ASPIRE PUBLIC SCHOOLS

College for Certain

Aspire ERES Academy

RENEWAL CHARTER for the term July 1, 2014 through June 30, 2019

Original Charter Approved by Oakland Unified School District for a term of
July 1, 2009 – June 30, 2014

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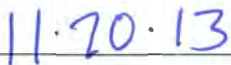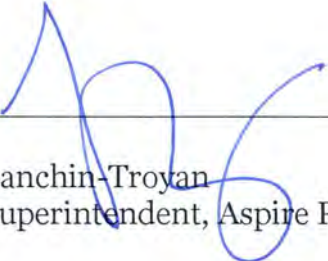## Aspire ERES Academy Charter: Assurances

The Aspire ERES 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. Aspire Public Schools 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 School, and who submit a timely application; unless the 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 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 School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

6. The School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, 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 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 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 Elementary and Secondary Education 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.

_____ 11·20·13_____

Tatiana Epanchin-Troyan   DATE
Bay Area Superintendent, Aspire Public Schools

INTRODUCTION

Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire ERES 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 37 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire's mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

The School has been chartered in the Oakland Unified School District ("the District") under the auspices of Aspire since 2009. The School has had an excellent academic record including meeting (or exceeding) its State API growth targets.

The School's present charter term is set to expire on June 30, 2014. The School complies with the legal requirements for renewal as set forth in Education Code § 47607(b) 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, both schoolwide and for all groups of pupils served by the charter school;

Year	API Growth Score	API Growth Target	Actual Growth	Met Growth Target Schoolwide and Subgroups
2012-13	831	A	+21	Yes
2011-12	812	+5	+47	Yes
2010-11	765	+5	+70	Yes
2009-10	695	B	N/A	N/A

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

Year	Statewide Ranking
2012-13	TBD
2011-12	5
2010-11	3
2009-10	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;

Year	Similar Schools Ranking
2012-13	TBD
2011-12	10
2010-11	7
2009-10	3

4. (*See:* ***http://dq.cde.ca.gov/dataquest/*** *for further information regarding the School's academic performance*)

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

The School is located at 1936 Courtland Avenue, Oakland, California 94601, where it holds a lease through the 2013-14 school year with the option to renew the lease at the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions the District to renew the charter for the School for a five-year period, from July 1, 2014 to June 30, 2019.

The Charter Schools Act of 1992 states that:

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

(a) Improve pupil learning.

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

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

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

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

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

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

- California Education Code Section 47601(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 47605(b)(5)(A)(i)

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

- 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 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.

POPULATION TO BE SERVED BY THE SCHOOL

The School currently serves approximately 222 students in grades K-8. The school will also offer transitional Kindergarten. A summary of historical enrollment and demographics can be found in Appendix I as part of the OUSD Performance Report.

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 46,486 students in 2012-13. Of these students, African Americans constitute 29.1% of the students, American Indians 0.3%, Asians 13.6%, Filipinos 0.8%, Hispanics 41.9%, Pacific Islanders 1.1% and Whites 9.2%. During the 2013-13 school year, students who spoke English as a second language made up 30.3% 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 EDUCATED PERSON IN THE 21ST CENTURY

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

HOW LEARNING BEST OCCURS

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

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

Additionally, Aspire has built a College For Certain® culture. Beginning in kindergarten, students are informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate

from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire's schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

THE SCHOOL'S PROGRAM DESIGN ELEMENTS

Community

Aspire schools are small with approximately 45-60 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally. The School currently has fewer students per grade level than other Aspire schools because the size of the facility has constrained enrollment growth.

- *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. Ideally, target enrollment for (K-8) campuses is between 400 and 600 students, but some schools are smaller depending on their facility or other enrollment factors.

- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 20:1 student-teacher ratio in kindergarten through third grade and a 29:1 ratio in grades four through eight. Also, students in the 6th through 8th grade spend part of each day in advisory courses with a student-teacher ratio of approximately 25:1.

- *Looped Grouping:* In grades K-5, teachers strive to teach the same group of students for two years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher saves instructional time during the second year of instruction as she/he knows the individual student's strengths and weaknesses on the first day of school. Instruction can begin as soon as the school year does. Students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.

- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for several years, sometimes through graduation, and provides a support structure for students.

Learning Time

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

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. The School's 2013-14 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 families can attend class with their children. The School's 2013-14 Academic Calendar is attached in Appendix III.

- *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. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards. The Instructional Guidelines will be revised annually as more is learned about effectively implementing the CCSS. 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.

- *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.

Curriculum

Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools. The specific CCSS curriculum materials will be determined through an organization-wide adoption process. For more details on Aspire's plan for transition to Common Core State Standards, please refer to Appendix V.

- *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 may be supplemented with vocabulary and instruction based on the Six Traits of Writing.

- *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 as recommended by the CCSS.

  Throughout the K-8 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, our state adopted math materials, Harcourt Brace, Prentice Hall and California Preparatory Mathematics, can be interwoven with other real-life problems. These materials will also change or be updated with the realignment with the CCSS.

  A key tool in mathematics instruction is the 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. Aspire is

currently in the process of reviewing several vendors for CCSS aligned questions to create CCSS aligned assessments.

For example, the results of a standards-based assessment given in 6th grade might show that 90% of the students mastered Math Standard Number Sense CCSS: Apply and extend previous understandings of multiplication and division to divide fractions by fractions, but only 15% mastered Number Sense CCSS: Compute fluently with multi-digit numbers and find common factors and multiples. 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, scientific readings and local scientific resources such as guest speakers, field trips, and presentations.

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.

- *Physical Education:* Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

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, Smarter Balance Assessment Consortium assesssment, CELDT and Physical Fitness Test)[1];

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

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

- Day-to-day assessments related to specific content or skills (running record for language arts; Open Court phonics, 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 grade level projects, Exhibitions, are designed by each school to reflect a deep exploration of a key grade level standard- for example a Physics standard, character analysis, media literacy- which include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

Technology as a Tool

At Aspire, technology is used as a tool to provide students with additional opportunities for individualized learning. The School is a blended learning school that uses the classroom rotation model. Blended learning enables each student to have 30 minutes of literacy on computers daily and 30 minutes of math on computers daily. The classroom rotation model at the School creates a structure that supports more targeted guided reading and small group instruction in the classroom.

Aspire believes that blended learning will increase support for small group instruction, provide individualized learning opportunities and real-time feedback for

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

students at school and home, and support students as they develop technology skills necessary to succeed in college and beyond.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	**ACTIONS TO ACHIEVE ANNUAL GOALS**
The School's teachers will be appropriately assigned and fully credentialed. Every pupil will have sufficient access to standards-aligned instructional materials. School facilities will be maintained in good repair.	On an annual basis, Aspire's credentials team will evaluate whether all the School's teachers are appropriately assigned and fully credentialed, and will take action if they are not. Each year, the School will report on whether every pupil will have sufficient access to standards-aligned instructional materials. On an ongoing basis, facility maintenance needs will be assessed and resolved.
State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	**ACTIONS TO ACHIEVE ANNUAL GOALS**
The School will adopt the Common Core State Standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency.	Aspire will proceed with its Common Core State Standards implementation plan, which includes revising curriculum, professional development, and assessments to align with the Common Core State Standards. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners.
State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	**ACTIONS TO ACHIEVE ANNUAL GOALS**
The School will promote parental involvement.	The School will provide parents with opportunities to get involved, such as Student Led Conferences, volunteer opportunities, membership on the Advisory School Council (ASC), regular family meetings, and school

and staff evaluations.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:
  A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
  B. The Academic Performance Index (API)
  C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
  D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
  E. EL reclassification rate
  F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
  G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:
  A. School attendance rates
  B. Chronic absenteeism rates
  C. Middle school dropout rates (EC §52052.1(a)(3))
  D. High school dropout rates
  E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.

State Priority #6. School climate, as measured by all of the following, as applicable:
  A. Pupil suspension rates
  B. Pupil expulsion rates
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

<u>Grades 1-6</u>: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

<u>Grades 7-12</u>: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside providers, students will be provided with a broad course of study.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will track pupil outcomes in a broad course of study.	The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary.

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 or tested with any new English Language Development test adopted by California within thirty days of initial enrollment[2] 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

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.

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

- 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 newly adopted English Language Development Standards will be mapped to Aspire's Instructional Guidelines. The mapping of the previous English Language Development Standards to Aspire's Instructional Guidelines is included in Appendix VI. This document will be updated as necessary to align with CCSS.

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:

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

SUPPORT FOR ALL STUDENTS

Highly Qualified Teachers

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

Personalized Learning Plans

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

SUPPORT FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

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

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

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

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

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

SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

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

SUPPORT FOR STUDENTS WITH DISABILITIES

Overview

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

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

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

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

sources, including, but not limited to, assessments conducted by the School's professional staff.

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

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

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

Services for Students under the IDEA

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

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

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

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

Aspire's educational program includes systems of intervention, 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 EL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

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

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

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 school's RtI system.

LEA Member in EDCOE Charter SELPA

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

As the LEA, the School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective July 1, 2011. Proof of LEA SELPA membership status is attached in Appendix VIII. 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.

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, the Charter SELPA and or CDE. 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 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 member's individual professional development needs. Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter SELPA, or Diagnostic Center.

College Readiness

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.

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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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

Effective January 1, 2013, per Senate Bill No. 1290, this bill would require those pupil outcomes to include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, which this bill would define.

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

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

- *Basic Skills:* Master at least grade level competency in the four core subjects: mathematics, science, social studies, and language arts (including reading, writing, listening and speaking);

- *Thinking Skills:* Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and

- *Life Skills:* Develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[4]

Aspire sets high standards for all students, based on CCSS, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). In addition, each student has a Personal Learning Plan (PLP), developed in collaboration with his/her teacher and parent(s) that

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

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. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

- 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:

OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	**ACTIONS TO ACHIEVE ANNUAL GOALS**	**MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT**
The School's teachers will be appropriately assigned and fully credentialed. Every pupil will have sufficient access to standards-aligned instructional materials. School facilities will be maintained in good repair.	Aspire's credentials team will evaluate whether all the School's teachers are appropriately assigned and fully credentialed, and will take action if they are not. The School will report on whether every pupil will have sufficient access to standards-aligned instructional materials. On an ongoing basis, facility maintenance needs will be assessed and resolved.	100% of teachers will be highly qualified per No Child Left Behind Act. 100% of students will have access to standards aligned materials as measured by school inventory. 100% of school facilities will be maintained and in good repair as measured by our facilities department.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will adopt the Common Core State Standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency.	Aspire will proceed with its Common Core State Standards implementation plan, which includes revising curriculum, professional development, and assessments to align with the Common Core State Standards. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners.	100% of teachers will attend professional development annually on Common Core State Standards including specialized segments for teaching English Learners.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will promote parental involvement.	The School will provide parents with opportunities to get involved, such as Student Led Conferences, volunteer opportunities, membership on the Advisory School Council (ASC), regular family meetings, and school and staff evaluations.	90% of families will state that they are satisfied or very satisfied with their experience at the school via the family survey distributed annually.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:
  A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
  B. The Academic Performance Index (API)
  C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
  D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
  E. EL reclassification rate
  F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
  G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of

college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.	All measures listed above.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:
   A. School attendance rates
   B. Chronic absenteeism rates
   C. Middle school dropout rates (EC §52052.1(a)(3))
   D. High school dropout rates
   E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.

State Priority #6. School climate, as measured by all of the following, as applicable:
   A. Pupil suspension rates
   B. Pupil expulsion rates
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students

(classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside providers, students will be provided with a broad course of study.	Principal to annually review course offerings to ensure broad course of study is available.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will track pupil outcomes in a broad course of study.	The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary.	80% of students receive a C or better in all courses. (5 percentage point increase annually until target is met)

THE SCHOOL'S MEASURABLE PUPIL OUTCOMES

Measurable Pupil Outcomes	Instrument	Annual Target
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment MATH	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage growth TBD

Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage growth TBD
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 4 1 – 16 2 – 28 3 – 38 4 – 40 5 – 50 6 – 60 7 – 70 8 – 80	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot	Percent at 3 or 4	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher	Percent at 90%	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: 90% of families are satisfied: My child is getting a good education at this school	Annual Survey	Maintain 90% or higher
Annual Basis: All students with an IEP receive 100% of their required service minutes	Annual Meeting Data	Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached
Annual Basis: Increase percentage of students becoming reclassified English Language Proficient as measured by CELDT	Annual RFEP Data	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points

*These will be clarified once students have taken the assessment for the first time

COLLECTING, ANALYZING, AND REPORTING DATA

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

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

- The Principal and other administrators will receive data on the 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 K-8, 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.

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 CCSS grade level standards. The papers are scored with other Aspire staff including teachers and instructional coaches to ensure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state, as well as the sample papers provided in the CCSS

standards. Benchmarks are set for every grade level. 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 papers 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.

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 the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- 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 School.

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

External Reporting

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

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 47605(b) (5) (D)

Aspire 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 School has been given written notice of the policy change.

Members of Aspire'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 the District'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.

Aspire will be solely responsible for the debts and obligations of the School.

ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

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

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 conflicts code are attached in Appendix XI 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, gender identity, gender expression, 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.

FAMILY AND COMMUNITY INVOLVEMENT

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of family 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 family and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and family members. 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 ASCs focus on the day-to-day concerns of each respective Aspire school.

ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

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

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

- School and staff evaluations – families 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 their families informed

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

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

- Advocacy – families 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 – families 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 FAMILY CONCERNS AND COMPLAINTS

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

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form. The revised Uniform Complaint Policy that was approved by the Board on September 4, 2013 can be found in Appendix XII. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination and Harassment Policy and Complaint Procedure, attached in Appendix XIII.

Aspire will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Aspire 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 complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Aspire 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 Aspire alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Aspire will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Aspire 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.

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

Element E: Employee Qualifications

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

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The 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. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined in this charter.

PRINCIPAL QUALIFICATIONS

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

Required knowledge, skills, and abilities:
- Superb communication and community-building skills
- Deep knowledge of curriculum development and elementary program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:
- Bachelors degree
- Masters or Ph.D. in Education preferred

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

- Experience in performance assessment

OFFICE MANAGER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

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

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

TEACHER QUALIFICATIONS

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

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

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

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

TEACHER HIRING

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

The Principal will be in charge of making School hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. The 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.

PROFESSIONAL DEVELOPMENT

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1 week of training and four follow-up trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction.

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, and conduct experience-based group sessions (e.g. New Teacher Support Program). Teachers are

observed a minimum of four times a year by their School Principal or a designee according to the Aspire Instructional Rubric which is based on the Danielson framework.[5]   A copy of Aspire's Evaluation Tools is attached in Appendix XV.

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

Element 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, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. Aspire's Health and Safety Plan is attached in Appendix XVI.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of Aspire Public Schools will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Aspire's Human Resources department, along with the Chief 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.

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

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

Aspire will adhere to Education Code Section 49450, *et seq.*, regarding vision, hearing, and scoliosis screening as applicable to the grade levels served by the 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. The School's Emergency Preparedness Plan can be found in Appendix XVIa.

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 function as a drug, alcohol and tobacco free workplace.

ASBESTOS

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.

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 Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Aspire is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Aspire has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the 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, other leadership organizations, and local preschools,
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.

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

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).

Aspire shall admit all pupils who reside in the State of California who wish to attend the 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.

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.

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 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
- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the School
- Children of founding families of the 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 waitlist according to their draw in the lottery. This waitlist 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. The independent financial audit of the School is a public record to be provided to the public upon request.

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

To the extent that Aspire is a recipient of federal funds, including federal Title I, Part A funds, Aspire 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. Aspire 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.

Aspire 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.

For California School - 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 and based on California Education Code. See Appendix XVII for the School's complete suspension and expulsion policies and procedures. The School will notify the District of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law. The School shall notify, within 30 days, the superintendent of the 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 schools are "schools of choice," and the School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school. Students who opt not to attend the 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 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. 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 Aspire agree to attempt to resolve all disputes between the District and Aspire 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 Aspire, 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 School, c/o Area Superintendent:
>Aspire Bay Area Regional Office
>400 105th Avenue
>Oakland, CA 94603

To District Superintendent:
>Oakland Unified School District
>1025 Second Avenue
>Oakland, CA 94606-2212

(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 ("EERA"), Aspire is deemed the exclusive public school employer of the employees of the School. Aspire will comply with the EERA.

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 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 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, 2014 and will expire on June 30, 2019. 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.

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.

Renewing the Charter

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.

Revoking the Charter

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)

Agreement Terms

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

The District may charge for the actual costs of supervisorial oversight of the School not to exceed 1% of the School's revenue, or the District may charge for the actual costs of supervisorial oversight of the 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.

Aspire 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 School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section

47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the School's 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 Aspire's operations is received by the District, Aspire 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 1936 Courtland Avenue, Oakland, California 94601. The building is sufficient for the current student enrollment, but Aspire is searching for a larger facility that will allow the School to increase its enrollment to approach the target enrollment for an Aspire K-8 school.

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 XVIII. The District shall be named as an additional insured and Aspire will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Statements

Attached, in Appendix XIX, 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;

1. September 1 – Final Unaudited Financial Report for Prior Year

2. December 1 – Final Audited Financial Report for Prior Year

3. December 1 – First Interim Financial Report for Current Year

4. March 1 – Second Interim Financial Report for Current Year

5. June 15 – Preliminary Budget for Subsequent Year

APPENDIX

Appendix I:

Performance Report

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?

ERES Academy, an Aspire Public School, is an urban charter school located at 1936 Courtland Avenue, Oakland, California. Currently, we have 223 students enrolled in grades kindergarten through eighth grade. ERES Academy opened in the fall of 2009 and it has been in the same location since its inception. 97% of ERES students are Latino and 97% of ERES students receive free or reduced lunch. 65% of our students are English Language Learners and 21 students receive special education services.

The vision of ERES Academy is to empower students to go to college and contribute to their communities. There are five components of the ERES' mission:

- Prepare all students for college through an engaging, rigorous, standards-based curriculum
- Partner with families to instill college-going culture and to foster CARES values in our students
- Cultivate a safe environment with clear expectations for all
- Provide dedicated adults who stay present in the field and who model life-long learning
- Build positive relationships with the community through neighborhood resources

Other areas that make ERES distinctive include: small school size, longer school day, longer school year, middle school math intervention, and the following:

Advisory: Every 6th, 7th, and 8th grader is assigned a staff member to be their advisor. Advisory classes are gender-based and meet three times a week. An advisor's responsibility is to act as the student's advocate on campus. Advisory has a social/emotional component where the groups may discuss topics that range from bullying to sexuality to drug use. There is also an academic component which includes monitoring progress reports & facilitating student-led conferences. Advisory gives the adults the opportunity to know a small group of students.

Blended Learning: In 2011, ERES received a substantial grant to pilot blended learning rotations in five classes. Due to its success, we received additional grants to adopt blended learning in every classroom. In a blended learning model, students rotate between three stations: small group instruction with the teacher, independent work, and adaptive computer software. Students take a diagnostic assessment in the beginning of the year which enables the computer software to adapt to their appropriate level. Throughout the year, students, families, and teachers receive data about the student's progress on the computer.

Counseling: This year, we have hired a full-time Social Worker who provides individual & small group counseling, oversees our school-wide behavior system based on Restorative Justice, and collaborates closely with families and local community organizations.

Town Hall: Every week, ERES holds a Town Hall (all-school student assembly) for the purpose of building culture. Each class performs a college cheer & then we celebrate individual students & staff for birthdays, achievement, and CARES skills. Occasionally, we incorporate additional celebrations include African American History, Latino Heritage, Children's Day, and CST kick-off.

RTI: The RTI team analyzes all school-wide reading data, which includes the following assessments: STAR Reading, Aspire-wide benchmarks, and the DRA. Using this data, the team "tiers" every student. The Tier 1 students receive whole class interventions; the Tier 2 students receive whole class and additional classroom support; and the Tier 3 students receive classroom support and they meet with the literacy specialist and/or Ed Specialist. The literacy specialist and Ed Specialist meet monthly with every data team to discuss the Tier 2 and Tier 3 students. This RTI system has enabled us to ensure that students' needs are being met. After the next RTI reading cycle, we will begin to analyze math & behavior data.

Saturday School: ERES hosts two whole school family events per year. The first Saturday School is typically held in August. It is an opportunity for students, families, and staff to come together to celebrate the previous year and kick-off the new school year. Families meet their child's teacher and learn the classroom rules & procedures. Our second Saturday School is typically held in April. During event, there is a common theme. In the past, it has been math, literacy, or art.

Student-Led Conference: Two times per year, our teachers, students, and family members meet for student-led conferences. This is an opportunity for our students to present their academic strengths, progress, and challenges to their family members. The teacher helps facilitate the conference, but the student is the primary presenter. Our students refer to their results on tests, papers, projects, and class work for reflection purposes as they prepare for this event.

2	How effective is your school overall?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

Since its opening in Fall 2009, the school has steadily grown by 238 API points. The school opened at a 595 API score and its 2013 score was 833. 92% of our students scored proficient/advanced/basic on the CST with 69% scoring proficient/advanced. In ELA, 89% of our students scored proficient/advanced/based on the CST with 60% scoring proficient/advanced.

99% of families report: "my child is receiving a good education at ERES."

97% of families report: "my child enjoys going to school."

100% of ERES teammates report: "my teammates are focused on high academic achievement and college for all students."

100% of ERES teammates report: "my site's goals for student achievement are clear and well-defined."

100% of ERES teammates report: "My site's policies/procedures support high academic achievement and an expectation that college is for all students."

What are its notable strengths?
Primary areas of strength are outlined in question number 1 of this report and include: instructional coaching, comprehensive Advisory program, data-driven instruction, and a strong campus culture.

What are the main priorities for improvement?

*Developing our Advisory Site Council (ASC) so families have a stronger leadership voice in school-wide decisions

*Partnering with outside community organizations

*Addressing academic needs of our middle school students, especially in Algebra and literacy

*Strengthening our writing, social studies, and science instruction

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?
Please see the data below. Generally, our students and their families are glad to be attending a small school that holds high expectations for each student.

What do (a) students and (b) parents most like about the school?

