Home Office Staff	No Approval
Managers and Directors without budget oversight[1]	≤ $300
Special Education Regional Program Specialists	≤ $1,000
Directors with budget oversight	≤ $3,000
Vice Presidents, CAO and COO	≤ $10,000
CFO and CEO	≤ $250,000
Board of Directors	>$250,000

1 - Managers and Directors without budget oversight cannot sign contracts.

What is the Approval Matrix?
The Approval Matrix indicates how much an individual can spend for one purchase before they need additional approval(s). An individual has up to his or her "Threshold" to purchase a good or service as shown the in the matrix above. For example:

- $200 Amazon book order - *an Office Manager (OM) can place this order directly without any other approvals, because $200 is below the OM's $300 threshold*
- $4,000 Amazon book order - *an Office Manager needs Principal and Area Superintendent approval using a purchase order because $4,000 is above the OM's $300 threshold and the Principal's $3,000 threshold*

When do I follow the Approval Matrix?
This matrix applies to all purchases paid by invoices. Employees can use the Purchasing Decision Tree on Aspire's intranet if they need help.

To get a PO
To start a PO, employees can use the tool on the Finance Tools Portal on Aspire's intranet:

This matrix does not apply to purchases made online at Office Depot, purchases reimbursed through teammate Expense Reports or a site's individual Banking account.

Check Requests [top]

Check request forms are used for the rare condition when a vendor needs prepayment and will not accept a purchase order and regular AP processing. Purchase orders should be used most of the time.

Check request forms need to be complete and accurate. Missing or incomplete information will cause the request to be rejected.

Check Request Form Requirements:
- Vendor Information : Name, Address and Tax Identification
- Reason for check
- Total amount of check
- Valid Site/Department, Resource and Object codes
- Attached scanned backup in the form of an order confirmation, registration forms, etc.
- Electronic approval from site manager/principal

If these requirements have been met, and a check request is received by noon Wednesday, the check will should leave the home office no later than Thursday.

How to Authorize Payment for Goods
1. Keep the packing slip when the goods are delivered to your site.
2. All deliveries must be given to the Purchaser to open, verify inventory and distribute.
3. The Purchaser counts the items received and compares the count to the quantities listed on the packing slip. On the packing slip, document any discrepancies (damaged items, missing / back ordered items, or contracted time was not needed / delivered). Do this before delivering the goods to the receiving party.
4. Notify the vendor if there are problems with the order such as damage or missing items. If all items are received in good condition, sign and date the packing slip and KEEP ON SITE. Then, deliver the items to the receiving party. Damaged items need to be held as proof for the vendor.
5. Invoices should be opened and date-stamped as received.
6. Compare the invoice and the copy of packing slip you retained earlier for consistency.
7. If the invoice and packing slip match, and all goods have been received, forward to your principal/manager for a final approval signature. Once this is done, send the complete packet, stapled at the top left corner with the invoice on top of the packing slip directly to the home

office via the nightly courier. Always keep a copy for yourself in case the documentation is lost in transit. You do not need to send vendors envelopes or ads.

8. If the invoice and packing slip are extremely inconsistent, ask the vendor to re-issue a corrected invoice. If the invoice and packing slip amounts differ slightly, note the amount that should be paid and forward the documents to the accounts payable administrator for a partial payment.

How to Authorize Payment of a Service

1. Send the contract to CFO or Controller for review and approval. Most vendors have standard contracts that we approve. We typically do not approve late charges.
2. Review the vendor's invoice for accuracy. On the invoice, make a note of any discrepancies between the contract and the service (e.g. quality, timeliness, inaccuracies)
3. If the invoice is appropriate, sign your name and date of review on the invoice and forward immediately to Accounts Payable for payment using the Finance Portal.

Invoicing

All invoices except for utility bills like rent, utilities, copiers or phones, most bills should go directly to the site. Those recurring utility, copier and phone bills are sent directly to the home office to help timely payment of these vital bills. All other invoices must come to the site first for approval so that you may have a chance to look it over and approve all the charges.

Invoices are sent to the site to provide principals with more control over what is being spent out of the budget and to ensure the accuracy of all invoices.

American Express Corporate Card [top]

The purposes of Aspire's American Express Corporate Account Policy and Procedures are to:

- Maintain effective controls on the spending of Aspire's funds
- Reimburse employees in a timely manner for work-related goods and services purchased by an employee
- Ensure that resources are wisely used to achieve Aspire's mission
- Create a paper trail that tracks the flow of funds for audit purposes

The card may be used for:

1. Meals and Entertainment for Aspire employees and business associates while conducting Aspire business that have been approved by your supervisor
2. Online purchases of goods or services directly for Aspire when a purchase order is not an option
3. Travel expenses while conducting Aspire business

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4. In-store purchases of goods or services when time or other constraints do not allow routine AP processing of an invoice.
5. Gasoline for Aspire related car rentals only

The card should NOT be used for:
1. Personal items and services unrelated to Aspire
2. Gasoline for personal cars (Because mileage is expensed separately)
3. Large ticket purchases when a purchase order with approvals should be used
4. Large purchases known well in advance from vendors who accept purchase orders should not be paid with the American Express card.