In last year's annual, anonymous family survey
- 98% of families said the school has high expectations for all students
- 98% of families said: my child is learning what he or she needs to know in order to succeed in later grades and after high school
- 99% of families said: my child is getting a good education at this school
- 98% of families said: teachers at the school provide lots of encouragement and support for students

In last year's annual, anonymous student survey:
- 97% of 1st and 2nd graders agreed that their teacher lets the class know when they are doing a good job following the rules
- 95% of 1st and 2nd graders agreed that their teacher really cares about them
- 95% of 1st and 2nd graders agreed that their teacher teaches them how to fix their mistakes
- 88% of 3rd-5th graders said that their teacher sets clear expectations for behavior
- 89% of 3rd-5th graders said that their teacher explains directions clearly & they know what to do
- 95% of 6th-8th graders said that their teachers expect them to do their best

What do they feel needs improvement, and what action is being taken?
*Many families are concerned about student safety, particularly in our playground. As a result, families and staff are raising money to upgrade the playground and make the recess area safer.
*Several families had expressed that they were not receiving enough positive communication about their child; it is now a staff-wide goal that all students receive at least two pieces of positive communication per year
*Families were concerned that some students were missing valuable instruction due to frequent suspensions This year, we have implemented a Restorative Justice model and we already drastically reduced our suspensions. We also recognize that the students who have a history of suspension are some of the same students who struggle with achievement, providing more fodder for our implementation of Restorative Justice.
*Families expressed that they would like to have more of a leadership role on campus; we are in the process of rebuilding our ASC (Advisory Site Council) to provide families a greater voice in school-wide decisions. We began to make this a priority a couple of years ago. The principal owned the agendas, however, as a second year principal, it was difficult to keep it going. Last year, a teacher who was new to us, but not to Aspire came onto our team. She took ownership of our family group and took it to the next level. This manifested itself in great publicity for each event, bringing coffee, creating a structure for the time, and engaging families in topics which felt relevant to them. She is bilingual, which also served the group better than a monolingual leader. This year, the group has become even more robust. Our school counselor joined the group and helps in its leadership. Now each meeting follows a three part structure:

1) principal overviews what is happening at the school (subjects include our results, fundraising efforts, our family survey results, and others); 2) our teacher leader then speaks and addresses family classroom communication, things that are going on in the classes, the importance of reading, how to volunteer in classrooms, and asking questions on how the school can help families; 3) our social emotional counselor does a workshop with families. Topics for this include bringing librarians in so that families can get library cards, routines and home structures to support young people in their academic growth and overall development, parenting techniques, and more.

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4   How well do students achieve?

	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory

How do you know?

The achievement at ERES Academy has steadily increased over the last five years. Every year, ERES has exceeded its State Target.   When Delores Huerta Learning Academy was closed at the end of the 2008-9 school year, it closed with and API of 595. The school opened with virtually all of the same students, less the 08-9 8th grade students and plus the new kindergarten students. Our school has worked ardently to improve outcomes for students since our opening at that time.

	2009-2010	2010-2011	2011-2012	2012-2013
API (base)	696	765	812	831
Growth	N/A	69	47	21
Statewide Rank	1	3	5	TBD
Similar Schools Rank	3	7	10	TBD

CST - Subject ERES - 09-10 and 3 more
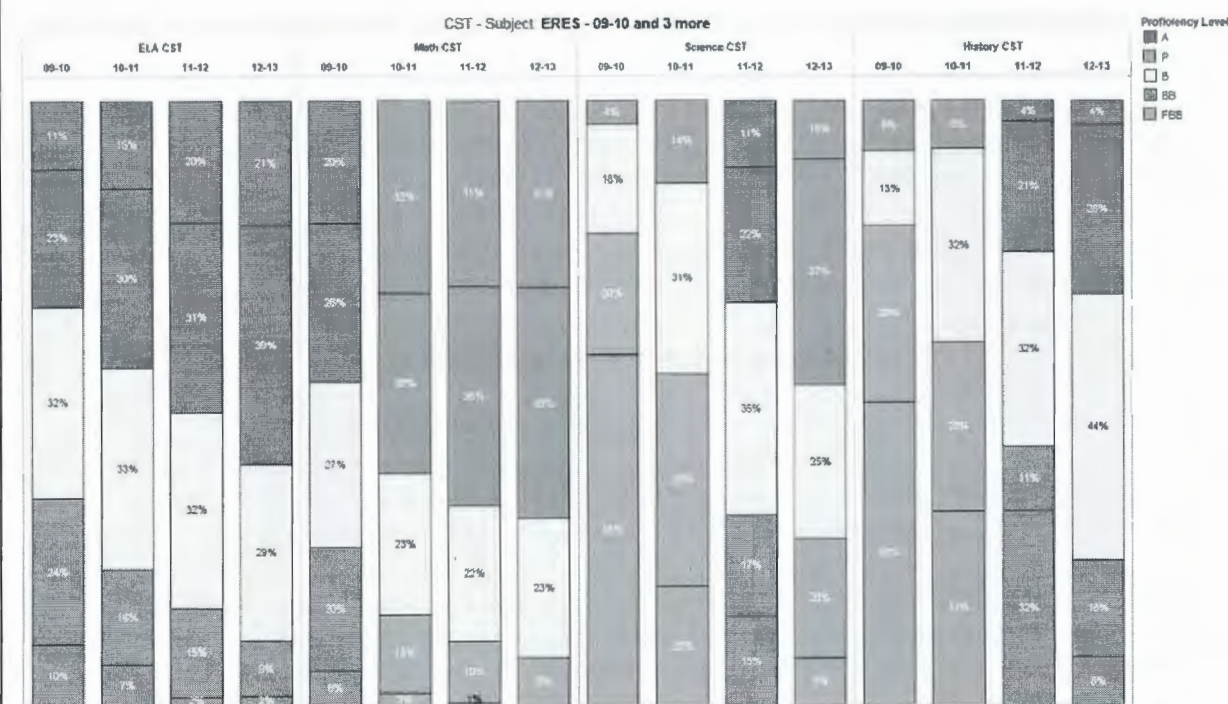
In which subjects and grades do students do best, and why?
Our students are performing the highest in math. 69% are proficient/advanced in math. Our math success can be contributed to instructional consistency, small group instruction, and professional development. In every math class, teachers implemented all Aspire instructional guidelines, including the following: spiral review, fact fluency practice, math meeting/chat, guided math, independent practice, and Number Talks. In addition, our Blended Learning model enables teachers to pull small math groups daily while other students are practicing math with ST Math and Think Through Math. As a school, our professional development focused on the implementation of Number Talks, a program that uses mental math strategies so that students get consistent practice incorporating flexible, accurate, and efficient thinking.

Our students have also made significant gains in ELA for similar reasons: instructional consistency, small group instruction, and professional development. In ELA, 60% of our students are scoring proficient/advanced. All ELA classrooms consistency implement Aspire's instructional guidelines which include the following: guided reading, guided writing, interactive read aloud, daily oral language, reading response and thinking during reading activities. During Blended Learning rotations, students are practicing reading & grammar skills through iReady or Achieve 3000 as the teacher is pulling small guided reading groups. In addition, our professional development for the past two years has focused on three key elements: analyzing DRA data, studying *Strategies That Work*, and implementing Accelerated Reader.

In which subjects and grades is improvement needed, and what action is being taken?
Science and social studies are the two subjects that need the most improvement. When ERES first opened, we prioritized math and reading instruction because our students lacked foundational literacy and numeracy skills. Within the past two years, we have begun to prioritize science and social studies instruction. Two years ago, we developed science and social studies staff teams. Each team took inventory about the materials and resources available at ERES and we used discretionary funds to purchase any necessary materials. Each team also mapped out a scope and sequence for grade-levels to follow. In addition, we changed our Middle School schedule so that there was a separate science and social studies block; in the past, it had been one longer block which included all of ELA and history. Over the last two years, we have invested a great deal into building up our library of texts so that there is more availability and access to reading materials in both science and social studies. These are used in both guided reading and independent reading situations.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?
After analyzing our 2012 CST data, we realized that there was a discrepancy between Middle School male and female in pre-Algebra and Algebra. The females were significantly outperforming the males. We compared this data with our behavior data and concluded that many of the males were losing class time due to misbehavior. As a result, we changed our disciplinary practices through Restorative Justice to ensure that we are prioritizing that students receive all instructional minutes as opposed to being suspended.

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?

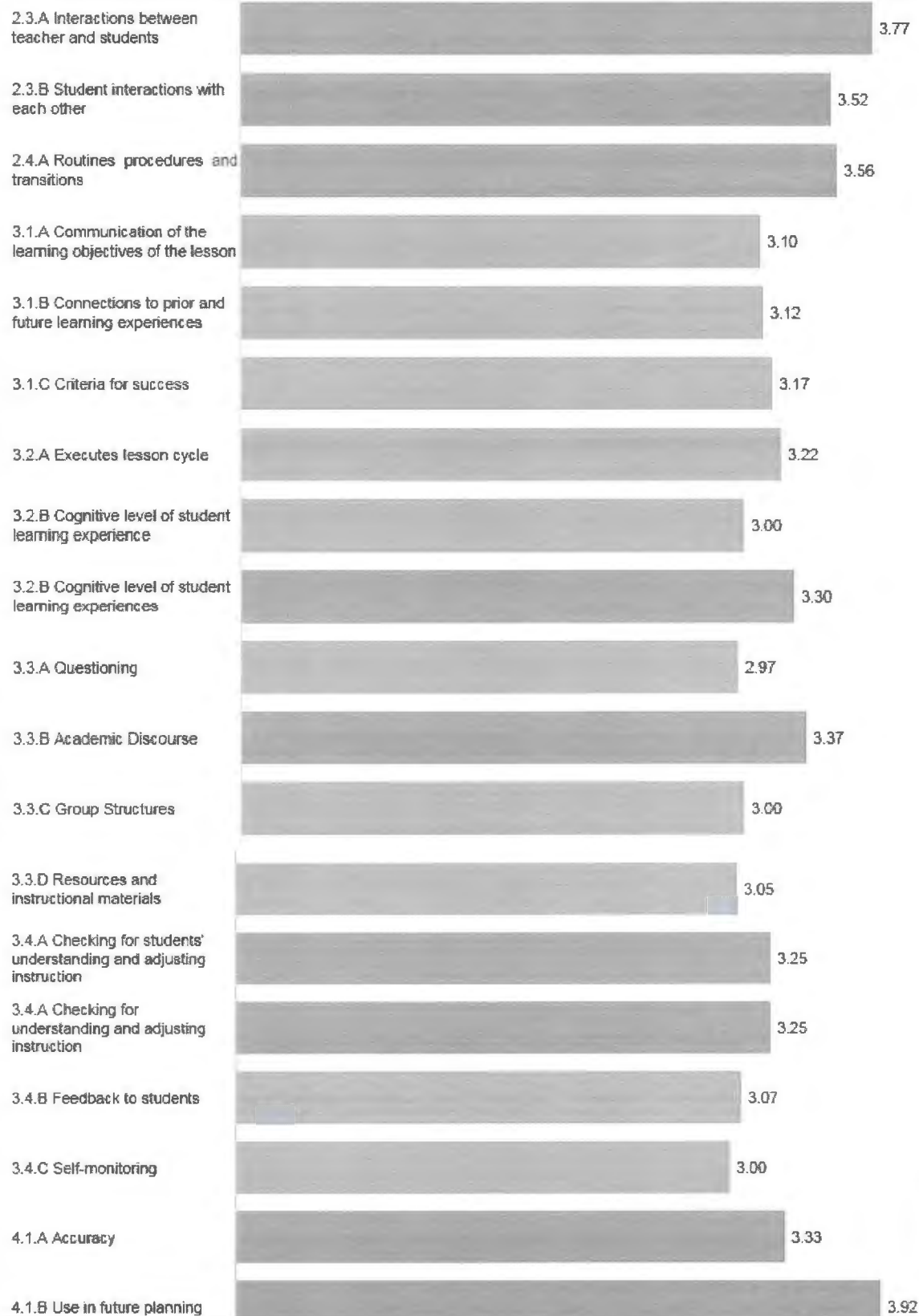The expectation at ERES is that all teachers use a combination of Aspire's instructional Guidelines and Blended Learning best practices. Below are our AIR results for the 12-13 school year.

1.1.A Selection of learning objectives	3.31
1.1.B Measurability of learning objectives through summative assessments	2.92
1.2.A Designing and sequencing of learning experiences	3.38
1.2.B Creating cognitively engaging learning experiences for students	3.23
1.3.A Lesson design guided by data	3.38
1.4.A Knowledge of subject matter to identify pre-requisite knowledge & skills	2.77
1.4.B Addresses common content misconceptions	3.08
1.5.A Selection and progression of formative assessments	3.27
1.5.A Selection and progression of formative assessments	3.50
1.5.B Planned response to formative assessment data	3.69
2.1.A Value of effort and challenge	3.51
2.2.A Behavioral expectations	3.37

Average Rating by Indicator - School Year: 2012-2013

Includes All Observations

Indicator	Rating
2.3.A Interactions between teacher and students	3.77
2.3.B Student interactions with each other	3.52
2.4.A Routines procedures and transitions	3.56
3.1.A Communication of the learning objectives of the lesson	3.10
3.1.B Connections to prior and future learning experiences	3.12
3.1.C Criteria for success	3.17
3.2.A Executes lesson cycle	3.22
3.2.B Cognitive level of student learning experience	3.00
3.2.B Cognitive level of student learning experiences	3.30
3.3.A Questioning	2.97
3.3.B Academic Discourse	3.37
3.3.C Group Structures	3.00
3.3.D Resources and instructional materials	3.05
3.4.A Checking for students' understanding and adjusting instruction	3.25
3.4.A Checking for understanding and adjusting instruction	3.25
3.4.B Feedback to students	3.07
3.4.C Self-monitoring	3.00
4.1.A Accuracy	3.33
4.1.B Use in future planning	3.92

8

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.

In Math and ELA, all students receive small group instruction due to our Blended Learning rotational model.

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 • Reading mini-lessons • 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 Small Group Instruction • Standards based mini-lessons • Guided Reading • Guided Writing Academic Discourse • Shared Inquiry • Study Groups • Class discussion	• Pedagogical Structure of Inquiry • Reading in Inquiry • Whiteboarding • Lab Structure • Identifying Misconceptions • Cooperative Learning • Cycle of Inquiry • Scientific Process • COI Data Talks • Do Now • Notes Quiz • Technical Reading and Writing • Science Safety	Daily Review • Do Now • 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?

Our two strongest features are the use of data and small group instruction. Teachers meet weekly in data teams to analyze their class data, which includes summative assessments, exit tickets, observational notes, running records, DRAs, class work, and blended learning data. Together the team analyzes the data and brainstorms next steps. Teachers use all of this data to determine which lessons need to be retaught whole class and which students need supplemental interventions. In addition, the majority of our instruction occurs in small groups. ERES adopted a blended learning model which means that students rotate between adaptive computer programs, small group instruction with the teacher, and independent work. This model has enabled teachers to meet with every student in a small in reading and math every day which has had a dramatic effect on student achievement. Important systems to making this work are our use of data talks, common prep time, and our ensuring that strong academic acumen is upheld across our school and by each and every adult.

What aspects of teaching and learning most need improvement, and what action is being taken?

Two years ago, ERES realized that we were teaching math very procedurally so students were memorizing steps but not necessarily understanding the concepts behind them. Students were really struggling in Algebra because they lacked this conceptual understanding and true number sense. To address this issue, we adopted Number Talks as a school. We are continuing to strengthen our Number Talks practice and we are in the process of determining our next steps for professional development to prepare ourselves for Common Core implementation.

Secondly, we need to strengthen our writing instruction, particularly our expository writing. This is an area of weakness, and therefore a focus, across our organization. This year writing success is a part of Aspire's College Readiness Strategy. We administer an expository writing snapshot to assess our overall school's performance and we found that our students were performing significantly below grade-level. To address this issue, we are implementing *Explorations in Nonfiction Writing* in all of our elementary classrooms and we have adopted *Achieve 3000* in our secondary classrooms.

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6   How effective are the professional development opportunities provided to teachers and administrators?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?
At the end of the 2012-2013 school year, 96% of ERES staff members said "at work, I have the opportunity to do what I do best every day" & 91% of ERES staff members said "In the past year, I have had opportunities at work to learn and grow."

Which are the strongest features of professional development, and why?
All new teachers to Aspire are given an instructional coach who supports them with their entry and first year at the organization. Additionally, teachers new to the profession are given a coach to support their Induction work.

There are opportunities that are planned for all teachers or for groups of teachers across the organization which include:
- Leadership retreats: Twice a year, the leadership teams from each of our schools meet to discuss a variety of topics.
- Cross-collaboration: teachers meet from across the region twice per year. In the fall, teachers meet to discuss and learn more about instructional practices and guidelines, to learn from veteran teachers and instructional coaches, and to share best practices. This year, a great deal of the work focused upon our efforts with Common Core Standards implementation. 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. At both these development days, there is also development provided by our directors for principals, deans of instruction, deans of students, after school directors, social emotional counselors, office managers, and interventionists.
- New Teacher Training: Every teacher who is new to the organization participates in seven days of training tailored to just them. Five of these days occur in the summer before school starts and three more follow-up days occur in the fall.
- Aspire Instructional Rubric (AIR): All Aspire teachers are evaluated and trained on the same

instructional rubric which assesses lesson planning, classroom management, instructional delivery, family relationships, and contribution to a positive staff climate.

- School Retreat: ERES has an overnight school-wide retreat at the start of the year with all staff members. Every year, the focus is culture building so we begin the school year with the same expectations and a common understanding of our school's mission. This year, we focused on Margaret Wheatley's "Below the Green Line" equity work as well as staff response to student misbehavior.
- Friday afternoon: Each school at Aspire has a half-day on Fridays for teacher professional development. These topics include: SPED, TCRP, *Strategies that Work*, Number Strings, Response to Behavior, Family Outreach, Data Analysis, and Personal Learning Plans.

How are professional development activities selected and evaluated?

Heather Kirkpatrick, Chief People Officer, Area Superintendents and the Education Team determine the professional development opportunities and topics for the organization. After each PD, all participants are surveyed and that feedback is used in planning subsequent trainings. At ERES, Friday professional development is selected by the leadership team, which consists of 3 teachers, our Office Manager, our Afterschool Director, and our Social Worker. The lead team analyzes school-wide data to determine our school's goals which shapes our professional development.

What aspects of teaching and learning most need improvement, and what action is being taken?

This year, our school-wide professional development is based on our four school-wide goals:

1. **Reading**: All ERES students will achieve 100% of their AR goal with at least 90% accuracy every quarter. For PD, we will continue with *Strategies that Work* led by Cathy Rainey
2. **Math**: All ERES students will master at least 80% of their grade-level Number Strings strategies. The Leadership Team created assessments and trackers for every grade-level so we can monitor this goal.
3. **TCRP**: All ERES teachers will meet 2/3 of their PLP goals based on the AIR.
4. **Culture**:
    a. All ERES staff will proactively build relationships with families
    b. All ERES staff will consistently respond to misbehavior in a similar manner, including remaining positive & student-centered

7	How effective is the assessment of student learning?							

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

ERES, 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. Furthermore, all students have a Data Binder in which they organize and analyze their performance in every class. All of the major assessments are captured are graphed on the students' report cards.

What are the strongest features of assessment?

ERES Academy uses a variety of assessments to measure student achievement and drive the development of the academic program. Each day ERES Academy 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.

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.

WRITING SNAPSHOTS: 3 - 4 times per year, we administer an on demand writing assessment. All the teachers score the pieces twice to ensure consistent grading. We use the data collected from this process to guide future writing lessons and units.

INTERIMS/BENCHMARKS: Through the analysis of benchmark and interim assessments ERES 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 data team meetings every Wednesday 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 blended learning data in order adjust instruction to better meet students' needs. We are doing this in several ways:

- We created school-wide systems to track blended learning data. This includes classroom trackers,

data binder reflections, and reports to share with families.
- Every data team is including blended learning data into their weekly meetings.

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8   How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

	5	4	3	2	1	
Evaluation: Excellent				X		Unsatisfactory

How do you know?

ERES Academy 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 in the State of California.

What are the strongest aspects of efforts to a diverse student population?

In order to strive towards a racial and ethnic balance at the school reflective of the district, ERES Academy 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,
- Encouraging 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 aspects need improvement, and what action is being taken?

We struggle to diversify our student body in regards to ethnicity.

In 2012-13 we served:
- 95% qualify for free/reduced lunch,
- 65% classified as EL
- 6% Special Education
- 97% Latino
- 2% African American
- 1% Asian

The above demographics allow us to fulfill our mission of serving students in low-income neighborhoods and we are proud that we are living up to our mission in that way. However, the school has become increasingly representative of one or two groups (Latino and EL) which is not an accurate representation of the surrounding area. Part of the agreement for opening in 2009 was that families who participated in our foundation would have priority in the lottery. The Dolores Huerta families, with help from OCO and others, worked tirelessly to open the school. Part of that initiative was reaching out to include other

groups into the lottery. With only 22- 26 spots at each grade and the phenomenal participation of the majority of existing families, this translated into the lottery. One of our organization's strategies is work with OUSD to move to a building which will allow us the sustainability that we need to be a financially contributing member of Aspire's portfolio. Once this happens, we will work tirelessly to diversify the school with any open seats.

9	How effective is the leadership and management of the school?							

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?
The school has had two leaders in the five years it has been open. The current principal is entering her 4th year with the school.

Principal Results for All

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

Walk-Throughs:

Ms. Murphy, along with instructional coaches, observes teachers regularly and provides ongoing instructional feedback. Using last year as an illustration, on average each teacher received 1 formal observation, 10 mini observations using the AIR, and 30 other observations without formal press. Formals and mini observations

are followed up with a face to face conversation as are some of the informal visits.

AIR comes from our TCRP (The College Ready Promise) is a grant through the Gates Foundation that has allowed our organization to do some significant work on the evaluation of teachers' practice.

Instructional Coaching:

Aspire provides instructional coaches that work with Induction and new teachers. They meet with the Principal weekly to ensure the teachers are getting the support they need. Because these coaches work in all of our elementary and secondary schools, part of their role is to spread best practices from more experienced teachers to newer teachers. Our instructional coaches are cross pollinators of best practice.

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 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? The principal meets with every teacher weekly or biweekly to discuss instruction and class culture using the AIR rubric as the basis. In addition, the Instructional Leadership team holds weekly conversations about instructional practice in effort to ensure aligned messaging to teachers.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

Aspire Public Schools continues to work through the evaluation system that has been made possible through our TCRP (The College Ready Promise) grant. The principal has been trained to evaluate teachers on a detailed rubric which includes planning, lesson implementation, class culture, assessment, post-lesson reflection, and achievement data when appropriate.

Leadership at the organization studies achievement at our schools. Our Director of Data and Assessment aids greatly in analysis. At various points throughout the year, he helps with action planning and in making sure that the school's leadership is aware of gaps in performance. Additionally, the superintendent and principal work together to focus on achievement.

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?
In last year's anonymous family survey, 97% of families reported: "the teachers at the school encourage me to work with them to help my child learn" and 96% of families reported: "the teachers at the school encourage me to work with them to help my child learn."

Which are the strongest features, and why?
ERES implements a variety of strategies, which inspire and support parental and community involvement. Throughout the school year, ERES communicates with families via principal monthly newsletters and frequent Friday communication.

At the beginning of the school year, ERES publishes resources, information memos, and important policies to keep the entire community aligned in belief, expectations, and compliance. Families are given the Student/Family Handbook that communicates the school-wide behavioral, habitual, and academic expectations from parents and students.

We have two Student-Led Conferences per year so that families are involved in their child's teaching/learning at ERES. Last year, we had 100% school-wide attendance at both conferences. Students facilitate this conference and it is an opportunity for the students to share what they are learning, where they are excelling, and where they need additional support with their teachers and families. During the conference, the student is showcasing all of his/her data that is organized in each individual's Data Binder.

In Middle School, progress reports are given every two weeks to keep students and parents up-to-date about student grades and performance. Students' behavior points are also sent home and signed every two weeks so families are informed about all student behavior.

Parents also receive a phone call each time their child is marked 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.

As a school, we host two Saturday Schools per year. The first Saturday School is an opportunity for the staff and families to celebrate the prior year's success and kick-off the new year as well as meet all staff members. The second Saturday School usually focuses on a common school-wide theme ranging from literacy to numeracy to art instruction

Every month, the Principal hosts a "Coffee Chat" so families have the opportunities to talk directly with the Principal and share concerns/ideas. In addition, there is a Family Connections meeting once a month which is facilitated by our School Social Worker. For this meeting, there is a topic that families selected, ranging from gang involvement to discipline at home to drug use to immigration. The School Social Worker leads the discussion, sharing resources and ideas, and often she invites an outside community organization to share additional resources. Additionally, there is a Family Fundraising Committee which has hosted numerous events ranging from Movie Nights to Fruit Sales to raise money for a new playground. So far, this group has raised over a thousand dollars.

As a staff, we have discussed the importance of positive family outreach. Every teacher is expected to host at least two family events per year. These events include publishing parties, dads and donuts, moms and muffins, history fairs, CST celebrations, etc. And, every staff is responsible for making positive phone calls and/or sending positive notes frequently so that all families receive at least one positive message once a semester.

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 ERES 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 couple of years, our Director of Data and Assessment, John Ericson, has trained a Data Driver at each site. The purpose of this initiative has been to have someone on site, who understands the data after interims and benchmarks, and to give autonomy to this person to train the rest of the staff on how to best use their data to improve instruction at the school. The Data Driver at ERES Academy is Emma Howard Kirouac.

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 re-teaching
- Inform where Aspire Coaches are most needed once the first quarter of school has been completed.

Improve Instruction

Internal Assessment data is critical in supporting individual teacher instructional growth. This happens through the strategic use of data analysis and team time. Time is set aside after the Internal Assessments have been administered and scored, so that teachers and their supports can work to analyze the data. Teacher teams, Instructional Coaches, Leads, and Principal analyze the data to achieve two specific goals:
- Figure out the content and/or standards that need to be retaught. Once the specific content is identified, the teacher and the lead 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 cycle. Please see Elementary and Secondary Assessment Calendar in the appendix.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

At our Professional Development days in August, we looked at the CST data from the previous year as a school and as individual teachers. We are looking at Student Growth Percentiles for teachers who have data from two years ago to help inform teachers about their strengths and weaknesses.

Describe how the school is training administrators and teachers to understand and use assessment data.

Administrators are given training over the summer at "New Principal Boot Camp." This is a four day session where many topics 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. We also depend on teacher leaders in the school to run cycles of inquiry with their grade level counterparts using common assessments or other student work.

Additionally, the superintendent with support from the Director of Data and Assessment, work with the principal after the results of each major assessment have been analyzed. As an organization, we are beginning to look at student growth percentiles through our work with TCRP. This proves powerful because we can now measure growth of students in many areas based upon a great number of students at the same levels in the state. 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?

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.

What most needs improvement, and what action is being taken?
We need to prioritize analyzing our writing data more purposefully and strategically. We have administered an Expository Writing Snapshot and analyzed this data. Now, we need to focus on professional development on ways to enhance our writing instruction. Similarly, we have access to a lot of blended learning data that we have not been fully analyzing or sharing with students and families. To address this issue, we have created several teachers—individual and class-wide. Students will keep their individual trackers in their data binders to share with their families during Student-Led Conferences. Teachers will post their class trackers so they are celebrating students who are making progress and help support students who are struggling on the computers.

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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 ERES for students with IEP aligns with our belief that with adequate support, (Ed Specialists often work with students in the classroom) students will be able to access the contents taught in class. ERES's after school program provide students with opportunities to receive additional support and pursue enrichment activities of their choice.

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 ERES 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. This AIR 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?
Right now, our Ed Specialist is providing the majority of accommodations for students with learning disabilities. Our hope this year is to increase the collaboration between our Ed Specialist and general education teachers so the general education teachers learn how to make these necessary accommodations. 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 need additional support. These data systems include CELDT testing, CST testing, DRA, STAR reading, and special education evaluation.

Which are the strongest features, and why?
Our RTI team analyzes this data carefully to determine which students are chronically underperforming and then the team determines next steps. In some cases, the student's needs are met through additional classroom differentiation and small group instruction. In other cases, the student needs support from the literacy specialist, an instructional assistant, or a supplemental program such as Great Leaps. Also, we offer a Reading Academy and Math Intervention class for struggling Middle School students. If we determine that a student still isn't making academic progress despite these additional interventions, then we hold an SST, a Student Support Team meeting. If we have held several SSTs but the student has not made appropriate progress, then we recommend evaluation for special education services. Blended learning pedagogy is designed to meet students where they are. ELA Blended Learning are no exception. There, students at ERES spend approximately 25 minutes a day on a program adapted to where each student is. During that same block every student is provided a guided reading lesson in a small group with students who are acquiring the same content and strategies. These lessons include EL strategies such as the use of visuals, previewing vocabulary, reviewing and learning syntax structures. Math instruction includes many of the same strategies. ST Math, the program that we use, is highly visual so that students and see concepts roll out visually. In K-2 we adopted Carousel Learning. This is a supplemental program to build language around themes. Our K-2 students receive instruction using this approach daily.

What most needs improvement, and what action is being taken?
Although we are providing small group instruction to all students, we aim to focus on ways that we are differentiating our whole-class lessons so that all students can access the content. This is a component of the AIR rubric so all teachers receive coaching and feedback about ways to increase cognitive engagement.

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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. These are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report in the Appendix.

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 values 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 favors

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 may not be apparent to the team itself.
The Board is responsible for:
- Mission stewardship & strategic direction
- Financial oversight of the organization
- Fundraising
- Policy setting and compliance
- Program evaluation and monitoring
- CEO evaluation

Aspire's Board of Directors is highly qualified, engaged, and plays a significant role in the organization's strategic decision making. For example, when Aspire first considered opening a cluster of schools in the Los Angeles area, the Board recognized that Aspire did not yet have the skill set in place to expand into

Los Angeles. The Board made a strategic decision to postpone expansion until the organization reached a more mature stage of growth. Subsequently, the organization has expanded to Lose Angeles. Currently, the Board is engaged in Aspire's strategic planning process. While managed by staff, the Board is an active partner in driving the work and providing input. Ultimately, their approval will be required before the next phase of the organization's strategy can be executed.

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 familiarity of many of the board members with the organization allows for very helpful input in strategic decision making, and new members bring fresh eyes to the table as well. The Board is willing to engage in conflict and "push" management in their decision making in very constructive ways. There are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties. 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 schools on the ground level.

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?

In last year's anonymous survey, 91% of ERES staff members said: "At work, my opinions seem to count" and 100% of ERES staff members said: "I feel adequately supported by parents." Families report that the school's communication is easy to understand at a rate of 98% and they report at a rate of 96% that the school has clear goals for students which are well known by all parents.

Which are the strongest features, and why?

Lead teachers serve on the Leadership Team, which is the body that supports the long-term direction of ERES Academy. 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 Principal in setting the direction of the school. Our Leadership team consists of three teachers, the principal, the Office Manager, the counselor and the afterschool director. We meet every Tuesday to discuss the most pressing needs of the school and we regularly use data to measure this progress. This year's Leadership team developed four school-wide goals: reading comprehension, conceptual math, school-wide culture, and parental involvement. All of our meetings focus on ways to improve these areas.

Also, each week all staff members are given a survey which asks them 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 during monthly Family Meetings so that their voice is heard and incorporated into our planning and actions.

What most needs improvement, and what action is being taken?

ERES needs to continue to work with involving Families more in the governance of the school. We are actively working on this via creating a strong Advisory Site Council that meets regularly and focuses both on improving the school culture and family participation at the school. In the 2013-2014 school year, we will have the ASC 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 ASC 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.

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16   How effective is the school at ensuring fiscal soundness and legal compliance?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory

How do you know?

The school's fiscal soundness and legal compliance are very strong. The last three years of audit reports shows few audit findings, and the school has continued to build up their fund balance even during the

last four years of declining funding rates. The school works closely with the home office on all budget decision making, legal and insurance matters, and cash management.

Budget Process and Fiscal Management

There is a set of "Strategic Priorities" that is approved by the Aspire Board of Directors. The school developed an annual plan linked to those strategic priorities which led to the creation of ERES'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 "Strategic Priorities" and that we will remain fiscally solvent.

The CFO and Controller have implemented various fiscal control policies and procedures that provide guidance on processes that have financial impact. These policies and procedures are reviewed and updated on a yearly and/or as needed basis. The fiscal control policies and procedures are communicated to the school through various trainings and the organizations intranet. A copy of the fiscal control policies is attached in the Appendix.

Lastly, the CFO and Controller review the school's financial and operational compliance on a quarterly basis. There are several tests and audits performed to ensure the various compliance requirements are being met.

On a monthly basis, an assigned financial analyst reviews the school's current financial standing with the principal of the school and the Bay Area Superintendent and compares actual revenues and expenses to the board approved budget. If there are any significant variances, the principal talks through the various trade off decisions with the financial analyst and area superintendent. Oftentimes the principal consults his/her leadership team in order to get as much stakeholder input as necessary. The role of the financial analyst is to ensure the school meets its budget throughout the year and that the school has sufficient cash to do so. In addition, the financial analyst submits reports to the Director of Finance which are shared with the CFO and Senior Leadership Team on at least a quarterly basis.

Which are the strongest features, and why?

The strongest features of the school's fiscal management are the fiscal controls and policies, compliance reviews, and dedicated financial analyst monitoring the school's finances on a daily basis. These three items allow the schools to be monitored by Management at any time. In addition, the Senior Leadership at Aspire Public Schools takes a very conservative approach to funding rate assumptions, and plans ahead to mitigate the impact of the state cash flow deferrals.

What most needs improvement, and what action is being taken?

Communication of updated policies and procedures needs the most improvement. We have redeveloped our intranet site and are hosting many trainings about specific subjects. In addition, there are certain programmatic compliance items that need to be tightened up, especially in the after-school program. We have hired a Director of After-School that will work with the school's after-school director to ensure we are complying with the state regulations and maximizing the effectiveness of the program.

The fiscal and legal compliance is accounted for at the school and home office (located off-site) The CFO & Controller have implemented various fiscal control policies and procedures that provide guidance on processes that have financial impact. These policies and procedures are reviewed and updated on a yearly and/or as needed basis. The fiscal control policies and procedures are

communicated to the school through various trainings and the organization's intranet.

Lastly, the CFO and Controller review the school's financial and operational compliance on a quarterly basis. There are several tests and audits performed to ensure the various compliance requirements are being met.

On a monthly basis, an assigned financial analyst reviews the school's current financial standing with the principal of the school and the Bay Area Superintendent and compares the actual revenues and expenses to the board-approved budget.

17	How effectively is the school managed fiscally?							
			5	4	3	2	1	
Evaluation:		Excellent		X				Unsatisfactory

How do you know?

There are multiple checks and balances that take place at ERES 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. There are stops set in place for checks and balances purposes. At each level of spending a different person in the organization must approve spending before it happens. 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?

Aids to Success	Barriers to Success
• Data Meetings • Hands On Principal • Culture that every role helps students get to their goals • Blended Learning • Instructional Leadership • Aspire Teacher Residency Program- teaching school and more adults on campus • Strong bridge between office staff and leadership and both teachers and classified • Art, Music, PE and Intervention • Many returning teachers in k-6 • Strong foundation • Engaged families • Aspire Home Office support • ERES Extra • Kyaky-Nimble response rate when something goes awry • Small school allows for all students to be known • Systems for Technology (document cameras, computers, projectors) work and have quick turn-around in repair • Robust evaluation system for teachers and interventionists • Advisory and Morning Meetings • Cohesive vertical alignment with regards to ELA • Looping	• Small school means little wiggle room for spending and 'extras' • New middle school team this year • Small school for middle school means a slightly bigger adjustment for them upon entering high school • More work to do in serving our ELs both who have been reclassified and those who have not • Discipline is just now moving to that of restoration, requiring a significant mental shift for staff and students • Less cohesive Math when considering vertical alignment

Charter Renewal Data Document

Name of school: Aspire ERES Academy					Name of School Leader: Emily Murphy		
Financial Information					Year		2013-2014
Total Operational Budget		2,007,325.57		Per Student Revenue			9,042.01
Total Expenditure		2,017,287.20		Expenditure Per Student			9,086.88
Balance brought forward from previous year		101,102.33		Projected balance carried forward to next year			91,140.70
Special Populations	2009-2010		2010-2011		2011-2012	2012-2013	2013-2014
Percentage of students receiving *free/reduced lunch*	95%		97%		97%	95%	Data not yet available
Percentage of ELL students	92%		77%		61%	65%	Data not yet available
Percentage of students with IEPS	0		0		5%	6%	Data not yet available
Percentage of students with 504 plans	0		0		0	0	Data not yet available

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	18	
Students who left the school other than at the usual time of leaving (excluding expulsions)	11	

Attendance for current and prior year P-2 ADA	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Attendance Rate to Date
School data	205.52	206.70	217.06	214.30	217.40	97.4%

Background of students 2012-13	Number of students/Percent of Students	*Discipline - prior school year(12-13)*	Suspension # of incidents	Expulsion # of incidents
African-American	4 / 2%	African-American	2	0
Asian/Pacific Islander	2 / 1%	Asian/Pacific Islander	1	0
Hispanic	216 / 97%	Hispanic	81	0
White	0 / 0%	White	0	0
Mixed/ No Response	0 / 0%	Mixed/ No Response	0	0
Gender (male/female)	113 / 109	ELL	50	0
Homeless Students	0 / 0%	SPED	9	0
		Gender (male/female)	56 / 28	0 / 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)
2012-2013 (for 2013-2014 school year)	*March 7th, 2013*	K	33	22	11
		1	15	0	15
		2	17	0	17
		3	13	0	13
		4	4	4	0
		5	14	2	12
		6	16	2	14
		7	9	3	6
		8	12	1	11
2011-2012 (for 2012-2013 school year)	*March 8th, 2012*	K	47	22	25
		1	14	0	14
		2	23	1	22
		3	10	0	10
		4	11	4	7
		5	16	1	15
		6	17	1	16
		7	25	0	25
		8	3	2	1
2010-2011 (for 2011-2012 school year)	*March 10th, 2011*	K	28	22	6
		1	29	0	29
		2	16	2	14
		3	13	0	13
		4	11	4	7
		5	9	1	8
		6	44	2	42
		7	22	3	19
		8	22	3	19
2009-2010 (for 2010-2011) school year	*March 4th, 2010*	K	52	22	30
		1	15	0	15
		2	15	0	15
		3	10	0	10
		4	12	6	6
		5	10	0	10
		6	21	0	21
		7	19	0	19
		8	2	2	0

Graduation Information	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
HS only Graduation Rate – 12th Grade	N/A	N/A	N/A	N/A	N/A

Retention Rate (% of 12th grade enrolled since grade 9)	N/A	N/A	N/A	N/A	N/A

Post-Graduation Plans – HS Only

% attending 4-year college	N/A	N/A	N/A	N/A	
% attending 2-year college	N/A	N/A	N/A	N/A	
% attending vocational/ technical training	N/A	N/A	N/A	N/A	
% joined military	N/A	N/A	N/A	N/A	
% working exclusively	N/A	N/A	N/A	N/A	

Teacher Recruitment/Retention

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total # of Teachers	9	12	11	12	11
#/% New Hires	9 / 100%	3 / 25%	2 / 18%	4 / 33%	2 / 18%
#/% Retained from Prior Year	0 / 0%	9 / 100%	9 / 75%	8 / 73%	9 / 75%
Total number of vacant teaching posts currently (FTE)					0

AYP	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AYP Met?	No	Yes	Yes	No	N/A
% AMOS Met	0%	100%	100%	88%	N/A
% Proficient-AMOS: African-American	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	N/A
% 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	N/A
% Proficient-AMOS: Hispanic	ELA: 32.7% Math: 45.9%	ELA: 43.6% Math: 61.3%	ELA: 51.7% Math: 67.4%	ELA: 58.4% Math: 69.3%	N/A
% 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	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	N/A
% Proficient-AMOS: Socioeconomically Disadvantaged	ELA: 33.3% Math: 46.5%	ELA: 43.8% Math: 62.3%	ELA: 51.5% Math: 67.5%	ELA: 59.3% Math: 69.5%	N/A
ELL	ELA: 31.1% Math: 45.0%	ELA: 43.8% Math: 61.4%	ELA: 48.7% Math: 66.0%	ELA: 51.1% Math: 64.2%	N/A
Students with disabilities	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: 21.4% Math: 57.1%	ELA: 31.6% Math: 42.1%	N/A
API	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
API	695	765	812	833	N/A
Statewide rank	1	3	5	TBD	N/A

Similar schools rank	3	7	10	TBD	N/A
CST	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
ELA					
Proficient/Advanced	34%	44%	51%	60%	N/A
Basic/Proficient/ Advanced	66%	77%	83%	89%	N/A
Below Basic/Far Below Basic	34%	23%	17%	11%	N/A
MATH					
Proficient/Advanced	46%	62%	67%	69%	N/A
Basic/Proficient/ Advanced	73%	85%	89%	92%	N/A
Below Basic/Far Below Basic	27%	15%	11%	8%	N/A
CAHSEE	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
10th grade pass rate	N/A	N/A	N/A	N/A	N/A

Statutory Renewal Threshold	
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Yes
Did school attain API Growth Target in two of last three years?	Yes
Did school attain API Growth Target in the aggregate of the prior three years?	Yes
2. API Rank:	
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:	
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

Appendix Ia:

Surrounding Schools Study

ERES Academy	Demographics				
Surrounding Schools	# of Students	FRL %	EL %	Hispanic %	Afr. Am. %
School	2012-2013				
ERES Academy	222	92	50	97	2
International Community	346	98	79	90	3
Global Family	415	100	84	92	4
Manzanita Community School	342	98	45	40	30
Think College Now	290	100	62	84	7
United for Success (6-8th)	414	98	44	77	12
Urban Promise Academy (6-8th)	320	100	39	88	2

ERES Academy	API							
Surrounding Schools	API				Met Schoolwide/All Subgroups Growth Targets?			
School	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
ERES Academy	695	765	812	833	n/a	Yes/Yes	Yes/Yes	Yes/Yes
International Community	770	743	745	758	Yes/Yes	No/No	No/No	Yes
Global Family	638	648	n/a	697	Yes/Yes	Yes/Yes	n/a	n/a
Manzanita Community School	733	721	725	693	Yes/Yes	No/No	No/No	No
Think College Now	859	847	825	849	Yes/Yes	Yes/Yes	Yes/No	Yes/Yes
United for Success (6-8th)	608	597	622	632	Yes/Yes	No/No	Yes/No	Yes/No
Urban Promise Academy (6-8th)	734	748	761	768	Yes/Yes	Yes/Yes	Yes/Yes	Yes

ERES Academy	Rankings							
Surrounding Schools	Statewide Rank				Similar Schools Rank			
School	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
ERES Academy	1	3	5	TBD	3	7	10	TBD
International Community	4	2	2	TBD	2	1	1	TBD
Global Family	1	1	n/a	TBD	1	1	n/a	TBD
Manzanita Community School	2	1	1	TBD	1	1	1	TBD
Think College Now	8	7	6	TBD	10	3	2	TBD
United for Success (6-8th)	1	1	1	TBD	1	1	1	TBD
Urban Promise Academy (6-8th)	4	4	4	TBD	7	3	2	TBD

ERES Academy	CST (% Proficient or above)							
Surrounding Schools	ELA				Math			
School	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
ERES Academy	34	44	52	59	46	62	68	69
International Community	34	35	40	38	63	51	50	57
Global Family	16	21	25	28	40	38	41	43
Manzanita Community School	35	28	32	25	61	60	61	46
Think College Now	57	57	53	57	76	77	74	79
United for Success (6-8th)	19	20	26	23	21	13	15	17
Urban Promise Academy (6-8th)	41	44	45	44	40	43	50	50

Appendix II:

Bell Schedule

ERES ACADEMY
Daily Schedule 2013-2014

Morning Recess Schedule

Grade-Level	Time
K/1	9:40-9:55
2/3	9:55-10:10
7/8	10:10-10:20
4/5/6	10:20-10:35

Lunch Schedule

Grade-Level	Lunch (M-TH)	Recess
K/1	11:15-11:35	11:35-11:55
2/3	11:40-12:00	12:00-12:20
4/5/6	12:05-12:25	12:25-12:45
7/8	12:30-12:50	12:50-1:10

Minimum Day Schedule (including Fridays)
*No recess

Grade-Level	Lunch
K-1	11:00-11:30
2-4	11:10-11:40
5-8	11:40-12:00

Arrival: 8:00 Morning Greeting - You are tardy if your class has already gone into class.