The card is to be only used for time constrained purchases such as travel when the standard purchasing processes will not work. The card is not to be used as a way to bypass or avoid standard purchasing protocols. **Please note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.**

How is the American Express Corporate Account paid?
All cardholders are responsible for paying their balances directly to American Express. Bills will arrive at your home at the end of each month and all reimbursements will be done through expense reports.

Each reimbursable purchase made with your American Express card should be listed as a separate line time on your expense report. The average time from when the home office receives a completed expense report with all required approvals and documentation to the time that payment is released is anywhere from one (1) business day to seven (7) business days depending on the day of the week the expense report is received.

Failure to adequately complete the Aspire expense report requirements will result in a delay of reimbursement.

American Express Corporate Card FAQ's
So, now I will have to front the money for the American Express Card?
No, as long as you submit your expense report in a timely manner you will receive the money to pay your American Express card in ample time to meet the card's due date.

Can I cancel my American Express card?

Yes, the corporate American Express card is provided as a convenience to you. However, if you decide you do not want to carry the card at any time, please let accounts payable know and they will assist with the cancellation.

How long will it take for me to receive my reimbursement from Aspire?
If we receive your expense report by Tuesday noon, it will be paid on Wednesday via direct deposit or check.

What if I don't pay my American Express bill on time?
You will be charged a late fee by American Express. This late fee will NOT be reimbursed by Aspire.

What happens if my account goes into collection?
*It will negatively affect your **personal** credit score.*

Is there a way I can see my bill before it is mailed out?
Log on to www.americanexpress.com, register your personal card and you can view your statements.

Where will the bill be mailed to?
The bill will be mailed to your home address that is currently on file with Payroll. If you'd like to change that to your work address, you may do so by signing on to www.americanexpress.com or by call 1-888-800-8564.

What if one of my monthly bills does not arrive?
Log on to www.americanexpress.com, retrieve your online bill and contact the customer service line to let them know that your paper statements are not being received.

Who approves my American Express charges?
American Express charges will be submitted via expense report and will be reviewed by your current approver.

What if my card is lost or stolen?
Call American Express immediately at 1-888-800-8564 and email accounts payable at ap@aspirepublicschools.org

Will I receive my statement via email from Accounts Payable?
No. You will only receive your statement through the mail or by logging onto www.americanexpress.com

What happens if I submit an expense report without the appropriate coding, original receipts and/or signatures?
It will be sent back to you for correction thus delaying payment.

What should I do if I am reimbursed for a charge and then the charge is credited back to my account?
Deduct that amount from your current month's reimbursable charges.

I tried to use my card and it was declined. What should I do?
Call American Express immediately to find out the problem at 1-888-800-8564

What if I have more questions?
Contact Accounts Payable or the Controller.

Petty Cash top
What is Petty Cash?
Each site has $200 of Petty cash for day-to-day purchasing needs of less than $25 per purchase. Petty cash will be reimbursed from the home office on a monthly basis upon receipt of your ledger and receipts. Each site should have a petty cash box (with a lock) and a receipt book. The home office will send you a petty cash ledger (spreadsheet).

Use Petty cash to purchase: emergency starnps, doughnuts for your parent advisory council, a COD package, pizzas for a group of teachers who stayed to help you get ready for an evening event, etc. If you need to make a large purchase, do not use petty cash--issue a purchase order instead!

How to manage Petty Cash
In order to give someone petty cash you need:
1. A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
2. Signature of person receiving funds acknowledging receipt of money.
3. The reason for the reimbursement listed on the paper.
4. Your signature authorizing the transaction.
5. A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original Petty Cash Ledger and receipts are due to the Staff Accountant at the Home Office for the previous month by the 4th of the month.

How to Replenish Petty Cash
Petty Cash will be replenished by the 10th of each month (as long as Petty Cash Ledger and receipts have been received).

Site Revolving Checking Account [top]
What is a Revolving Checking Account or General Account?
Each site has a Wells Fargo checking account with a $1,500 maximum balance for emergency payment needs of less than $250 per check. This checking account should only be used when petty cash is insufficient, a check request cannot be processed in time, and a corporate credit card cannot be used. The funds in the site checking account are considered part of your general site operation funds. Examples of items which you might use the revolving checking accounts are: same day payment to the local plumber; deli platters for Saturday professional development; reimbursement for a parent who ran out to buy some needed office supplies etc. **Please note: Employee expenses can only be reimbursed from expense reports through the Home Office not out of site checking accounts.**

Please plan ahead to avoid excessive use of the revolving checking account! If you need to make a purchase over $250, an American Express Corporate Card, check request or purchase order must be used.

Writing checks
Site checks are limited to $250. Any check written over the $250 limit will be returned by the bank automatically. Writing multiple checks for expenses greater than $250 is not authorized. All bank transactions should be recorded on the Online Bank Ledger tool. Sites are responsible for obtaining a W-9 prior to issuing a check to a service professional or unincorporated business.

How to manage your Site Checking Account
In order to write a check from the Site Checking Account, you need:
1. A dated invoice or receipt in the amount of the check you are going to write (taped to a piece of 8.5" by 11" paper),
2. The reason for the check listed on the paper (if not clear on the invoice or receipt),
3. Your signature authorizing the transaction, and
4. Record of the transaction in the Revolving Checking Ledger

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Each Principal/Office Manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the Revolving Checking Account. (See attached document).

Record Keeping
Each site must keep copies of all ledgers sent into the home office, receipts and checks written and deposited.

Deposits
All cash and checks received should be deposited at your local Wells Fargo branch on a *weekly* basis. This includes lunch money, after school programs and for any other reason when you receive checks and/or cash. When you make a deposit, you will be required to submit the following:
  1. Deposit Summary – summary of checks and the reason for the deposit (e.g. fundraising)
  2. Copy of deposit receipt from bank

All deposit documentation must be sent in the overnight bag the day after deposit to the Revenue Accountant. The above items are required when you make a deposit to your revolving checking account and the consequences for not having these will be bank fees against your account. **For every check copy we request from the bank it is a $10 fee per check.** For example, if you had deposited 20 checks and forgot to make copies you will be charged $200 to retrieve copies from the bank. Therefore, it is extremely important that you make copies of all checks you are depositing.

How to Replenish the Site Checking Account
In order to replenish your checking account the principal must send a request to the Home Office along with the ledger and copies of receipts (this request should be sent in on the 1st of the month). Home Office will issue a check to replenish your Revolving Checking Account when ledger and receipts have been reconciled against bank statement. You are responsible for depositing the check into your checking account. Principals should be aware of the current balance in the checking account when writing a check to prevent the check from being returned due to insufficient funds.

Employee Expenses Policy [top]
The purpose of Aspire's expense reimbursement policy and procedures are to:
  • Maintain effective controls on Aspire's resources.
  • Authorize reimbursement to teammates for reasonable, necessary and approved for work-related expenses.
  • Ensure that resources are wisely used to achieve the organization's mission

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- Create a paper trail that tracks the flow of funds and resources into and out of the organization

What can be reimbursed?

Aspire Public Schools reimburses all employees reasonable, necessary and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, cell phone usage, postage, supplies, books, photocopies, some meals, and out-of-town travel and lodging. Below are specific guidelines for reimbursement of air travel, car rentals, other transportation, hotels, and meals and entertainment.

Mileage

Employees can be reimbursed using Replicon for the cost of driving their personal car on Aspire business. (Currently 55.5 cents per mile) The trip must be reasonable and necessary and approved by your supervisor.

Note that you can't be reimbursed for your "normal" commute. For example, assume you have a normal 2 mile round-trip to work. One day you are assigned to go to another location instead and that round trip is 10 miles. You can be reimbursed for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller or CFO.

Air Travel

1. Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to travel in Economy class.
   a. The only legitimate reason for flying any class other than Economy is if seats are not available in Coach. If this is the case, you must obtain approval from the CFO or Controller before purchasing your ticket.
   b. Tickets should be purchased at least 21 days ahead of travel. Tickets purchased for flights within 21 days in advance will need to be approved by the CFO or Controller in advance of purchase.
2. Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
3. Aspire is not responsible for lost, stolen, or damaged luggage. Please file a claim with the airlines and/or your insurance company.

Car rentals

Car rentals should be used only when needed and alternate forms of road transportation (taxis, public transit, and personal vehicles) are not available. Please share rental cars whenever possible and shop for the best price. Aspire has a corporate account with Enterprise that may provide the best deal. The link to the Enterprise Corporate booking site can be found on Aspire's intranet.

1. Aspire staff should rent "mid-size" models or lower. Aspire reimburses car rentals not exceeding $40 a day. Upgrade charges are generally not reimbursable.
2. Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency.
3. Aspire will not be responsible for damages that occur during business use of either a personal or rented car.
4. Rentals over a weekend or holiday period are generally not reimbursable, unless adequately explained and approved (in advance) by the CFO or Controller.
5. Employees must refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company. Gas purchases from the rental car company will not be reimbursed.

Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals. This category includes:

1. Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling.
2. Public transportation used instead of taxis when traveling out of town.
3. Train Fares

Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an over-night stay is required

1. Aspire employees are expected to stay in standard business class lodgings, charging a reasonable rate such as Hampton Inns. In accordance with IRS per diem rates (IRS Publication 1542), Aspire reimburses lodging not exceeding $125 a night.
2. You will not be reimbursed for a stay in a city longer than is legitimately necessary.
3. The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

4. When work commitments require Friday and Monday trips to the same city, you are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
    a. Costs of entertainment such as movies, cocktails and cultural events are considered personal in nature and will not be reimbursed.
    b. Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
    c. Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc.

1. Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Aspire has set a maximum daily reimbursement of $50. This rate was benchmarked against the IRS per diem rate (IRS Publication 1542) and other Charter Management Organization's reimbursement rates.
2. Meals and entertainment expenses require the following documentation for reimbursement to occur:
    a. Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
    b. The description must include the number of individuals and the names of those attending, their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
    c. Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.
    d. We do not reimburse for alcoholic beverages

Teachers' Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

How to get reimbursed for employee expenses

Please follow these guidelines to avoid delay in reimbursement of your expense reports.

1. Complete the Expense Reimbursement Template in Replicon
2. Scan and attach receipts; Receipts are required for all items above $25.00.
3. Gather original receipts, tape in an organized manner to an 8.5 x 11 piece of paper. Scan the receipts and then put in expense report envelope and send to Accounts Payable (Remember to make a copy of the expense report and the receipts for your own files) Original receipts, not photocopies, or credit card statements must be attached (original phone bills must also be submitted)
4. Write a clear explanation of the expense in the template, so that your supervisor and AP can understand what the money was spent on
5. For meals, write down the business purpose of the meeting and the names and positions of all the attendees
6. Submit the online expense report
7. Managers are responsible for verifying that amounts are reasonable, necessary and approving the expense report.

Expense reports will be paid within seven (7) days of the date that all required paperwork and approvals have been received. Documents received by Tuesday noon will be paid on Wednesday. **Expenses should be turned in weekly. You will not be reimbursed for expenses over 45 days old.**

Independent Contractor Policy [top]

Use the 20-Factor checklist , which can be found on Aspire's intranet, to determine if a vendor should be classified as an Independent Contractor (IC). Once you have determined that Contractor status has been met, please complete the Agreement.

The Contractor will also need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.

Prior to the Contractor beginning work, a signed agreement, W-9, and TB and DOJ forms should be forwarded to the HR Department for review. The HR Department will forward documents to Accounts Payable.

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At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice to their site contact. Invoices should be approved and coded and forwarded directly to Accounts Payable.

All of the following MUST be provided to Accounts Payable BEFORE payment will be released:
- A completed and signed IRS Form W-9
- A completed and signed Aspire Public Schools Independent Contractor Agreement between the site and the contractor
- A valid, approved, and coded invoice
- Fingerprints and tuberculosis clearance (Applicable for only those contractors that have access to children)

20-Factor Checklist

Please answer the questions for all independent contractors, and forward to HR along with the signed Independent Contractor Agreement, TB and DOJ forms.

Yes	No	
☐	☐	Is the worker required to comply with Aspire's instructions about when, where and how to work?
☐	☐	Is training required? Does the worker receive training from Aspire, including attending meetings and working with more experienced employees? *Do not include industry-specific training when the Consultant has not worked in the industry before.*
☐	☐	Are the worker's services integrated with the activities of Aspire? Does the success of the employer's business *significantly* depend upon the performance of services that the worker provides?
☐	☐	Is the worker required to perform the work personally?
☐	☐	Does the worker have the ability to hire, supervise and pay assistants to do the work?
☐	☐	Does the worker have a continuing relationship with Aspire?
☐	☐	Is the worker required to follow set hours of work?
☐	☐	Does the worker work full-time for the employer?
☐	☐	Is the worker required to perform the work on Aspire's premises and use Aspire's equipment?
☐	☐	Is the worker required to perform work in a sequence set by Aspire? Does the worker follow a set schedule?
☐	☐	Does the worker submit regular written or oral reports to Aspire?
☐	☐	How does the worker receive payments? Are there payments of regular amounts at set intervals?
☐	☐	Does the worker receive payment for ordinary business and travel expenses?
☐	☐	Does the worker rely on the employer for tools and materials?
☐	☐	Has the worker made an investment in the facilities or equipment used to perform services?
☐	☐	Is the payment made to the worker on a fixed basis regardless of profitability or loss?
☐	☐	Does the worker only work for one employer at a time?
☐	☐	Are the services offered to Aspire available to the generally public?
☐	☐	Can the worker be fired by the employer?
☐	☐	Can the worker quit work at any time without liability?