Town Hall: 10:30 Fridays

Release: **Monday – Thursday 3:30** *please note: instruction ends at 3:30 and students leave the building between 3:35 and 3:40*

Friday: 12:00 *please note: instruction ends at 12:00 and students leave the building 12:05 and 12:10*

Integrals Schedule

	Monday	Tuesday	Wednes.	Thursday	Friday
8:00-8:45	6th: PE 5th:Art	6th: Art	6th: PE	6th: Art	6th: PE 1st: Art
8:50-9:35					3rd: PE 4th:Art
9:30-10:10	8th: Art	8th: Art	8th: Art	8th: Art	2nd: PE K: Art (9:35-10:15)
10:35-11:20	4th: Art 5th: PE	4th: PE 5th: Art	4th: Art 5th: PE	4th: PE 5th: Art	
11:50-12:30	7th: Art	7th: Art	7th: Art	7th: Art	
12:30-1:10	LUNCH	LUNCH	LUNCH	LUNCH	
1:10-1:55	K: Art 1st: PE	K:PE 1st: Art	K: Art 1st: PE	K: PE 1st: Art	
2:00-2:45	2nd: Art 3rd: PE	2nd: PE 3rd: Art	2nd:Art 3rd: PE	2nd: PE 3rd: Art	
2:50-3:30	7th: PE	8th: PE	7th :PE	8th: PE	

MIDDLE SCHOOL SCHEDULE	7th Graders	8th Graders
8:00	ELA-7	Algebra
8:10		
8:20		
8:30		
8:40		
8:50		
9:00		
9:10		
9:20		
9:30		Algebra Intervention (art)
9:40		
9:50		
10:00		
10:10	RECESS	
10:20	Pre-Algebra	ELA-8
10:30		
10:40		
10:50		
11:00		
11:10		
11:20		
11:30		
11:40		
11:50	Pre-Algebra (art)	
12:00		
12:10		
12:20		
12:30	LUNCH	
12:40		
12:50		
1:00		
1:10	Science (8th)	History (7th)
1:20		
1:30		
1:40		
1:50		
2:00	Elective	
2:10		
2:20		
2:30		
2:40		
2:50	PE or Advisory	
3:00		
3:10		
3:20		
3:30		

FRIDAYS

	7th Graders	8th graders
8:00	ELA	Algebra
8:10		
8:20		
8:30		
8:40		
8:50		
9:00		
9:10		
9:20	Pre-Algebra	ELA
9:30		
9:40		
9:50		
10:00		
10:10		
10:10		
10:20		
10:30	TOWN HALL	
10:40		
10:50	Advisory	Advisory
11:00		
11:10		
11:20		
11:30		
11:40	LUNCH	
11:50		
12:00		

Appendix III:
School Calendar

ERES Academy 2013-2014 Academic School Calendar

ASPIRE PUBLIC SCHOOLS

July

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

July

Days of instruction: 0

August

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

August

5: First Day of School
15: Fall Picture Day (IN Uniform)
24: Saturday School #1

Days of instruction: 20

September

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

September

2: Labor Day - *No School*
12: Minimum Day
13: BA Regional PD - *No School*

Days of instruction: 19

October

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

October

2-4: Student-Led-Conferences
2-4: Report Cards go home
7-11: Fall Break - *No School*
14: Minimum Day/ Quarter 2

Days of instruction: 18

November

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

November

25-29: Thanksgiving - *No School*

Days of instruction: 16

December

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

December

18-19: Minimum Days
20: Staff Data Day - *No School*
20-Jan 10: Winter Break

Days of instruction: 14

January 2014

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

January

Dec 23-Jan 10: Winter Break
13: Classes Resume/Quarter 3
13: Minimum Day
20: MLK Jr. Holiday - *No School*

Days of instruction: 14

February

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

February

12: Spring Pictures
14: Non-student Day - *No School*
17: Presidents Day - *No School*

Days of instruction: 18

March

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

March

17-21: Minimum Days
19-21: Student-Led-Conferences
19-21: Report Cards go home
24 - April 4: Spring Break

Days of instruction: 15

April

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

April

March 24 - April 4: Spring Break
7: Quarter 4 Begins
19: Saturday School #2

Days of instruction: 18

May

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

May

5-16: STAR Testing
22: Minimum Day
26: Memorial Day - *No School*

Days of instruction: 21

June

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

June

13: 8th Grade Promotion
16: Field Day
17-18: Minimum Days
17: 8th Grade Field Trip
18: Last Day of School

Days of instruction: 13

Legend:
☐ Regular Days
▨ No School
⣿ Minimum Days

School Hours:
M-Th: 8:00 am - 3:30 pm
F: 8:00 am - 12:00 pm

Important Days:
☼ Family Events
🔖 Progress Reports
📖 Student Led- Conferences

Work Days:

School Days	187
Saturday Schools	2
Total Student Days	**189**

Appendix IIIa:

Assessment Calendar

ASPIRE PUBLIC SCHOOLS

2013–2014 Aspirewide Elementary ASSESSMENT CALENDAR DRAFT

Time of Year	Grades/Students	ASSESSMENT	DUE DATE	Test Type
Beginning of Year	1 - 5	Math Fall Benchmarks	Within first 30 days of instruction	Universal
	2 - 5	Reading/Writing Fall Benchmarks		
	1 - 3	Dibels (Recommended)		
	4th/5th Graders Who Scored FBB/BB on ELA CST	SRI		Diagnostic
	5 Optional	Math Basic Skills Test		
	1 – 5	DRA (**Scanned into Edusoft by 10/25**)	Between weeks 5 & 10	Universal
	K – 5 Optional	Expository Wrt Snapshot Cycle (Formative Pre)	**Anytime**	
	K – 5 Optional	Writing Modules***	**Anytime**	
Fall	English Learners	CELDT	By Oct 31	Universal
	Students in non Read 180 ELA Interventions	Running Records	Every 4 to 6 weeks	PM*
Early Winter	K - 5	Math Winter Benchmarks	Pre Winter Break	Universal
	2 - 5	Reading/Writing Winter Benchmarks		
	K - 3	Dibels (Recommended)		
	Read 180	SRI		Progress Monitoring
	5th Grade	Math Basic Skills Test**		
Winter	Students in non-Read 180 ELA Interventions	Running Records	Every 4 to 6 weeks	PM*
	K – 5 (DRA Levels A – 38)	**DRA** -Scanned into Edusoft by 2/21 Running record for students at level 40+ NOT SCANNED	3 Months after Fall (Betw Wks 15 & 22)	Universal
	K - 5	Expository Writing Snapshot Cycle (Post)	Feb – End of Yr	
Spring	4th Grade	STAR Writing	March 4th	Universal
	Read 180/ELA Intervention	SRI/Running Records	Mid March	PM*
	2 - 5	Math Pre-CST Benchmarks	4 – 6 wks before STAR	Universal
	2 - 5	Reading/Writing Pre-CST Benchmarks		
	2 - 5	STAR	May	
	5	Physical Fitness Test	By May 30	
End of Year	K - 5	DRA (**Scanned into Edusoft 2-3 weeks before EOY to analyze growth**)	3 Months after Winter or between Weeks 27 & 34	Universal/ Progress Monitoring
	K - 1	Math End of Year Benchmark	Last 2 weeks of school	
	K - 3	Dibels (Recommended)		
	2 – 5 Optional	Reading, Writing, and Math End of Year Benchmarks		
	Read 180	SRI		Progress Monitoring
	5th Grade Not Passed the MBST**	Math Basic Skills Test		

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

**Students need to score 90% on the Math Basic Skills Test in order to pass.

***Aspire's pre and post writing modules (i.e. Descriptive, Narrative, Response to Lit, Summary, etc. are recommended but not required. They can be administered at the school's discretion.

2013 - 2014 Secondary Assessment Calendar

Time of Year	Subject	Grades/Students	Assessment	Due Date
B e g i n n i n g	ELA	6 - 8	Reading and Writing Fall Benchmarks	Within 1st 30 Days of School
	ELA	6 - 10	Response to Lit Fall Snapshot	
	ELA	11-12	EAP Writing Snapshot	
	ELA	Highly Recommended 6 - 12	SRI	
	ELA/ Math	10th/Not Passed CAHSEE **(OPTIONAL)**	ELA and Math CAHSEE Diagnostic #1	
	Math	PreCalculus Students	Summative Math Diagnostic #1	
	Math	6th who have not passed MBST*	Math Basic Skills Test	
	Math	7th and Algebra 1 Required (Alg 2 Optional)	Algebra Readiness Assessment	
	All	CC Class Takers	*Community College Entrance Exams*	By 8/12
F a l l	ELA	9 - 11	ELA Interim #1	Week 8 - 9 (Check Pacing Guide)
	Math	6 - Precalculus	Math Interim #1	
	SocSci	8, 10, & 11	History #1	
	SocSci	12	Government Interim #1	
	Sci	Bio, Phy Sci, Chem, & Physics	Science Interim #1	
	ELA	ELA Intervention Students***	Reading A to Z/Running Record	
	All	11th	*PSAT*	10/16 & 19
	ELA	Scored FBB/BB on ELA CST	DRA (given and scanned into Edusoft)	By 10/31
	ELA	English Learners	CELDT	
E a r l y W i n t e r	ELA/ Math	10th/Not Passed CAHSEE for Schools **Giving FEB CAHSEE**	CAHSEE Diagnostic Final	11/26-12/20
	ELA	6 - 8	Reading and Writing Winter Benchmarks	Pre-Break
	ELA	9 - 11	ELA Interim #2	Week 17 (Based on Pacing Guide through Week 16)
	Math	6th - Precalculus	Math Interim #2	
	SocSci	8, 10, & 11	History #2	
	SocSci	12	Government Interim #2	
	Sci	Bio, Phy Sci, Chem, & Physics	Science Interim #2	
	Sci	6th - 7th	Earth & Life Science Semester Exams	
	ELA	ELA Intervention Students***	Reading A to Z/Running Record	Pre-Break
	All	CC Class Takers	*Community College Entrance Exams*	Jan 2nd
W i n t e r	ELA	6 - 10	Response to Lit Winter Snapshot	Jan 31st (scan by 2/14)
	ELA	11-12	EAP Writing Snapshot #2	
	ELA/ Math	10th/Not Passed CAHSEE for Schools Giving March CAHSEE	CAHSEE Diagnostic Final	2/4-18
	ELA/ Math	10th Valley (9th Optional Practice)**	CAHSEE Census in Valley	2/4-5

2013 - 2014 Secondary Assessment Calendar

Time of Year	Subject	Grades/Students	Assessment	Due Date
Spring	ELA	7	*STAR Writing Assessment*	March 4th
	ELA/Math	10th Bay/Valley (9th OPTIONAL Practice)**	CAHSEE Census in Bay and LA	3/18-19
	ELA	ELA Intervention Students	Reading A to Z/Running Record	Mid March
	ELA	Reading & Writing PreCST	Reading and Writing PreCST	4 - 6 Weeks Prior to STAR****
	Math	6 - Algebra 2	Math PreCST Interim #3	
	Math	PreCalculus	Summative Math Diagnostic #2	
	SocSci	8, 10, & 11	History PreCST Interim #3	
	SocSci	12	Economics Interim #1	
	Sci	Bio, Phy Sci, Chem, & Physics	Science Pre-CST Interim #3	
	All	6 - 11	*STAR (+EAP Mult Choice for 11th)*	May
	All	AP Takers	*AP Exams*	May
	PE	7th and 9th	Physical Fitness Test	By 3/31
End of Year	ELA	6 - 10 OPTIONAL	Response to Lit Spring Snapshot	June 1st
	ELA	11-12 OPTIONAL	EAP Writing Snapshot	
	ELA	6 - 8 OPTIONAL	Reading/Writing EOY Benchmarks	Last 3 Weeks of School
	Math	PreCalculus	Math Final	
	Math	6th who have not passed MBST*	Math Basic Skills Test	
	Math	7th and Algebra 1 Required (Alg 2 Optional)	Algebra Readiness Assessment	
	SocSci	12	Economics Interim #2	
	Sci	6th - 7th	Earth & Life Science Semester Exams	
	ELA	ELA Intervention Students***	DRA	
	ELA	Scored FBB/BB on ELA CST and Initial SRI below 900	DRA if not already SRIed	

* Students need to score 90% on the Math Basic Skills Test in order to pass.

** Recommended to have 9th graders take Practice CAHSEE while 10th graders are taking the real version.

*** ELA Intervention refers to those students reading 2 or more years below grade level who are receiving guided reading support.

****Note results reflect differing amounts of instruction and are not comparable across schools.

Appendix IV:

Aspire Instructional Guidelines

K-5 Math Instructional Guidelines
Detailed Version

MAINTENANCE PROGRAM

Math Routines

- Shows the daily relevance of math
- Assists in classroom management
- Gives continuous practice/spiral review
- Short activities build skills for more in depth problems

❖ Daily Review   **Daily**

- Quick spiral review of standards
- Mini-instruction as needed
- Use four square design with squares as follows:
  - Prerequisite skill, current skill, CST type question around skill and spiral review question
- Alternatively may use Drops in the Bucket, Math4Today
- Quick correction with class

❖ Academic Language   **Daily**

❧ Math Meeting:
- Academic Discourse among students
- Questioning beyond recitation of knowledge/facts
- Calendar Time
- Students respond with sentence stems (I agree, I disagree)
- Whole group on the floor
- Students with whiteboards or journals
- Students are interactive
- Number Strings –students use number relationships to solve problems, use known facts to solve unknowns, make generalizations about math problems

- Number Lines – students understand the relationships among numbers, understand the relative magnitude of numbers
- Use engagement strategies; think, pair, share, show me on your fingers, whisper to your neighbor

- **Math Vocabulary:**
  - Include teaching of math vocabulary words into the lesson
  - Student dictionaries
  - Graphic organizer for teaching vocabulary words
  - Word wall, include cognitive clues or realia
  - Encourage students to use math vocabulary when speaking to peers or teacher
  - Use in writing

- **Writing in Mathematics:**
  - Math Journaling, quick write
  - Vehicle to explain mathematical thinking
  - Connects language arts and math
  - Explanatory:
    - Journals around concepts, explain mathematical thinking, show process
  - Reflective:
    - Self assessment at the beginning or end of units/chapters, exit tickets
  - Creative:
    - Writing response to math literature, math symbols, math metaphors

Resources:
- Mathematics Education: San Diego Math Routines: *Number Lines, Number Strings* http://old.sandi.net/depts/math/
- Mountain Math Kits www.mtmath.com
- Everyday Counts Calendar Math, Patsy F. Kanter, Janet Gillespie, Beth Ardell, with Andy Clark
- Academic Discourse Sentence Stems

❖ **Mental Math**   **On-going**

- Quick spiral review of standards
- Sponge activity
- In your head

- Problem solving without paper and pencil
- Verbal problems that are appropriate for your students

Math Facts   **Daily**

- Allows for personalization
- Quick practice of math facts
- Students work at their own level and pace
- Gain mastery in basic math facts
- Track their personal growth
- Goals with math facts:
  - By the end of first grade students should know addition strategies, facts to 10 and doubles
  - By the end of 2nd grade students know addition facts to automaticity and have strong conceptual understanding of multiplication
  - By the end of the 3rd grade students should know all facts 1 to 10.

Flash Cards

- Basic practice of facts to automaticity. Variety of ways to practice such as during work stations, each child has own set to practice if finish math work early, and students should have a set to take home.

Roll and Write (K/1 whole class) (2/3 whole class or use in a center)

Example of progression for K/1 with dot die:

Level	What to do	Explanation
☐ Level A	Roll one (1-6) dot die	Count dots and write
☐ Level B	Roll two (1-6) dot die	Count all dots of both, write the number
☐ Level C	Roll one (1- 6) dot die, double	Double the number
☐ Level D	Roll one (1-6) dot die, +1	Count dots and add 1
☐ Level E	Roll two (1-6) dot die, add	Add dots of each die
☐ Level F	Roll one (1 – 6) dot die, +10	1 die, add 10
☐ Level G	Roll one (1 – 6) dot die, make tens partner	Roll 1 die, add number to make 10
☐ Level H	Roll one (1 – 6) dot die, + 2	1 die, add 2
☐ Level I	Roll one (1 - 6) dot die, – 1	1 die, subtract 1
☐ Level J	Roll one (1 – 6) dot die, – 2	1 die, subtract 2
☐ Level K	Roll two (1-6) dot die, subtract	2 die, subtract smaller

8/27/2013

Mad Minute (1-5)
- Various levels of math computation problems
- See K-5 math Strategies and Procedures to Ensure Core Competencies (SPECC) for 1st and 3rd grade with resources
- Put page for the week in a sheet protector and use Vis-à-vis markers. Wipe off after correcting for the next day.
- Quick correction – no more than a minute

Resources
- <u>Mental Math in the Primary Grades</u> by Jack Hope
- <u>The Mad Minute: A Race to Master the Number Facts</u> by Paul Joseph ShoeCraft
- http://themathworksheetsite.com/, http://www.math-drills.com/

Problem Solving   3 times a week

Student Led Solutions
- Standards-based
- Students sharing mathematical thinking
- Exposing students to different strategies of solving problems
- Aids conceptual understanding
- One problem with two students sharing solution
- Use as a review and for new concepts

❖ Problem of the Week/Problem of the Month
- More in depth than SLS
- Teacher-directed
- Indicates skills students' need
- Opportunity to teach problem solving strategies such as:
    - Understanding the question
    - Finding key facts
    - Developing a solution
    - Checking your work
    - Communicating mathematical reasoning
- Integration of interdisciplinary units
- Longer exploration of concepts, skills and topics

- Leveled problems so that all students will be able to work on a part of the problem appropriate to their learning development

Resources

- Aspire Student Led Solution Binder
- Read it, Draw it, Solve it
- California Released Questions
- Introduction to Problem Solving: Strategies for the Elementary Math Classroom by Susan O'Connell
- Catherine Fosnot Books

Math Workshop   **4 times a week**

❖ **Mini-lesson**
- ♦ Standards-based
- ♦ Concept delivery (includes intros, review and misconceptions)
- ♦ Whole group instruction
- ♦ Use manipulatives or chalk talk
- ♦ Teaching a game or extending Student Led Solution
- ♦ Opportunities for think-pair-share with whole group
- ♦ Use of engagement strategies

❖ **Guided Practice**
- ♦ Short activity in which students show understanding of mini-lesson
- ♦ Teacher making observations
- ♦ Extend beyond workbook pages

❖ **Guided Math**
- ♦ Standards-based
- ♦ Data used to focus instruction
- ♦ Differentiates/personalizes instruction
- ♦ Meeting with small groups based on similar needs
- ♦ One-on-one time with students
- ♦ Reviewing skills or teaching new concepts
- ♦ Hands on with manipulatives
- ♦ Teach a new game or review work station current activity
- ♦ Use a variety of assessment tools
- ♦ Other students are doing centers

❖ **Work Stations/Independent Practice**
- ♦ Standards-based, Beyond paper and pencil activities
  - ♦ 5 tubs at least according to strand: Number Sense, Algebra & Functions, Measurement & Geometry, Statistics, Data Analysis & Probability, Mathematical Reasoning
- ♦ Each tub should contain Must Do/May Do list
- ♦ Multiply activities should be in each tub
- ♦ Anything done at centers is independent practice

- Designed to reinforce concepts already taught
- Hands on with manipulatives
- Play a game
- Can incorporate interdisciplinary projects/activities
- Try to have at least 2 work station activities on current standards

Work Station Models

1. **Stationary Work Station Model**
   - Teacher uses center management poster (or variation) to indicate center assignments by groups.
   - Students in heterogeneous groups work at one station for 30+ minutes.
   - The teacher puts one main activity or "must do" in a basket with "choice" or "may do" activities for students who finish early.
   - While students are working the teacher is calling back small homogeneous groups according to individual needs.
     - Ideally, the teacher will see each student in a small group 3 times a week or those most in need identified by data.
   - The following day, students are assigned to a new station and by the end of the week each student will have visited each station.
   - Periodically, the teacher may consider not meeting with students in small groups in order to help students with instruction at their workstations.
   - Students may hold themselves accountable through a work station log.

2. **Math Menu or Flow Model**
   - While teacher pulls flexible groups to a small group learning area students work with their team on a math menu written on the board.
   - The menu consists of "must do" and "may do or choice" activities.
   - Once students complete must do items they can then choose to do all or some of the choice items as determined by the teacher.
   - The "must do" and "may do" options can be listed on the board and students move magnets with their names to show where they are in the flow.

Work Station Ideas

- Math games
- Computers –Harcourt website, math websites, math software
  - Extending/Challenging – make a game, design problems for others to solve, exploring concepts on the Internet (e.g. "Ask Dr. Math" at www.mathforum.org)
- Roll and Write
- Problem solving – problem of the week or month
- Student Led Solution
- Math Journaling
- Calculator Math
- Culminating Project
- Application Center (e.g. running the student store)
- Reteach & Intervention – peer coaching/buddy
- Interdisciplinary unit activities

Resources

- Teaching Student Center Mathematics Grades K-3, John A. Van de Wall
- Teaching Student Center Mathematics Grades 3-5, John A. Van de Wall
- Elementary School Mathematics – Teaching Developmentally, John A. Van de Walle
- Developing Number Concepts: Counting, Comparing and Pattern, Kathy Richardson
- Developing Number Concepts: Addition and Subtraction, Kathy Richardson
- Developing Number Concepts: Place Value, Multiplication, and Division, Kathy Richardson
- Understanding Geometry, Kathy Richardson

Assessment   On-going

- ❖ **Benchmark Exams**
  - Survey of standards taught throughout the year – administered 4 times; fall, winter, spring, summer. PreCST Benchmark administered 4 weeks prior to STAR test
    - **Basic Skills Test** - starting in 5th grade students take the test until they achieve 85%. It is administered 2 times in 5th

grade (during the fall and spring) and 3 times a year (6th and up) at the same time the benchmarks are administered)

- ❖ **Problem Solving Question**
  - ◆ Administered 1 time in the spring (optional)
- ❖ **Edusoft**
  - ◆ Pre and post unit tests and 5 question mini test on one standard, COI tests
- ❖ **Observation/Checklists**
  - ◆ Teacher makes anecdotal notes on individual students)
- ❖ **Exit Tickets**
  - ◆ Quick check of skills)
- ◆ **Homework**
  - ◆ Daily check of skills taught – school site based policy

LANGUAGE ARTS: OUR PHILOSOPHY

Background

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

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

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

Within both the Reading and Writing Workshop, ongoing assessment drives the instruction. Teachers analyze this information independently and in grade level collaboration meetings to address the learners' needs.

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

Our method for assuring all students achieve the aforementioned goals is a three point approach. Each of the three points is of equal importance and necessary in achieving our desired expectations. The first point of the triangle is the CA state content standards, answering the question of, "what" to teach. The second point of the triad is the Instructional Guidelines chosen by Aspire. The Instructional Guidelines answer the question of "how" to teach the content standards. The third is the assessment or Cycle of Inquiry, answering the question of "how well" we are teaching the material and how much are the students learning.
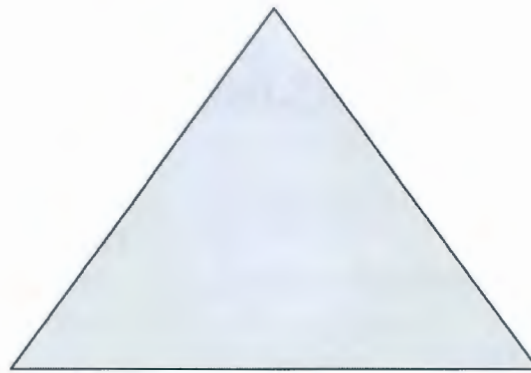
CA standards   **Assessment & Cycles of Inquiry**

Assessment

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

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

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

Reading Assessment Tools
DRA for K-3 and 4-8
3 Edusoft Reading Benchmarks (fall, winter, spring)
Open Court Reading fluency tests
Edusoft Reading Pre-CST Assessment (Administered 4 weeks before STAR Test)

Writing Assessment Tools
Writing Assessment Modules

3 Edusoft Writing Benchmarks (fall, winter, spring)
Edusoft Pre-CST Assessment (Administered 4 weeks before STAR Test)

California State Tests
2nd-5th Grade CST English Language Arts Test in May 3rd Grade CAT-6 Timed Tests in Spelling & Reading Language Arts in May
4th Grade Writing Application Test in March

2

INSTRUCTIONAL GUIDELINES EXPECTATIONS

Reading Workshop   **120 minutes**
    Read Aloud *w/ DRTA Strategies*   Daily
    Reading Minilesson   4 times a week
        *Shared Reading
    Literacy Work Stations   4 times a week
        *Literature Circles
    Guided Reading   4 times a week
    Written Response to Text   4 times a week
    Independent Reading   4 times a week
    Shared Inquiry   1 week a month
Occurs within Instructional Guideline

Writing Workshop   **60 minutes**
    Independent Writing   4 times a week
    Writing Minilessons   4 times a week
    Guided Writing   3 times a week
    Interactive Writing   2 times a week
    Grammar/DOL   Daily

Word Work   **30 minutes**
    Spelling Paragraph   I paragraph a week
    K-3 Open Court Phonics   Daily
    4-5 Vocabulary   Daily
    Word Wall   Daily

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

IMPLEMENTATION SCHEDULE

Year One	Year Two
Read Aloud w/DRTA	Interactive Writing
Reading Minilessons	Literature Circles
Shared Inquiry 4-5	
Guided Reading	Shared Inquiry (K-3)
Independent Reading	
Reading Minilessons	
Independent Writing	
Writing Minilessons	
Guided Writing	
Grammar/DOL	
Spelling Paragraph/Sentences	
OCR Phonics (K-3)	
Vocabulary	
Written Response to Text	

READING WORKSHOP

Rationale

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

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

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

Procedure

Most reading workshops are done in 120 minute blocks. Within the block, the educators have a menu of practices from which to choose. The overarching goals of the workshop are to address the needs and strengths of the learners the educator chooses from the menu accordingly. For example, the diagram below addresses a whole group minilesson, independent practice, small group direct instruction as well as Literature Circle discussions, all happening simultaneously.

See following examples:

Example One

Minilessons

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

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

Sharing or closure

Example Two

Minilessons

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

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

Sharing or Closure

Resources

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

Artifacts

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

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READ ALOUD

Rationale

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

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

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

Visualization- to make a picture or movie in your mind

Self-Questioning- to pause reflect and question

Inferring - to read between the lines and make judgments

Summarize – to retell events as they happen

Paraphrase – to verbalize your understanding

Procedure

Steps:

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

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

Resources

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

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

LITERACY WORKSTATIONS

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

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

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

Literacy Workstation criterion:
- Standards based
- Student centered
- Differentiated
- Authentic, hands-on learning experiences
- Contains a writing component

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

Artifacts
- ✓ Authentic learning experiences
- ✓ Independent or small group literacy projects
- ✓ System of organization and management
- ✓ Learner self evaluation tool
- ✓ Science/Social Studies content with reading and writing tasks

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GUIDED READING

Rationale

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

Procedure

Steps:

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

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

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

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

5.) Decoding and comprehension strategies are reviewed.

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

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

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

9.) Simultaneous to this small group educator-driven instruction, the remainder of the class is independently involved in independent reading and response, literature circle prep or discussion, word work, or project work. Time permitting and needs-based, the educator is required to meet with most guided reading groups during the 120 minute block.

Resources

✓ Leveled Books
✓ *Guided Reading, Good First Teaching*, Pinnell & Fountas
✓ *Guiding Readers and Writers, grades 3-6*, Pinnell & Fountas
✓ *Making the Most of Small Group*, Debbie Diller
✓ Scholastic Guided Reading Practice Packs
✓ www.reading a-z.com

Artifacts

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

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LITERATURE CIRCLES

Rationale

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

Procedure

Steps:

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

Resources

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

Artifacts

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

WRITTEN RESPONSE TO TEXT

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

Procedure
Response to text is a small group or a whole group practice.
1.) The group reads the text selection.

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

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

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

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

for the month can be assessed and instruction with said strategy can be personalized.

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

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

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

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

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

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

✓ There are many additional alternatives to deepen and extend a learners thinking and understanding of text. For example, webbing, story boards and timelines. Please use your own knowledge and creativity to expand on the provided list.

INDEPENDENT READING

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

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

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

2.) While the learners are reading independently, the educator is able to have one-on-one conversations with her/his learners about their reading response journals or teach Guided Reading groups.

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

Teacher Response Criterion
As time has passed, this guideline has developed to include a teacher response criterion that clarifies the expectation of the teacher reply within this ongoing dialogue between educator and student. The first rubric below is for teachers to self-assess their response and the second is for students to self-assess their Readers Response letters prior to turning it in.

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Sample Teacher Rubric

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

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Sample Student Rubric

River Oaks Charter School
Reading Response Log Rubric

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

Student _____Date _____

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

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

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

<u>READING MINILESSONS</u>

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

Procedure
Steps:

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

2.) Minilessons are 20 to 25 minutes presented in small or whole groups.

3.) Allow time for questions and answers.

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

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

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SHARED INQUIRY

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

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

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

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

SHARED READING

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

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

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

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

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

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WRITING WORKSHOP

Rationale

Writing Workshop is an effective structure for supporting developing writers. It is a time of day when learners write independently on topics. Writing Workshop is defined as a combination of writing experiences that address the learners' individual needs such as Interactive Writing, Guided Writing, and Independent Writing. This includes assigned and choice writing in a variety of genres and content areas. We expect the Six Traits of Writing to be woven into and through Writing Workshop, demonstrated through minilessons, independent writing pieces, and Writing Assessment Modules.

Procedure

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

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

2.) The learners are sent to participate in one of the following: independent writing, 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. While the tools for Writing Workshop are the Six Traits and Writing Assessment Module rubrics and conferencing (peer or educator), the goal in Writing Workshop is to help students understand that they can intentionally improve their writing by incorporating literary elements.

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

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

Cooperative learning is an integral piece of the writing workshop. In order to achieve success with peer-editing, educator editing, and author's chair, cooperative learning skills must be explicitly taught.

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Resources

- ✓ *MyAspire pacing guides*
- ✓ *Http://annenbergmedia.org*
- ✓ *Lessons That Change Writers*, Atwell
- ✓ *The Art of Teaching Writing*, Calkins
- ✓ *Units of Primary Study, Guide to the Writing Workshop, Gr K-2*, L.Calkins
- ✓ *Unit of Study for Teaching Writing, Grades 3-5*, L. Calkins
- ✓ *Write Source Materials: Write One, Write Away, Writer's Express*
- ✓ *Write Traits Boxes K-5*
- ✓ *Interactive Writing*, McCarrier & Pinnell

Notes

The workshop is an ongoing process. The management pieces that assist the educators are the process chart and the status of the class.
The diagrams below provide a visual for the simultaneous activities occurring within the Writing Works

Status of the class sample

Learner's name	Date	Activity or Notes

GUIDED WRITING

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

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

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

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

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

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

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

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INDEPENDENT WRITING

Rationale

Independent Writing allows learners the opportunity to explore the Writing process, practice the Six Traits skills, and publish writing pieces independently. Learners engage in all aspects of the Writing process:

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

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

Procedure

Steps:

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

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

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

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

Artifacts

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

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What Aspire Should Expect

Grade level	Number and Types of Essays	Writing Assessment Modules	Writing Benchmark Assessment	Other Expectations	# Days Writing per week	Amount of Writing per week
Kinder **4 Published Pieces**	2 narrative 1Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	n/a	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
1st **4 Published Pieces**	2 narrative 1Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	n/a	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
2nd **6 Published Pieces**	4 writing pieces (one per Interdisciplinary unit) 2 Narratives 1 Formal letter Numerous friendly letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	2 pages
3rd **7 Published Pieces**	4 writing pieces(one per Interdisciplinary unit) 1 Narrative 1 Description w/sensory details 1 Formal letter - Numerous friendly Letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	3 pages
4th **8 Published Pieces**	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Informational Report	4 Summary, Narrative (personal & imaginative), Response to Literature	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	4 pages
5th **8 Published Pieces**	4 writing pieces(one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Research Report 1 Persuasive Letter	5 Summary, Narrative (personal & imaginative), Response to Literature & persuasive	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics -Increase use of graphic organizers and planning tools	4	4 pages

WRITING MINILESSONS

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

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

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

2.) Minilessons are 15-20 minutes, presented in small or whole groups.

3.) Allow time for questions and answers.

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

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

INTERACTIVE WRITING

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

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

Steps:
1.) Interactive writing can be as a whole group or a small group activity depending on the needs of the students.

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

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

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

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

Artifacts
- ✓ Partner or small group samples

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WHY THE SIX TRAITS?

"What you can assess you can revise"

— Vicky Spandel

Rationale

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

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

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

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

Ideas to Remember:
✓ Provide a range of prewriting strategies (research, idea maps, lists, notes, quick writes, etc...)
✓ Make the drafting process less rigid, meaning writing is generative. So keep writing!

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

Six Keys to The Six Traits

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

Sample Six Traits lesson plan:

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

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

Learner Sharing

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

Aspire

WORD WORK

Rationale

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

Procedure

Learners acquire word knowledge through explicit instruction.

Steps:

1.) Word solving skills and strategies should be presented in the form of a minilesson outlined within Open Court Phonics(K-3) and Vocabulary instruction (4-5).
2.) The time allotted to Open Court Phonics Instruction is an hour in K-1 and 20 minutes in 2-3.

Word Study will also occur throughout the instructional day. Below you'll find a diagram displaying all of the activities that together form this portion of our program.

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

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

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

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

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

Resources
    ✓ *Word Matters*, Pinnell & Fountas
    ✓ *Open Court Phonics Kits*
    ✓ *Words Their Way*, Bear, Invernizzi, Templeton & Johnson
    ✓ *Guiding Readers and Writers*, Pinnell & Fountas
    ✓ *Spelling Through Phonics*, McCracken & McCracken
    ✓ *Words, Words, Words*, Janet Allen
    ✓ *Making Words*, Patricia Cunningham
    ✓ *Nifty Fifty Thrifty & Big Words for Big Kids*

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

DAILY ORAL LANGUAGE

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

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

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

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

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

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K-5 Language Arts Instructional Guidelines and Resources

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

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

Word Work
  o Spelling
      Paragraph
  o Words
      Their Way
  o High
	Words, Words, Words Janet Allen (4-12)
	First 1000 Word list * (K-8)
	Word Families-Judy Lynch (K-2)
	Making Words Cunningham (2-5)
	Making Big Words Cunningham (2-5)
	www.readinga-z.com (K-5)
	Open Court Phonics Kits K-3

Frequency Words- Word Wall ○ Words in Context (4-5) ○ Making Words	<u>Words Their Way</u> Baer, Invernizzi, Johnston, & Templeton (K-6)

Aspire

Mathematics Philosophy
&
Instructional Guidelines (6 - 12 Math)

Version 2013-2014

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8 Mathematical Practice Standards | Common Core

Achieving Math Proficiency for All of Our Students
through a Balanced Math Program

1 Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings,diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system,

a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x2 + 9x + 14$, older students can see the 14 as 2 $\times$ 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x2 + x + 1)$, and $(x - 1)(x3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Assumptions in achieving "Mathematics Proficiency" for our students:

   I.   At Aspire, we are focused on student achievement and preparing students to succeed in college.

   II.   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. **8 Math Practice Standards**).

   III. 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.

   IV. 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 Deliverables Checklist		
☐	8 Math Practice Standards , Growth Mindset, and Rigor Arch Posters		
☐	Downloaded Secondary Math Instructional Guidelines		
☐	Download the TCRP Lesson Plan Template & site specific lesson plan template. (Optional use)		
☐	School Site Reality Information: - Schedules - School Academic Calendar - Teaching Assignment - Textbook - Knows Site Lead Teacher and contact info - 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, Teacher Data Portal, Purple Planet *(Demonstrate through conversation w/coach)*		

DUE	END OF NEW TEACHER TRAINING	Coach Sign	NOTES
☐	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), Algebra Readiness Assessment (ARA), and/or High School Summative Math Diagnostic and have a plan for when to administer 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 – ie "Wall of Fame."		
☐	Create a location on the board for daily schedule/agenda, standard, objective, and hw.		
☐	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 taught to students.		
DUE	END OF WEEK 3 (Coach should observe the following practices)	Coach/ Lead Sign	NOTES
☐	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, ARA, or HSSM diagnostic 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)		
DUE	END OF QUARTER 1 (Coach/Lead will observe the following practices)	Coach/ Lead Sign	NOTES
☐	Has facilitated at least one PoW, PoM, or FALs.		
☐	Has implemented the five first steps of implementation for productive talk	.	
☐	Completed a data analysis of Interim #1.		
☐	Has begun small group instruction based on data analysis.		
☐	Has incorporated math games at least five times.		

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. We will be working on this refinement over the course of the 2013-2014 school year.

Curriculum

The Aspire mathematics curriculum is currently based on the California Mathematics Standards. A major shift this year is underway to transition our program to the Common Core State Standards. Since our program up to this point was designed to build student proficiency in mathematics by addressing five strands that include understanding, computing, applying, reasoning, and engaging (UCARE) it will not be a philosophical shift for our program. 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. Our curriculum will expand this year to embrace the 8 Standards of Mathematical Practice in which UCARE is a subset. We look forward to embracing these standards and providing our mathematics educators the tools for a focused, coherent, and rigorous secondary math program.

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 Guideline Frequency for 1ˢᵗ, 2ⁿᵈ and 3ʳᵈ/beyond
For Secondary Math Teachers

Tier 1 IGs
Foundational IGs for 1ˢᵗ year teachers
- Classroom learning environment – **daily**
- Daily review (Do Now) – **daily**
- Mini lesson – **daily**
- Homework – **daily & checked**
- Data-driven instruction – see below for frequency
  - Quick checks – **2-3 days per week**
  - COI analysis – **formal COI every 2-3 weeks**
  - Interim analysis – **every 8 weeks**
  - Small Group Instruction – **2-3 days per week**
- Problem Solving – see below for frequency
  - POM, POW, and FAL - **1 per quarter**
  - Math Games - **implementation varies**
- Productive Talk A

Tier 2 IGs
IGs for high first year teachers or 2ⁿᵈ year teachers
- Daily review (Mental Math) – **daily**
- Academic Language - see below for frequency
  - Word Wall – **implementation varies**
- Mental Math - **daily**

Tier 3 IGs
IGs for 3ʳᵈ year teachers or highly effective teachers
- Productive Talk B
- Cooperative learning – **3-5 times per week**
- Academic Language - see below for frequency
  - Math Dictionary – **2-3 times per week**
  - Standards Toolkit
- Problem Solving
  - Unit Integration
  - Project-Based Learning
- Math Journaling
- Math Portfolio
- Math Exhibitions & Math Fairs
- Math Clubs
- Homework Quiz

Sample Teaching Models For 1st Year Teacher

Lesson Part	Typical Day for 55 min. Class Period Using the Foundational IG's	Time
Daily Review & Homework: **Do Now Flashback (DNF)**	*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 (homework check can be done later in the period) * Students take a quick 1 question quiz based on prior day's objective	10-15 min
Mini-Lesson	*Teacher plans a lesson with prepared questions and activities. Mini-lesson model of Launch, Explore, Summarize, and Apply (LESA) is aligned with Common Core. Some lessons may require more direct approach of "I do, We do, You do." 　　　* Launch 3-5 min. (whole class) 　　　* Explore 5-10 min. (partners or small group) 　　　* Summarize 5-10 min. (whole class) 　　　* Apply 7-10 min. (partners or small group) *Teacher circulates around to teams assessing understanding, giving probing questions and hints. Teacher pulls guided math groups as necessary.	20-35 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 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

Any of the lesson components listed below can be added onto the 1st year teacher Foundational IG model to enhance the mathematical experience for the students.

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)**	5 – 10 min
Mental Math	Review of basic skills by: Mad Minute Challenges Flash Card review / games Vocabulary review / games Spiral review (Saxon problems)	5 min
Math Journal	Reflect on learning process Use writing to express mathematical logic	5 min
Mini Lesson (CPM)	Instruction based on CPM Sequence / Pacing Guide Presentation with discussion Teacher directed Guided Practice.	10 min- 15 min
Cooperative Practice	Work with partner or team to apply learning. Include spiral practice problems from previous units/lessons.	10 min- 15 min
Review Cooperative Practice	Review / Re-teach independent practice as necessary	8 min - 10 min
Math Game or Skill Practice	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	3 min- 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	20 min-40 min

Tier 1 Instructional Guidelines
Foundational IGs for 1st year teachers
What all teachers can implement successfully by the end of their first year with Aspire

Classroom Learning Environment

Rationale

In order for you and your students to succeed in class, a positive and academically focused classroom learning environment needs to be establibhed by the teacher. There are many strategies and systems that can be used to achieve this. The foundational strategies and systems in an Aspire secondary classroom are described below.

Aspire Instructional Rubric Indicators

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
2.3 Establish a culture of respect and rapport which supports students' emotional safety 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

Standard for Mathematical Practice

1) Make sense of problems and persevere in solving them.

Procedures

Teachers will develop the following:

Attention Getting Signal

How will you get your students attention when you need to address them? This is one of the first routines you need to teach your students. There are many techniques to have this happen. Some of the more successful techniques are:

- Standing calm, controlled, with a strong voice, and firm manner say, "May I have your attention please." Wait and scan the room until all voices have stopped and eyes are on you.
- Counting backwards from 5 – "I need your attention in 5, 4, 3, 2, all voices off & eyes on me, and 1." Students that are still talking or not paying attention when you hit 1 receive a consequence.

Behavior Management Cycle (Lee Canter)

For the class management work, remember to implement Lee's Behavior Management Cycle:
1) Make sure all your **expectations are clear** - what should students be saying or not (VERBAL), how should they be moving or not (MOVEMENT), and how should they be participating with each other, the class, etc. (PARTICIPATION);
2) **Narrate** the behavior of students (best to focus on groups) who are following directions - don't evaluate, just describe (e.g. Table four is all on task and helping each other) - do this within 2 seconds of completing your directions and find at least 3 examples of positive behavior before you....
3) **Take corrective action** with any student(s) within 10 seconds of anyone not meeting the expectations - use the *discipline hierarchy* you've set up.

Also, have some type of other ***positive reward system*** for individuals, groups, or the whole class – see Canter's Classroom Management, pgs. 65-68.

100% (Doug Lemov)

"There's one suitable percentage of students following a direction given in our classroom: **100 Percent.**" ~ Doug Lemov, Teach Like a Champion, pg. 167

All students must follow your directions. Without this level of agreement and participation your authority and ability to lead your students will be undermined. You and your students must meet this expectation.

Joy Factor (Doug Lemov)

"The finest teachers offer up their work with generous servings of energy, passion, enthusiasm, fun and humor – not necessarily as the antidote to hard work but because those are some of the primary ways that hard work gets done." ~ Doug Lemov, Teach Like a Champion, pg. 214

Find ways to make learning math interesting, engaging, relevant, and yes, even fun! The more you can do this, the more likely your students will be motivated to achieve. Try incorporating some math games into your program.

Developing a Growth Mindset Culture (rather than Fixed Mindset)

Carol Dweck at Stanford University has been developing the idea of a Growth Mindset view of intelligence. This means that it is a decision to become "smart." Through effort we all can grow our intelligence. Mistakes become learning opportunities. This is a critical culture to build since many of our students come into class with a belief that they are bad at math. An easy way to begin developing this culture in your room is to praise students for effort rather than results. Notice when students are growing and improving and say, "Your efforts are really paying off!"

Partner Learning

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 goal
- Teamwork 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 - Small and Whole Group Processing (until students have it)

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
Lee Canter's Classroom Management for Academic Success (2006)
Doug Lemov's Teach Like a Champion (2010)

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.

Aspire Instructional Rubric Indicators

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students A) Designing and sequencing of learning experiences

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students 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

1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning B) Addresses common content misconceptions

3.1 Communicate learning objectives to students B) Connections to prior and future learning experiences

3.2 Facilitates Instructional Cycle A) Executes lesson cycle

3.2 Facilitates Instructional Cycle B) Cognitive level of student learning experience

Standards for Mathematical Practice

1) Make sense of problems and preserve in solving them.
5) Use appropriate tools strategically.

Procedure

The teacher prepares 5-7 problems each day and displays them using the projector, white board, weekly packet, or daily Do Now worksheet 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)

Mini Lesson
Focus on Meaning
Group Discussion & Utilize Student Solution Methods
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. There are two types of mini-lessons that a teacher needs to decide how to best balance over the course of a unit; the *I Do, We Do, You* Do approach and the *LESA* approach. *A* skillful mini-lesson addresses common myths and misconceptions, 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.

Aspire Instructional Rubric Indicators

1.1 Establish standards-based learning objectives for instructional plans A) Selection of learning objectives B) Measurability of learning objective 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

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 D) Resources and instructional materials

3.4 During lesson, teacher makes effective instructional decisions based on formative assessments A) Checking for students' understand and adjusting instruction

Standards for Mathematical Practice

1) Make sense of problems and preserve in solving them.
2) Reason abstractly and quantitatively.
3) Construct viable arguments and critique the reasoning of others. ·
4) Model with mathematics.
5) Use appropriate tools strategically.
6) Attend to precision.
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning.

Procedure

An effective mini-lesson should include the following components:

- A deliberate statement of the lesson 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.

- 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:
  - math texts
  - toolkits
  - graphic organizers
  - manipulatives
  - anchor posters
  - word walls
  - diagrams
  - calculators
  - rulers, protractors, compasses
  - animations / simulations / videos
- A deliberate use of varied informal assessment techniques (See Data Driven Instruction IG) 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
- Specific reference to, and use of mathematical vocabulary embedded in the language of the standard.
- 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.

Approach #1 LESA

Launch-Explore-Summarize-Apply is an inquiry based model that is student centered. Students engage in a way that promotes reasoning. The model looks at instruction in the following phases:
- *Launch*: The lesson begins with a class discussion of a problem or hook into the topic. Students are given questions to engage and elicit additional questions.
- *Explore*: The classroom activity then shifts to investigating focused problems and questions related to the launching situation by gathering data, looking for patterns, constructing models and meanings, and making and verify conjectures. As students collaborate in small groups or pairs, the teacher circulates providing guidance and support, clarifying or asking questions, giving hints, providing encouragement, and drawing group members into the discussion to help groups work more cooperatively. The questions posed by students drive the learning.
- *Summarize*: A full-class discussion of concepts and methods developed by different small groups then provide an opportunity to share progress and thinking. This discussion leads to a class summary of important ideas or further exploration.
- *Apply*: The lesson ends with students practicing and applying what they learned. They extend the use of skills, concepts, and make connections to other learning. Students can be given a task related to lesson objectives to complete on their own, with a partner or in small groups.

Approach #2: I Do, We Do, You Do

I Do, We Do, You Do is also known as direct instruction.
- *I Do*: The "I Do" portion of this approach should last no more than 10 minutes and can involve a wide variety of learning activities which include, but is not limited to modeling on the board, demonstrating a concept using manipulative, or lecturing with students taking notes.

- *We Do*: This portion of the approach involves the teacher guiding students through the practice of a concept.
- *You Do*: Students independently practice the concept demonstrated in the I Do and We Do portions. The teacher is expected to constantly circulate the classroom in a similar manner as the Explore step in the *LESA* Approach.

<u>Materials/Resources</u>
Aspire Lesson Plan Template for Secondary Mathematics
CPM Text and Online Online (www.cpm.org)
Hotmath (www.hotmath.com) * answers to CPM questions
National Library of Virtual Manipulatives (http://nlvm.usu.edu/en/nav/vlibrary.html)
HeyMath! (www.heymath.com)
BainPop (www.brainpop.com)

Homework

<u>Rational</u>

When students complete their math homework it extends their opportunity to think about mathematics beyond the school day. According to Robert Marzano (et. al.) in <u>Classroom Instruction That Works</u> (2001), homework correlates with achievement, having the greatest effect in high school.

<u>Aspire Instructional Rubric Standards</u>

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students. A) Designing and sequencing of learning experiences.

1.3 Use student data to guide planning. A) Lesson design guided by data

3.2 Facilitates instructional cycle. A) Executes lesson cycle. B) Cognitive level of student learning experience

3.3 Implementation of instructional strategies. B) Academic discourse

<u>Standards for Mathematical Practice</u>

1 Make sense of problems and preserve in solving them.

2 Reason abstractly and quantitatively.

3 Construct viable arguments and critique the reasoning of others.

6 Attend to precision.

7 Look for and make use of structure.

<u>Procedures</u>

Math homework is given daily, and it should be structured around content that students feel fairly comfortable with, but assignments that require thinking about math. An example would be to include a problem with work for students to critique. For more rote problems, 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 6-8, 10-30 minutes of homework is recommended, and in grades 9-12 it increases to 20-40 minutes. Research indicates that more homework in high school will increase a student's grade point average, but this should be kept within reason.

Teach students explicit strategies for success. Modeling strategies in class will give students the opportunity to see what they can do when they are stuck. Successful strategies can be named and placed on a poster. Some examples of strategies are 1) use examples from the notes or textbook when you are confused 2) try a problem, leave it, come back later 3) get help from others 4) identify exactly where you are confused and make a specific question.

Teachers should create timely routines and specific structures. Homework check can happen during the do now or while students are working independently or in partners. The homework check system, when efficient, should be completed in 10-15 minutes. If the homework check takes longer than that, teachers should check homework during independent work time or in the middle of the period. It is reasonable that the teacher will scaffold homework based on a student's ability to complete the task.

Homework check is a great time to encourage metacognition and concretely apply the idea of a growth mindset. Students can discuss in partners their work for the homework and explain what strategy they used when they got stuck, while the homework is getting checked. Students can evaluate their performance or indicate problem difficulty.

At times students will still 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. 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. Teachers may also present a difficult problem from the day before as a spiraled review problem during the Do Now at the beginning of the next math class.

Research has shown that parental involvement in homework should be minimal, limited mostly to setting up the structure for completing homework.

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
Success from the Start: Your First Years Teaching Secondary Mathematics by Rob Wieman and Fran Aubaugh

HW, Class work, & Behavior Tracking Sheet

	Monday			Tuesday			Wednesday			Thursday			Friday			

| Laura
H
C | Lupe
H
C | | Daisy
H
C | Natalia
H
C | | Zoe
H
C | Alexis
H
C |
| | | | | | | | |

Jonathan H C	Vitia H C		Jenny H C	Nathaly H C			Yulisa H C
Vanessa H C	Fanny H C						Janae H C
Carlos H C	Marco H C		Lisando H C	Daniel H C		Christian H C	Alejandro H C

Work on HW

Reg **9:20 / 10:23**
Fri A week **9:00 / 9:45**
Townhall **9:05** / 2nd P **10:10**

1 warning
D demerit
TD trash duty
D 2nd demerit

HW participation
H: H, 2, 3, 4 points

Classwork participation
C: C, 2, 3, 4 points

Extra participation
P: tally points

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.

Aspire Instructional Rubric Indicators

1.1 Establish standards-based learning objectives for instructional plans B) Measurability of learning objectives through summative assessments

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 B) Addresses common content misconceptions

1.5 Design assessments to ensure student mastery A) Selection and progression of formative assessments

2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum A) Routines, procedures, and transitions

3.2 Facilitates Instructional Cycle A) Executes lesson cycle

3.2 Facilitates Instructional Cycle B) Cognitive level of student learning experience

3.3 Implementation of instructional strategies C) Group structures

3.3 Implementation of instructional strategies D) Resources and instructional materials

Standards for Mathematical Practice

1) Make sense of problems and preserve in solving them.

3) Construct viable arguments and critique the reasoning of others.

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 Checks" 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

Small Group Instruction

Small Group Instruction 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 Small Group Instruction is driven by data analysis and involves focused instruction that has been specifically planned for a student or small group of students.

When implementing Small Group Instruction, 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 Small Group Instruction, 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:	Name:
Date:	Date:

Name:	Name:
Date:	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.)

Aspire Instructional Rubric Indicators
3.1 Communicate learning objectives to students B) Connections to prior and future learning experiences
3.2 Facilitates Instructional Cycle B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies D) Resources and instructional materials
3.4 During lesson, teacher makes effective instructional decisions based on formative assessments C) Self-monitoring

Standards for Mathematical Practice
1) Make sense of problems and preserve in solving them.
2) Reason abstractly and quantitatively.
3) Construct viable arguments and critique the reasoning of others.
4) Model with mathematics.
5) Use appropriate tools strategically.
6) Attend to precision.
7) Look for and make use of structure.
8) Look for and express regularity in repeated reasoning.

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) and/or Problem of the Week 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.

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 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.

Problem of the Month (POM) with Write-up

POMs are made available by the Silicon Valley Math Initiative (more information and access given in materials section below). The POMs are divided into five levels, Level A through Level E, to allow access and scaffolding for the students into the different aspects of the problem and to stretch students to go deeper into mathematical complexity. The goal is for all students to have the experience of attacking and solving non-routine problems and developing their mathematical thinking.

Although these problems are called Problems of the Month, we recommend that students tackle the set of problems during a one week time period; beginning the week at Level A and progress as far as they can get to by Wednesday. Wednesday night students will complete a write up of the last section that they have completed. The weekly progression, write-up, and rubric are provided in the materials section below.

Formative Assessment Lessons (FALs)

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.

Materials/Resources

PoW's & POM's:
PoW/POM Tools: Write-up, Schedule, Peer Review Sheet, Rubric, (on the following pages)

PoW's:
www.mathforum.org/pow/ **(Coach Recommended)** - Teacher Membership fee is $25 per year)
www.mathcounts.org
Problem of the Week Contest Manual by David Rock & Doug Brumbaugh (Paragon Publications)

POM's:
http://www.svmimac.org/memberresources.html
username: svmimember2
password: lucky13
(Username and password may change – check with your math coach if you cannot access)

FALs:
http://map.mathshell.org/materials/lessons.php

PoW/POM 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 or POM

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?

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

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.

Productive Talk

Rationale

Rigor in Aspire is defined as students talking to students, about academic ideas, using academic vocabulary, and supporting their ideas with evidence. Rigor is also one of the key shifts in the Common Core. Academically productive talk is rigorous learning. It allows students to talk about mathematics by putting thought into words. This pushes students to clarify their thinking and helps them understand more deeply and with greater clarity. Hearing the mathematical reasoning of peers helps students develop their own mathematical reasoning. It also provides a venue for teachers to identify student misconceptions. Productive talk creates a forum which will allow students to make mathematical conjectures, present evidence, voice agreement and disagreement with the claims of others, and support their own positions. Through classroom discourse, all of these aspects of mathematical thinking can be discussed, dissected, and understood.

Aspire Instructional Rubric Indicators

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students B) Creating cognitively engaging learning experiences for students
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning B) Addresses common content misconceptions
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection A) Behavioral expectations
2.3 Establish a culture of respect and rapport which supports students' emotional safety B) Student interactions with each other
3.3 Implementation of instructional strategies A) Questioning
3.3 Implementation of instructional strategies B) Academic discourse

Standards for Mathematical Practice

1) Make sense of problems and preserve in solving them.
2) Reason abstractly and quantitatively.
3) Construct viable arguments and critique the reasoning of others.
6) Attend to precision.

Procedures

General Overview: Productive talk can occur during three different talk formats using a variety of talk moves that will support productive mathematical talk. The five principles deal with the major issues you will encounter as you start to build this kind of productive talk in your classroom. As you engage in productive talk you will follow a three part cycle. The five first steps for implementation will help set the classroom foundation for productive talk. Thoughtful and effective lesson planning will enable you to keep the discussion focused on students' understanding of the mathematics that you want them to learn.

Productive Talk Formats

Talk formats are different ways that teachers configure classroom interactions for instruction. Each format carries with it certain opportunities and certain limitations, and has its own 'rules for talk'. These talk formats are supportive of maximizing opportunities for mathematical learning by all students.

- *Whole-Class Discussion*: The teacher actively facilitates and guides, but does not focus on providing answers directly. Instead, the focus is on the students' thinking. The purpose of this format is to provide students with practice in mathematical reasoning that will further their mathematical learning.

- *Turn and Talk or Partner Talk*: The teachers asks a question, gives students thirty seconds to a minute to think to themselves, and then gives students a short time, perhaps two minutes at the most, to put their thoughts into words with their nearest neighbor. Teacher circulates and listens to discover what students are thinking, the teacher can then go back into the large-group discussion.

Talk Moves

Each talk move listed below is a suggested action that is found to be effective for making progress toward supporting mathematical thinking and learning. Each move serves various purposes. These are not the only talk moves that can be used to support productive mathematical talk. However, these are a solid base for which to begin to encourage conversations in a math classroom

- Revoicing (ie. "So you are saying...")
- Repeating (ie. "Who can put this into their own words?")
- Wait time (ie. Waiting after posing a question and after a student has been called on)

What to Talk About

- Mathematical Concepts - exploring a mathematical concept, building relationships on various forms of representation, and uncovering misconceptions and errors.
- Computational Procedures – student invented procedures/algorithms and procedural fluency in order to deepen students' understanding of number and operations and algorithms.
- Solution Methods and Problem-Solving Strategies – problem-solving strategies and representations, talking through the givens of a mathematics problem, talking through a method for solution; in order to increase students' self –monitoring of their thinking and assess student learning.
- Mathematical Reasoning – deductive reasoning, inductive reasoning, and reasoning about algebra.
- Mathematical Terminology, Symbols and Definitions – extending students' knowledge through talk about words, building and monitoring common understandings, and discussing the meaning of symbols.

Five Principles

The following five principles deal with the major issues you will encounter as you start to build this kind of productive talk in your classroom.

- *Establishing and Maintaining a Respectful, Supportive Environment*: Emphasize to students that each of them has a right to be heard and have their ideas considered with respect. Along with this right comes an obligation to listen to others just as they themselves will be listened to. Emphasize the positive aspects of respectful discourse- the good thinking and learning that can emerge in a civil and supportive environment, and the pleasure of thinking together with one's classmates. Also make clear to students that this respectful discourse is not optional, and that there are sanctions for failing to maintain the norms of respect that you set up. It is imperative that you consistently maintain the ground rules for respectful and courteous talk, and that your students know there will be no exceptions. This includes treating others with respect- no name calling, derogatory noises or remarks, create poster with ground rules, and full participation from every student-that is listening to what others say, can hear what others say, and may participate by speaking out at some point.
- *Focusing Talk on the Mathematics*: Make sure that classroom talk is focused on the mathematical content and reasoning that is relevant to the lesson. Prepare lessons carefully, considering ahead of time how the mathematical topics and procedures might play out in the classroom talk.

- *Providing for Equitable Participation in Classroom Talk*: Set up the conditions for equal participation in productive talk, this includes the opportunity to actively speak and actively listen.
- *Explaining Your Expectations About New Forms of Talk*: Each time you introduce a new form of talk, students need to know what you expect, how you want students to participate, and why this this form of classroom discussion is beneficial.
- *Trying Only One Challenging New Thing at a Time*: When introducing a new talk format or move, have students discuss a math concept they understand pretty well. Conversely, when you are introducing a challenging math concept, make sure that the talk routines you are using are familiar and can be used comfortably by all the students in the class.

First Steps for Implementation

- *Step 1* - Practicing Three Talk Moves on Your Own: Revoicing, repeating, and wait time can be practiced without students knowing, spend several lessons trying out these two moves. Revoicing and repeating can be practiced whole-group and small-group. Try using wait time in two ways. First, when you ask a question of the whole class, wait at least ten second before calling on a student. Second, when you run across a student who needs extra time, give the student thirty or forty seconds to formulate an answer to the question.
- *Step 2* - Introducing Students to Talk-Centered Instruction: Start by establish norms and posting, and tie the norms to the goals which are- developing students' mathematical thinking, reasoning, and problem solving. Also, introduce the specific talk moves, explaining to students why each is worth doing.
- *Step 3 - Beginning with a Whole-Class Discussion*: A good way to begin is to review the expectations and choose a problem that lends itself to being solved by several different strategies, or that can have multiple correct answers. Then work through the explanation of one solution strategy. Follow up by asking if anyone else has a different way of solving the problem. During this process slow down and ask for repetitions, encourage many contributions, keep the discourse respectful and keep everyone focused.
- *Step 4 - Using Partner Talk*: Have students turn and talk with their partner by describing their solutions to a difficult problem posed by the teacher. During this time the teacher circulates and listens to responses, also identifying students to call on whose solutions will push the content of the discussion forward in mathematically important ways.

Components for Effective Lesson Planning

Thoughtful lesson planning will enable you to keep the discussion focused on students' understanding of the mathematics that you want them to learn. During a mini-lesson productive talk can occur at any point in the lesson. Using a LESA model, whole group format can be used during the launch and summarize, and small group format can be used during the exploration

- Asking Questions: Generate questions that will engage students in talking about what they understand or that will reveal misconceptions. Avoid asking questions that can be answered with yes or no.
- Planning the Implementation: Outline the sequence and content of the activities that you will use to help students make sense of the mathematics.

Materials
Standards Toolkit for grade level/course (can be accessed on Aspire web site)
More Good Questions-Great Ways to Differentiate Secondary Mathematics Instruction by Small and Lin. (2010)
California Mathematics Framework

California Math Standards
Student Math Text
Aspire Math Assessments (give similar questions)
Classroom Discussions: Using math talk to help students learn by Chapin, O'Cononor, and Anderson (2009)
Inside Mathematics Videos http://insidemathematics.org/index.php/number-talks

Student Rights and Commitments Reference Sheet

Student Rights

1. You have the right to make a contribution to an attentive, responsive audience.

2. You have the right to ask questions.

3. You have the right to be treated civilly.

4. You have the right to have your ideas discussed, not you.

Student Commitments

1. You are committed to speak loudly enough for others to hear.

2. You are committed to listen for understanding.

3. You are committed to treat others civilly at all times.

4. You are committed to consider other people's ideas, and to explain you agreement or disagreement with their ideas.

Tier 2 Instructional Guidelines
IGs for highly effective 1st year teachers or 2nd year teachers

Daily Review
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.

Aspire Instructional Rubric Indicators

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students A) Designing and sequencing of learning experiences
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students 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
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning B) Addresses common content misconceptions
3.1 Communicate learning objectives to students B) Connections to prior and future learning experiences
3.2 Facilitates Instructional Cycle A) Executes lesson cycle
3.2 Facilitates Instructional Cycle B) Cognitive level of student learning experience

Standards for Mathematical Practice

1) Make sense of problems and preserve in solving them.
2) Reason abstractly and quantitatively.
5) Use appropriate tools strategically.

Procedure

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.

<u>Materials/Resources</u>
Mental Math for Spiral Review
California Mathematics Framework
California Math Standards
Aspire Math Assessments (give similar questions)
CPM Teacher Edition

<u>Mental Math in Junior High</u> by JH et al. P# 1-800-321-3106; <u>www.pearsonlearning.com</u>
6th Grade (<u>http://www.edserv.sjcoe.net/mm/hp.htm</u>) - "Math Matters" website
San Diego City Schools Mathematics Routine Bank –
<u>http://www.sandi.net/depts/math/routines/middle_level_bank.pdf</u>

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 <u>from 2-4 steps</u> 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

Academic Language in the Mathematics Classroom
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)

Aspire Instructional Rubric Indicators
3.1 Communicate learning objectives to students B) Connections to prior and future learning experiences
3.3 Implementation of instructional strategies B) Academic discourse
3.3 Implementation of instructional strategies D) Resources and instructional materials

Standards for Mathematical Practice
5) Use appropriate tools strategically.

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
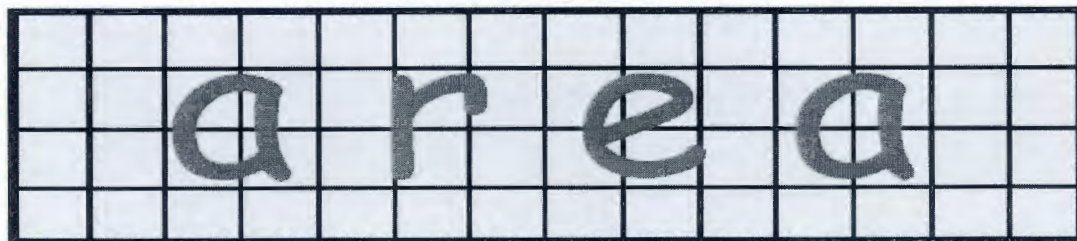
order(e, d)
pairs

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/

Cooperative and Partner Learning

Rationale

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.

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 ...."

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

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
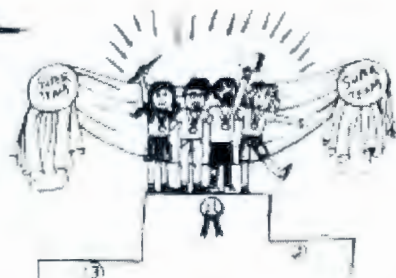
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Quiz Score Sheet *use with STAD

Quiz Score Sheet

| Student | Objective | | | Objective | | | Objective | | | |
| | Date | | | Date | | | Date | | | |
	Base	Quiz	Points	Base	Quiz	Points	Base	Quiz	Points	New Base

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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.

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.*

Materials/Resources
- Cooperative Grouping Strategies (depts.washington.edu/cidrweb/GroupTools.htm)
- Designing Groupwork – Strategies for the Heterogeneous Classroom by Elizabeth Cohen (1986)
-Cooperative Learning in the Classroom by Johnson, Johnson, and Holubec (1994)
-A Practical Guide to Cooperative Learning by Robert E. Slavin (1994)
-The Differentiated Classroom: Meeting the Needs of All Learners by Carol AnnTomlinson (1999)

Tier 3 Instructional Guidelines
IGs for 3rd year teachers or highly effective teachers

Productive Talk

Rationale

Rigor in Aspire is defined as students talking to students, about academic ideas, using academic vocabulary, and supporting their ideas with evidence. Rigor is also one of the key shifts in the Common Core. Academically productive talk is rigorous learning. It allows students to talk about mathematics by putting thought into words. This pushes students to clarify their thinking and helps them understand more deeply and with greater clarity. Hearing the mathematical reasoning of peers helps students develop their own mathematical reasoning. It also provides a venue for teachers to identify student misconceptions. Productive talk creates a forum which will allow students to make mathematical conjectures, present evidence, voice agreement and disagreement with the claims of others, and support their own positions. Through classroom discourse, all of these aspects of mathematical thinking can be discussed, dissected, and understood.

Aspire Instructional Rubric Indicators

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students B) Creating cognitively engaging learning experiences for students

1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning B) Addresses common content misconceptions

2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection A) Behavioral expectations

2.3 Establish a culture of respect and rapport which supports students' emotional safety B) Student interactions with each other

3.3 Implementation of instructional strategies A) Questioning

3.3 Implementation of instructional strategies B) Academic discourse

Standards for Mathematical Practice

1) Make sense of problems and preserve in solving them.
2) Reason abstractly and quantitatively.
3) Construct viable arguments and critique the reasoning of others.
6) Attend to precision.

Procedures

General Overview: Productive talk can occur during three different talk formats using a variety of talk moves that will support productive mathematical talk. The five principles deal with the major issues you will encounter as you start to build this kind of productive talk in your classroom. As you engage in productive talk you will follow a three part cycle. The five first steps for implementation will help set the classroom foundation for productive talk. Thoughtful and effective lesson planning will enable you to keep the discussion focused on students' understanding of the mathematics that you want them to learn.

Productive Talk Formats

Talk formats are different ways that teachers configure classroom interactions for instruction. Each format carries with it certain opportunities and certain limitations, and has its own 'rules for talk'. These three talk formats are supportive of maximizing opportunities for mathematical learning by all students.

- *Whole-Class Discussion*: The teacher actively facilitates and guides, but does not focus on providing answers directly. Instead, the focus is on the students' thinking. The purpose of this format is to provide students with practice in mathematical reasoning that will further their mathematical learning.

- *Small-Group Discussion*: In this format the teacher gives students a question to discuss among themselves, in groups of three to six. The teacher circulates as groups discuss and doesn't control the discussions, but observes and sometimes interjects when appropriate.
- *Turn and Talk or Partner Talk*: The teachers asks a question, gives students thirty seconds to a minute to think to themselves, and then gives students a short time, perhaps two minutes at the most, to put their thoughts into words with their nearest neighbor. Teacher circulates and listens to discover what students are thinking, the teacher can then go back into the large-group discussion.

Talk Moves

Each talk move listed below is a suggested action that is found to be effective for making progress toward supporting mathematical thinking and learning. Each move serves various purposes. These are not the only talk moves that can be used to support productive mathematical talk. However, these are a solid base for which to begin to encourage conversations in a math classroom

- Say More (ie. "Can you say more about that?")
- Revoicing (ie. "So you are saying…")
- Repeating (ie. "Who can put this into their own words?")
- Reasoning (ie. "Why do you think that?")
- Agree or disagree (ie. "Do you agree or disagree, why?")
- Adding on (ie. "Who can add on to that?")
- Wait time (ie. Waiting after posing a question and after a student has been called on)

What to Talk About

- Mathematical Concepts - exploring a mathematical concept, building relationships on various forms of representation, and uncovering misconceptions and errors.
- Computational Procedures – student invented procedures/algorithms and procedural fluency in order to deepen students' understanding of number and operations and algorithms.
- Solution Methods and Problem-Solving Strategies – problem-solving strategies and representations, talking through the givens of a mathematics problem, talking through a method for solution; in order to increase students' self –monitoring of their thinking and assess student learning.
- Mathematical Reasoning – deductive reasoning, inductive reasoning, and reasoning about algebra.
- Mathematical Terminology, Symbols and Definitions – extending students' knowledge through talk about words, building and monitoring common understandings, and discussing the meaning of symbols.

Five Principles

The following five principles deal with the major issues you will encounter as you start to build this kind of productive talk in your classroom.

- *Establishing and Maintaining a Respectful, Supportive Environment*: Emphasize to students that each of them has a right to be heard and have their ideas considered with respect. Along with this right comes an obligation to listen to others just as they themselves will be listened to. Emphasize the positive aspects of respectful discourse- the good thinking and learning that can emerge in a civil and supportive environment, and the pleasure of thinking together with one's classmates. Also make clear to students that this respectful discourse is not optional, and that there are sanctions for failing to maintain the norms of respect that you set up. It is imperative that you consistently maintain the ground rules for respectful and courteous talk, and that your students know there will be no exceptions. This includes treating others with respect- no name calling, derogatory noises or remarks, create poster with ground rules, and

full participation from every student-that is listening to what others say, can hear what others say, and may participate by speaking out at some point.

- *Focusing Talk on the Mathematics*: Make sure that classroom talk is focused on the mathematical content and reasoning that is relevant to the lesson. Prepare lessons carefully, considering ahead of time how the mathematical topics and procedures might play out in the classroom talk.
- *Providing for Equitable Participation in Classroom Talk*: Set up the conditions for equal participation in productive talk, this includes the opportunity to actively speak and actively listen.
- *Explaining Your Expectations About New Forms of Talk*: Each time you introduce a new form of talk, students need to know what you expect, how you want students to participate, and why this this form of classroom discussion is beneficial.
- *Trying Only One Challenging New Thing at a Time*: When introducing a new talk format or move, have students discuss a math concept they understand pretty well. Conversely, when you are introducing a challenging math concept, make sure that the talk routines you are using are familiar and can be used comfortably by all the students in the class.

Three Part Cycle

- *Planning and Projecting*: Creating a Road Map-Spend time lesson planning and identifying the important mathematical concepts. Also plan which talk formats you will use, and how you will incorporate the specific talk moves introduced.
- *Improvising and Responding*: In the Midst of the Lesson- Even the most carefully planned lesson involves improvisation. Part of the cycle of introducing productive talk into your math class involves improvisation and responding in the moment.
- *Summarizing and Solidifying*: So Where Are We Now?- During talk intensive lesson it's important to step back and review what has been said so for, and what the most significant points have been . After each lesson you will want to spend time reflecting on the classroom discussion. It is important to take a few moments to review, clarify, and solidify the important points that have been made.

Five First Steps for Implementation

- *Step 1* - Practicing Three Talk Moves on Your Own: Revoicing, repeating, and wait time can be practiced without students knowing, spend several lessons trying out these two moves. Revoicing and repeating can be practiced whole-group and small-group. Try using wait time in two ways. First, when you ask a question of the whole class, wait at least ten second before calling on a student. Second, when you run across a student who needs extra time, give the student thirty or forty seconds to formulate an answer to the question.—add repeating
- *Step 2* - Introducing Students to Talk-Centered Instruction: Start by establish norms and posting, and tie the norms to the goals which are- developing students' mathematical thinking, reasoning, and problem solving. Also, introduce the specific talk moves, explaining to students why each is worth doing.
- *Step 3* - Beginning with a Whole-Class Discussion: A good way to begin is to review the expectations and choose a problem that lends itself to being solved by several different strategies, or that can have multiple correct answers. Then work through the explanation of one solution strategy. Follow up by asking if anyone else has a different way of solving the problem. During this process slow down and ask for repetitions, encourage many contributions, keep the discourse respectful and keep everyone focused.
- *Step 4* - Using Partner Talk: Have students turn and talk with their partner by describing their solutions to a difficult problem posed by the teacher. During this time the teacher circulates

and listens to responses, also identifying students to call on whose solutions will push the content of the discussion forward in mathematically important ways.

- *Step 5 - Building and Supporting an Argument*: Select a problem that offers rich potential for different solution paths, and complex reasoning. Hold a discussion in which you make extensive use of move 3, the agree or disagree move, and consistently follow it up with a request that students explain the basis for their agreement or disagreement.
- When all five steps have been implemented, complete the Implementing Talk in the classroom Self-Evaluation Checklist.

Four Components for Effective Lesson Planning

Thoughtful lesson planning will enable you to keep the discussion focused on students' understanding of the mathematics that you want them to learn. During a mini-lesson productive talk can occur at any point in the lesson. Using a LESA model, whole group format can be used during the launch and summarize, and small group format can be used during the exploration

- Identifying the Mathematical Goals: Identify the mathematics that is most important in the lesson, refer to the "what to talk about" section.
- Anticipating Confusion: Identify possible incorrect notions as well as common errors that might occur, this will make it more likely to insure that students think carefully about these ideas and procedures during class.
- Asking Questions: Generate questions that will engage students in talking about what they understand or that will reveal misconceptions. Avoid asking questions that can be answered with yes or no.
- Planning the Implementation: Outline the sequence and content of the activities that you will use to help students make sense of the mathematics.

Materials
Standards Toolkit for grade level/course (can be accessed on Aspire web site)
More Good Questions-Great Ways to Differentiate Secondary Mathematics Instruction by Small and Lin. (2010)
California Mathematics Framework
California Math Standards
Student Math Text
Aspire Math Assessments (give similar questions)
Classroom Discussions: Using math talk to help students learn by Chapin, O'Cononor, and Anderson (2009)
Inside Mathematics Videos http://insidemathematics.org/index.php/number-talks

Implementing Talk In the Classroom: Self-Evaluation Checklist

Principle 1: Establishing and Maintaining a Respectful, Supportive Environment
Principle 2: Focusing Talk on the Mathematics
Principle 3: Providing for Equitable Participation in Classroom
Principle 4: Explaining Your Expectations About New Forms of Talk
Principle 5: Trying Only One Challenging New Thing at a Time

Principle 1: Establishing and Maintaining a Respectful, Supportive Environment

- o Did you consistently require that students respect one another's contributions by asking them to listen, and to speak loudly enough so that others could hear?
- o Did you emphasize that we agree or disagree with what others say, hot with the speakers themselves?
- o Did you enforce the norm that students may not ridicule others or make derogatory comments about others?
- o As the weeks pass, do you see students opening up to the possibilities of talking about their ideas in a supportive environment?
- o Do you see evidence that the norms for respectful discourse are having an effect outside of math class?

Principle 2: Focusing Talk on the Mathematics

- o Did you consistently monitor to make sure that the preponderance of classroom talk was about mathematical ideas and reasoning?
- o Did you plan sufficiently well that you could guide the talk in mathematically productive directions?
- o As the weeks and months pass, do you see a change in your students' level of sophistication in talking about mathematical concepts, definitions, representations, and forms of reasoning?

Principle 3: Providing for Equitable Participation in Classroom

- o Did you succeed in paying consistent attention to whether every student is benefiting from your uses of classroom discourse?
- o Did you succeed in eliciting participation from most, if not all, students this week?
- o As the weeks and months pass., do you see a change in the participation of students who started out only as listeners?
- o Do you see increasing participation from students who are learning English as their second language?

Principle 4: Explaining Your Expectations About New Forms of Talk

- o When introducing something new, or reviewing a practice or activity, did you explain clearly what you want students to do, and did you give them reasons for engaging in this kind of talk?
- o Did you make sure that all students understood what was expected of them?
- o As the weeks and months pass, do you notice that students are secure in their knowledge of what you want them to do during mathematics talk?

Principle 5: Trying Only One Challenging New Thing at a Time

- o When introducing a new talk move or format, did you try to make sure that the mathematical concepts or procedures you started with were well understood by all the students in the class?
- o Conversely, when you introduced challenging new mathematical content, did you try to make sure that the talk routines you used were familiar to all the students in the class?
- o Over the weeks, do you find yourself improving in your ability to integrate talk moves and formats with increasingly challenging mathematics?

Academic Language in the Mathematics Classroom

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).

Aspire Instructional Rubric Indicators

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students A) Designing and sequencing of learning experiences
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students B) Creating cognitively engaging learning experiences for students
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning B) Addresses common content misconceptions
3.1 Communicate learning objectives to students B) Connections to prior and future learning experiences
3.2 Facilitates Instructional Cycle B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies B) Academic discourse
3.3 Implementation of instructional strategies D) Resources and instructional materials

Standards for Mathematical Practice

3) Construct viable arguments and critique the reasoning of others.
5) Use appropriate tools strategically.
6) Attend to precision.

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.

<u>Materials</u>
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

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Definition in own words:	**Diagram/Picture:**
Two shapes that are identical in size, color, and structure.	Congruent Congruent
Example: $\triangle ABC \cong \triangle PCB$	**Real-World Example:** Identical Twins
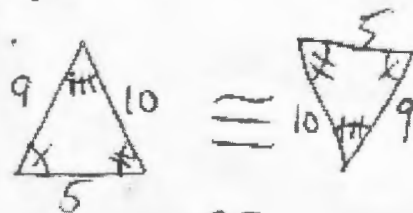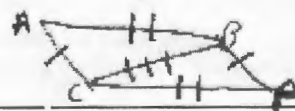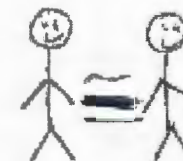
Example 2

Ordered Pairs

Grade 6

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.

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Definition in own words:	Diagram/Picture:
A point on graph is written with the x-coordinate 1st, then the y-coordinate is 2nd. Ex: (x, y)	Order (e, d) pairs

Example:

x-coordinate   y-coordinate

$(3, 2)$

Ordered pair
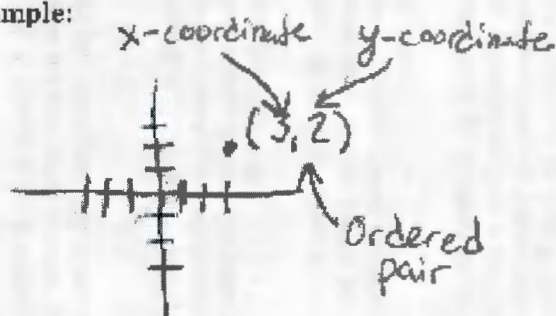
Non-Example(s):

$\langle -8, -1 \rangle$

$[0, -2]$

$\{4, 7\}$

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.

Page: Found in Textbook: p 541 left to right.

Definition in own words:

it is $m = \dfrac{y_1 - y_2}{x_1 - x_2}$

or

$m = \dfrac{\text{vertical change}}{\text{horizontal change}}$

Example:

$y = -\dfrac{2}{3}x + 4$

Slope $= -\dfrac{2}{3}$

$y = 5x - 2$

Slope $= \dfrac{5}{1}$

Diagram/Picture:

$$= \text{Slope}$$

$$y = Mx + b$$

Metaphor(s):

Slope of a line is a car moving up and down a hill.

*Word *
_____

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)
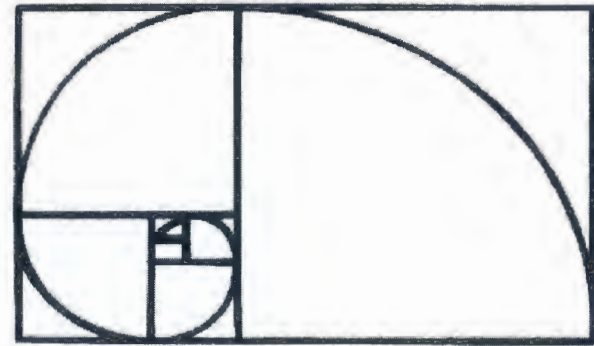
Mathematics Dictionary

Name

_____

College/Period

_____

If found, please return to _____

or its rightful owner.

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Word

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Definition	Illustration

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Example

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.

Aspire Instructional Rubric Indicators

1.1 Establish standards-based learning objectives for instructional plans A) Selection of learning objectives

1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students A) Designing and sequencing of learning experiences

3.1 Communicate learning objectives to students A) Communication of the learning objectives of the lesson

3.1 Communicate learning objectives to students B) Connections to prior and future learning experiences

3.3 Implementation of instructional strategies B) Academic discourse

3.3 Implementation of instructional strategies D) Resources and instructional materials

Standards for Mathematical Practice

1) Make sense of problems and preserve in solving them.

5) Use appropriate tools strategically.

Procedure

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:

- The standard written out for student reference.
- 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.
- 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.
- 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.
- 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.
2.
3.
4.

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) • $x = 4/3$	
	evaluate $\log_9 27 = x$ • $9^x = 27$ • $3^{2x} = 3^3$ • $2x = 3$ • $x = 3/2$

Student Led Solutions (SLS)

<u>Rationale</u>
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.

<u>Aspire Instructional Rubric Indicators</u>
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students B) Creating cognitively engaging learning experiences for students
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery A) Selection and progression of formative assessments
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection A) Behavioral expectations
2.3 Establish a culture of respect and rapport which supports students' emotional safety 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
3.2 Facilitates Instructional Cycle B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies A) Questioning
3.3 Implementation of instructional strategies B) Academic discourse

<u>Standards for Mathematical Practice</u>
1) Make sense of problems and preserve in solving them.
3) Construct viable arguments and critique the reasoning of others.
4) Model with mathematics.
6) Attend to precision.

I. Daily Implementation for Mini-SLS's

<u>Procedure</u>
 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)

- To be developed once Mini-SLS expertise has been developed
- Takes more time than Mini-SLS's

Procedure
A question that allows for multiple perspectives is necessary for this procedure. Consult More Good Questions-Great Ways to Differentiate Secondary Mathematics Instruction 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)
More Good Questions-Great Ways to Differentiate Secondary Mathematics Instruction by Small and Lin. (2010)
California Mathematics Framework
California Math Standards
Student Math Text
Aspire Math Assessments (give similar questions)

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.

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.

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
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)
- Problem of the Week Contest Manual 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)

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)

Project/Problem-Based Learning

- Project/Problem-Based Learning (www.bie.org/pbl, www.imsa.edu/team/cpbl/cpbl.html)

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>Rationale</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..."

Math Portfolios

<u>Rationale</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 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.

<u>Procedures</u>
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.

<u>Materials/Resources</u>
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
Student 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

Rationale
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

Rationale
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.

Procedures

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

Data-Driven Instruction – "Homework Quiz"

- o **Planning Using Data**
- o **Daily Homework Quiz**
- o **Cycle of Inquiry (Assessment Calendar)**
- o **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 Quizzes:

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.

$$\frac{r+4}{r^2+9r+20} \div \frac{r-10}{r^2+3r-10}$$

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

Name: _____ # _____ Block: _____

Homework Quiz Chapter 10 – 8 (3/5/10)

Divide and Simplify the rational expression.

$$\frac{r+4}{r^2+9r+20} \div \frac{r-10}{r^2+3r-10}$$

Name: _____ # _____ Block: _____

Homework Quiz Chapter 10 – 8 (3/5/10)

Divide and Simplify the rational expression.

$$\frac{r+4}{r^2+9r+20} \div \frac{r-10}{r^2+3r-10}$$

102

Name: _____ # _____ Block: _____

Homework Quiz Chapter 10 – 8 (3/5/10)

<u>**Divide and Simplify**</u> 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.

<u>Materials/Resources</u>
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

ASPIRE
PUBLIC SCHOOLS

6-12 Humanities Philosophy
&
Instructional Guidelines (IGs)

Version 2013-2014

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).

Reciprocal Teaching

Aligned to the following TCRP Indicators: 3.2A, 3.3A, 3.3B, 3.3C, 3.4C

Purpose:

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.

Process:

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.

Assessment Method:

- Oral presentations
- Educator observation of class discussion
- Response to Text Activities

Assessment Tool:

- Reciprocal Teaching Rubric

Resources:

- Reciprocal Teaching Worksheets
- Reciprocal Teaching Strategies Worksheet (scaffold)
- Reciprocal Teaching Recording Sheet
- Reciprocal Teaching Cards
- Reciprocal Teaching Role Cards – with reading strategies

Name: Date:

Title: _____

Directions: Read and Practice the reading strategy before, during, and/or after reading the text.

Making Predictions Strategic readers think about what's going to happen and make predictions based on what they know, what they see, and what they have read.	- What text and/or picture clues can help me here? - What background knowledge do I have that will help me with this text? - What will I learn? - What do I already know that will help me make inferences? - What will happen next?	- I think this will be about _____ because . . . - I think _____ is going to happen next based on... - I predict that . . . _____ make me think that _____ will happen. - I'm guessing this will be about ____.

Predictions (before reading):

_____
_____
_____
_____
_____
_____
_____
_____

After Reading:

Validating Predictions Strategic readers evaluate their thoughts and ideas before and after reading the text.	- Were my predictions correct? - How did making the prediction help/guide me with this reading? - What are some things I notice now that I didn't see before?	- Since _____ happened, I think ____ will happen. - My predictions were right/wrong because... - My predictions helped me understand _____. - Since I've read the text, I know now that _____. - I thought ____ was going to happen, but _____ happened instead.

_____
_____
_____
_____
_____
_____

Name: _____   **Date:** _____

Title: _____

Summarizing and Synthesizing Strategic readers identify the most important ideas and restate them in their own words.	• How is the text organized? • What is the main idea here? • What essential information do I need to know about the characters, plot, and setting in order to understand the story? • How does the text's organization help me? • What are the key words or phrases? • Are the ideas supported with convincing evidence?	• The text is mainly about ____. • The author's most important ideas were ____. • First, ____ happened. Then, ____. Finally, ____. • The major details that support the author's ideas are ____. • Some important concepts are . . . • The most important evidence was . . . • The key information is . . . • In other words, the major events are ____. • As a result of ____, . . .

Directions: Summarize the main events and author's ideas of the text and rephrase them in your own words, using the sentence starters.

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_____

Name:	Date:

Title: _____

| **Asking Questions**

Deeper Meaning

Strategic readers ask themselves questions before, during, and after reading to better understand the author and the meaning of the text. | • What is the author saying and how is it said?

• What would I like to ask the author?

• What questions might a teacher ask?

• What are the character's motives?

• How could ___ really happen when ____?

• How does this information connect with what I have already read?

• How does the setting affect the mood and tone of the story? | • How does (specific element of setting) affect ___'s development?

• I would like to ask the author . . .

• What makes (character) think ____?

• How does (character) develop into ____?

• How does (character) demonstrate (trait)?

• Why...?

• How...?

• This makes me wonder if . . .

• Which events contribute to the ___? |

Directions: As you read the text, develop specific questions that guide your reading, develop deeper understanding of the text and author's message, and/or reveal insight.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

| **Answering Questions**

Deeper Meaning

Strategic readers seek answers to their questions to develop deeper understanding and analysis, which leads to more questions and engagement. | _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____ |

Name: **Date:**

Title: _____

Monitoring and Clarifying Strategic readers stop to think about their reading and know what to do when they don't understand.	• Is the text making sense? • Wait, what's going on here? • What have I learned? • Should I slow down? Speed up? • Do I need to reread? • How do I say this word? • What does this word mean? • What text clues help me fill in missing information? • I know I'm on track because ___. • To understand better, I need to know more about ___.	• I had to slow down when . . . • I wonder what ____means. • I need to know more about . . . • This last part is about . . . • I was confused by . . . • I still don't understand . . . • I had difficulty with . . . • I ____(name strategy) to help me understand this part. • I can't really understand . . . • I wonder what the author means by . . . • I got lost here because . . . • I need to reread the part where . . .

_____
_____
_____
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_____
_____

Clarify and Monitor Strategic readers seek to understand what they don't and clear up any misunderstandings.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Reciprocal Teaching Strategies Worksheet

Name: _____ Reading Assignment: _____ Date: _____

Predictor: Before you begin to read the selection, look at the main title, scan the pages to read the major headings, and look at any illustrations. Write down your *prediction about* what the story or article will cover:

_____

_____

_____

Summarizer: As you finish reading each *paragraph* or *key section* of the passage, summarize the **main idea** of that paragraph or section in one or two complete sentences:

- Main idea 1:_____

_____

_____

_____

- Main idea 2:_____

_____

_____

_____

- Main idea 3:_____

_____

_____

_____

- Main Idea 4: _____

_____

_____

_____

Questioner: For each main idea listed, write down at least one *question* that the main idea will answer. Good questions should use words like "how," "who," "where," "when," "why," and "what".

- Question 1 :_____

_____

_____

_____

- Question 2 :_____

_____

_____

_____

- Question 3 :_____

_____

_____

_____

- Question 4 :_____

_____

_____

_____

Clarifier: Copy down any vocabulary words to learn, new words, phrases, or sentences in the passage that are unclear. Then explain them. Use a dictionary if necessary:

_____
_____
_____
_____
_____
_____
_____
_____

Reflection:

1. What role do you understand the best? Why? Then, define that role in your own words.

_____
_____
_____
_____

2. What role do you find the most challenging? Why? Then, define that role in your own words.

_____
_____
_____
_____

In your opinion, what are the benefits of reciprocal teaching for you or your group? Check as many as you think.

☐ Each group member has their own responsibilities, which helps me focus on my part.

☐ I can trust that my group members will do their part, so I will help understanding/learning the text.

☐ I can learn how to do all four roles, one at a time, by learning from my group members and seeing them do them first.

☐ It will help me read more effectively, because I'll hear what other people think about the same reading.

☐ I'm already good at doing 1 or 2 of the roles already. So, I can practice the other roles more.

☐ I'm learning different ways to focus my reading, so I can read better when I read independently.

Reciprocal Teaching Strategies Worksheet: Predictor

Name: _____   Date: _____

Reading Assignment: _____

Predictor

Before you begin to read the selection, look at the cover and main title(s), scan the page(s) for major headings, subheadings, and look at any illustrations and their captions.

Ask yourself:
- What do the titles and headings mean?
- Do they literal and figurative meanings? What could they be?
- Who and/or what are in the illustrations? How do you think they relate to the titles and headings?
- What do the illustrations' captions say? How do you think they relate to the titles and headings?

Write down your *prediction about* what the story or article will be about based on:

Cover:
_____
_____
_____

Title, Headings and Subheadings:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Illustrations:
_____
_____
_____
_____
_____
_____
_____

Reciprocal Teaching Strategies Worksheet: Summarizer

Name: _____ Date: _____

Reading Assignment: _____

Summarizer

As you finish reading each *paragraph* or *key section* of the passage, summarize the **main idea** of that paragraph or section in one or two complete sentences:

- Main idea 1: _____

_____

_____

_____

- Main idea 2: _____

_____

_____

_____

- Main idea 3: _____

_____

_____

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- Main Idea 4: _____

_____

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_____

- Main idea 5: _____

_____

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_____

- Main Idea 6: _____

_____

_____

_____

- Main Idea 7: _____

_____

_____

_____

Reciprocal Teaching Strategies Worksheet: Questioner

Name: _____   Date: _____

Reading Assignment: _____

Questioner

As you finish reading each *paragraph* or *key section* of the passage, create at least one question that each paragraph/key section will /can answer. Include any questions you may have for the clarifier. **Remember, good questions should include words like "how," "who," "where," "when," "why," and "what".

- Question 1 :_____

_____

_____

_____

- Question 2 :_____

_____

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- Question 3 :_____

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- Question 4 :_____

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- Question 5 :_____

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- Question 6 :_____

_____

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_____

- Question 7 :_____

_____

_____

_____

Reciprocal Teaching Strategies Worksheet: Clarifier

Name: _____   Date: _____

Reading Assignment: _____

Clarifier

As you read, highlight, underline, or circle any words to learn, unfamiliar words, figurative language, phrases, or sentences in the passage that may be unclear to you or any group members. Then copy them down and explain them. Use a dictionary if necessary

Vocabulary Words/Unfamiliar Words:

_____

_____

_____

_____

_____

_____

_____

Unfamiliar Figurative Language:

_____

_____

_____

_____

_____

_____

Phrases/Sentences:

_____

_____

_____

_____

_____

_____

_____

Making Predictions	Summarizing and Synthesizing
Strategic readers think about what's going to happen and make predictions based on what they know, what they see, and what they have read.	Strategic readers identify the most important ideas and restate them in their own words.

<table>
<tr><td>

What text and/or picture clues can help me here?
What background knowledge do I have that will help me with this text?
What will I learn?
What do I already know that will help me make inferences?
What will happen next?

</td><td>

I think this will be about ____ because . . .
I think _____ is going to happen next based on...
I predict that . . .
_____make me think that ____will happen.
I'm guessing this will be about ____.

.
</td><td>

How is the text organized?
What is the main idea here?
What essential information do I need to know about the characters, plot, and setting in order to understand the story?
What are the key words or phrases?
Are the ideas supported with convincing evidence?

</td><td>

The text is mainly about...
The author's most important ideas were ____.
First, ___ happened. Then, ___. Finally, ___.
The major details that support the author's ideas are ___.
Some important concepts are . . .
The most important evidence was . . .

</td></tr>
</table>

Asking Questions

Deeper Meaning

Strategic readers ask themselves questions before, during, and after reading to better understand the author and the meaning of the text.

- What is the author saying and how is it said?
- What are the character's motives?
- How could ___ really happen when ___?
- How does this information connect with what I have already read?
- How does the setting affect the mood and tone of the story?

- How does (specific element of setting) affect ___'s development?
- What makes (character) think ___?
- How does (character) develop into ___?
- How does (character) demonstrate (trait)?
- Why...?
- Which events contribute to _?

Clarifying

Strategic readers stop to think about their reading and know what to do when they don't understand.

- Is the text making sense?
- Wait, what's going on here?
- What have I learned?
- Should I slow down? Speed up?
- Do I need to reread?
- How do I say this word?
- What does this word mean?
- What text clues help me fill in missing information?
- To understand better, I need to know more about___.

- I had to slow down when . . .
- I wonder what _____means.
- I need to know more about . .
- I was confused by . . .
- I still don't understand .
- I had difficulty with . . .
- I wonder what the author means by . . .
- I got lost here because . . .
- I need to reread the part where .

Reciprocal Teaching Cards

Student role cards have been printed up at the Administration Building Print Shop. Each deck of cards is color-coded. There are 32 cards (8 cards for each role). Please contact your Language Arts Department Chair or Amy Goodman at 267-0221 if you need a replacement set of cards.

summarizer

1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down those main ideas on paper. Look for 3 or 4.
4. Use bold-faced print and headings to help you.
5. Tell your partner/group what the section was about.
6. Avoid retelling all the little details.

questioner

1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down 3 - 4 "I wonder" statements about the content.
4. Read one question to your partner/group and ask for possible answers. Share your thoughts, too.
5. Continue discussing the rest of your questions.

clarifier

1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Jot down any words you find confusing.
4. Jot down any ideas you find confusing.
5. Tell your partner/group about your confusions. See if anyone in the group can clear things up.
6. Ask your group if they had any confusions. Try to clear up any of their concerns.

predictor

1. Read the assigned section carefully.
2. Think about the main ideas being presented.
3. Based on what you have just read, predict what you think you will read next.
4. Jot down 3 - 4 predictions.
5. Tell your partner/group about your predictions. See what they think might happen next.

Reciprocal Teaching Recording Sheet

Title of Selection to Be Read: _____

Group Members: _____

Directions: *As you read the selection, take notes below following the guidelines on your role card. Be prepared to switch role cards after each section you read and discuss.*

PREDICTOR	CLARIFIER
QUESTIONER	SUMMARIZER

Reciprocal Teaching Standards

from "Reciprocal Teaching Diagnostic Indicators"
Developed by Dr. Marilyn Chambliss, Director, Fostering Communities of Learners Project
Brown/Campione Group

Text

Standard: Content conveys an important disciplinary principle or idea (deep disciplinary content). To the extent possible, the literary quality provides a model of good writing. Content and style are potentially understandable to group members with the help and support of the teacher and other students. Conversely, content and style are not so elementary that students could easily learn from the text on their own. Content and style are potentially engaging to the group.

Educational Environment

Standard: The students and teacher work cooperatively to understand deep disciplinary content presented in written text. All students and the teacher are preoccupied with the text, taking it seriously and wanting to communicate with the author. They divide the text into meaningful content chunks (anything from a few difficult sentences to several related paragraphs) that will support a substantive dialogue. The students and teacher work together flexibly: both students and the teacher take turns as leaders; students assume progressively greater responsibility while the teacher simultaneously fades into the background; students and the teacher use RT strategies opportunistically. Through discussion, the students and the teacher reveal what they are thinking and doing as they work to understand the text. They learn and fine tune both comprehension strategies and disciplinary understandings by listening to one another.

Early RT	Intermediate RT	Advanced RT	Not RT
• The teacher assumes complete responsibility for the progress of the group. • The dialogue is explicitly structured by the four RT strategies and is closely tied to the text.	• Students begin to assume responsibility for the progress of the group with the teacher intervening only when the discussion breaks down or there is an opportunity to push students to think a little harder. • The dialogue begins to take shape as a natural discussion closely tied to the text. The four strategies are used opportunistically.	• Students assume responsibility for the progress of the group. Students scaffold one another's learning and rely on one another for help more often than on the teacher. • Dialogues go beyond the text and include argument, spontaneous analogies and the imaginative creation of possible worlds.	• Teacher speaks-student speaks-teacher speaks, with very little student-student dialogue. • The dialogue addresses either trivial text details or what students know from their personal lives. • Discussion is belabored, continuing well beyond what would be necessary for students to comprehend the text.

Reciprocal Teaching Standards

Teacher Contribution

Standard: The teacher has an instructional goal: keeping the discussion focused on the deep disciplinary content and seeing that discussion ensures a reasonable level of understanding but is not belabored. The teacher models thinking processes necessary to read for meaning and demonstrates how RT could be done at least a little bit better. The teacher gives each student the help needed to improve participation in the group. The teacher allows the student leader to be responsible for the group and only intervenes when the instructional goal is not being reached.

Early RT	Intermediate RT	Advanced RT	Not RT
• The teacher is responsible for completing the task, demonstrating and explaining to students the cognitive strategies being used. • The teacher determines how to chunk the text to support substantive dialogue. • The teacher is frequently the leader. • The teacher provides whatever help individual students need to participate, particularly when they are the leader. • The adult takes steps to ensure that all students participate and that students treat each other with respect.	• The teacher is a partner with each student, with a student taking on as much responsibility as possible, but with the teacher ever ready to provide support. • The teacher and students both determine how to chunk the text to support substantive dialogue. • The teacher is free to concentrate more on modeling thinking skills and less on keeping the discussion going. • The teacher does not review strategies at the beginning of every session, but only spot checks periodically or whenever students are forgetting to use a strategy appropriately. • The teacher only occasionally has to remind students to treat each other with respect.	• The teacher has the role of a coach. • The teacher only models cognitive strategies that would make the discussion even better. • The teacher only steps in when the discussion is not leading to the goal.	• The teacher either always is the leader or never takes a turn. • The teacher chunks the text into sections that are either too small or too large to support substantive dialogue. • The teacher does not provide the help that students need to fulfil the responsibilities of a leader or to participate otherwise. • The teacher assumes no responsibility for the social interaction of the group and allows students to belittle one another's contribution or call one another derogatory names, or intervenes in problems without helping students learn to monitor their own behavior and interactions.

Reciprocal Teaching Standards

Student Participation

Standard: The task for students initially is to understand the deep disciplinary content in the text and ultimately to extend understanding beyond the text. To fulfil this task, each student participates in each session as both a leader and a group member. As the leader, each student summarizes the text in his or her own words as a shortened version that highlights the important ideas or concepts; asks meaty questions (how, why) that spark group discussion; identifies where comprehension has broken down and asks for clarification; monitors the caliber of text interpretation that the group is making; and predicts based on the meaning of the text already read and any titles or headings. The student uses these strategies opportunistically depending on what the group needs to so to understand the deep disciplinary content. During the discussion, the leader and group members construct arguments including negative evidence, consider issues of epistemology (what constitutes good evidence or good explanations), offer spontaneous explanations and spontaneous analogies, speculate about possible worlds and consider thought experiments.

Early RT	Intermediate RT	Advanced RT	No RT
• Student leaders imitate the modeling of the adult teacher to ask meaty questions, summarize, ask for clarification, and make predictions. • Non-leaders students answer the leader's questions, raise additional questions, ask for clarification, add to the leader's predictions. Every student takes a turn as leader each day.	• The student is a partner with the teacher, taking on as much responsibility as possible with teacher support at all "sticky" points. • Students and the teacher determine together how much text to read to support substantive dialogue. • The student leader leads the discussion, using RT procedures opportunistically. • All students participate and begin to take responsibility for the way in which the group follows RT procedures. • When reading, students may pause in the middle of a phrase to ask for clarification or otherwise comment.	• Students are fully responsible for the discussion. • Students are fully preoccupied with understanding the deep disciplinary content in the text and motivated to expend whatever effort is necessary. • All students contribute eagerly and competently. • Students determine the amount of text to read to reach this understanding. • Students understand when a strategy would be helpful and when it wouldn't and act accordingly. Students do not refer to strategy use by name, but use the four strategies spontaneously, opportunistically and flexibly. • Students reflect out loud on the meaning of text or how well they are understanding the deep disciplinary content. They comment on each other's interpretations. They offer arguments, analogies, explanations, possible worlds and thought experiments to support their own thinking.	• Students participate minimally, mostly watching and imitating. • Students have strong, shared expectations of each others' capabilities (those perceived as smart are listened to; those perceived as weak are interrupted or put down when they speak). • Students uncomfortable with their verbal skills do no speak spontaneously in the group, try to pass up their turn to be leader, try to leave the RT group or act out. • Students respond impulsively or with guesses to questions, without thinking. • Students often read the text straight through (if they are reading aloud) without pausing. They are easily distracted, especially by social issues within the group.

Writing Process

Aligned to the following TCRP Indicators:

Purpose:

The Six Steps of writing is the **process** most commonly used at Aspire to develop polished final writing products. 6+1 Traits of writing help us develop the **criteria by which we measure** quality and rigor of our writing. 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.

Process:

1. **The steps of the Writing Process (based on the Step Up to Writing process):** gathering, focusing, prewriting, drafting, critique and revision, editing and peer-editing, and (+1) publishing

2. **The 6+1 Traits of Writing:** ideas, organization, voice, word choice, fluency and conventions. These traits correlate well with the Step Up to Writing process- see this link.

3. **Modes and Genres of Writing:** Modes include: persuasive, narrative, expository, descriptive and creative. Genres that fall within these modes are many, but include: response to literature (expository), poetry (creative), informational writing (expository), technical (expository), personal account (narrative)and more.

Example One

1. Word Work—using thesaurus to find synonyms for academic vocabulary that will be in the exemplar writing for the day.

2. We Do guided walkthrough of exemplar writing critique on Word Choice in persuasive writing using grade-level specific 6+1 rubric.

3. Group Activity such as Guided Writing, Independent Writing, Peer Conferencing, or other writing exercise.

4. Educator conducts independent writing conferences with each student during group activity.

Assessment Method:

Assessment Tool:

Resources:

Writing Conference

Aligned to the following TCRP Indicators: 3.3A, 3.3 B, 3.3 C, 3.4 B, 3.4 C

Purpose:

Writing conferences should occur at least twice a year with a goal of conferencing with all students either whole class or in small groups. Writing conferences do not have to be time-consuming, planned events that occur only after a student has written a draft. Effective conferences happen early and often in the writing process, in the pre-writing stage. They are directly tied to classroom instruction and zero in on one or two areas of need rather than addressing the entire piece.

Process:

* Recommended length: Teacher determined based on student writing needs and questions

1. While students are writing independently, teacher meets individually with students or students meet in pairs or groups based on identified writing needs (either by teacher or student).

2. Teacher or student(s) reads student writing with a question or focus in mind.

3. Teacher or student(s) asks follow-up questions of the student based on his/her writing and identifies strengths/ weaknesses to student with the end goal of improving student writing.

4. Teacher or student maintains a writing portfolio with major essays and the writing conference goals or action plan.

Assessment Method:
- Writing activities
- Longer writing assessments
- Individual student conferences
- Anecdotal notes
- Aspire Writing Snapshots

Assessment Tool:
- Habits/Qualities Rubric
- Conventions Rubric

Resources:

- Conferencing Form, Write in the Middle
- How to Improve the Quality of Writing Conferences
- Guidelines for Providing Formative Feedback on Drafts, Kate Kinsella
- Small Group Form
- Student Meeting Log
- Writing Conference Schedule
- Writing Conference Log
- Writing Stages Support Group Instruction

Conferencing Form

Developed by <u>Dewey Hensley</u>, a member of the advisory board for *Write in the Middle* **and the** teacher and presenter of *A Year in a High School Writing Classroom*, a professional development series produced by Kentucky Educational Television.

Instructions: The responder should read the piece and ask the reader all or some of these questions. The questions asked should be highlighted and the teacher or responder should write the ideas of what the student should work on in the box on the right. This form can be used by teachers or students.

Purpose and Audience	⇒ Who are you writing this for? ⇒ Do you give them all they need to truly understand the piece? ⇒ What strategies do you use to get their attention? ⇒ What do you hope to accomplish with this piece of writing? Is this in your own words? ⇒ Will the reader get all your points or understand what everything means? ⇒ Do your words and tone help the reader by matching what you hope to accomplish? ⇒ Does your voice match the tone of the piece? ⇒ Other questions:	What you can do to improve:
Idea Development and Support	⇒ What are the main ideas you hope to get across? ⇒ Are there enough reasons or descriptions in your ⇒ writing so the reader can "see" what you mean? ⇒ Are there places the reader might need to know more? What is the weakest or most confusing paragraph? ⇒ Does it need more development? ⇒ What additional information or description is needed? ⇒ What unanswered questions might slow down the reader? Is the piece long enough, too short, or too long? ⇒ Other questions:	What you can do to improve:
Organization	⇒ Can you follow the ideas step by step? ⇒ Are there different ways to organize this piece? ⇒ Does each idea support the point you are trying to make or the story you are trying to tell? ⇒ Other questions:	What you can do to improve:

Sentences	⇒ Do too many of the sentences start the same way? ⇒ Do too many of the sentences sound the same length when you read the paper aloud? ⇒ Are any of the sentences so short and choppy you should combine them with other sentences? ⇒ Are there incomplete sentences? ⇒ Are there any sentences that run on and on? ⇒ Other questions:	What you can do to improve:
Language	⇒ Are there words that you repeat too often? ⇒ Are there words that do not seem to fit? ⇒ Are there words that are not appropriate? ⇒ Do you use active verbs that describe what is going on? ⇒ Do your verbs agree with their subjects? ⇒ Other questions:	What you can do to improve:
Correctness	⇒ Do you meet all the rules of capitalization? ⇒ Do you need to check the spelling of words in the dictionary? ⇒ Are there any ways punctuation should be changed or added? ⇒ Other questions:	What you can do to improve:

Overall Comments or Suggestions:

Revision Plan: Your Next Three Steps with This Paper

Guidelines for Providing Formative Feedback on Drafts

- Before making any specific comments or corrections:

  - Review your specific goals and expectations for the assignment, and adhere to them as you comment and critique aspects of a paper.

  - Skim the entire paper before completing any parts of a rubric or writing any comments directly on the draft.

  - On your first reading, try to read over sentence level errors and focus primarily on the content and organization.

- Completing the rubric:

  - Be as objective and honest as possible when assigning a numerical value on a developmental scale for each aspect of the paper.

  - Close with a few specific, high priority suggestions for revising the content and organization and editing the grammar.

  - Be supportive in tone.

- Commenting on the actual draft:

  - When writing an endnote on the paper, first address the student by name, then respond to the content, even briefly, as an interested, caring reader.

  - Refrain from writing extensive and potentially overwhelming comments, questions, and error corrections directly on a draft.

  - Address only the most serious and/or persistent sentence-level errors using consistent marking symbols. (See the sample error marking symbols.)

  - Correct only a few representative high-frequency errors to illustrate the sentence-level editing the writer must complete.

  - Direct the writer to sentence-level errors in need of editing by placing a check mark in the margin and labeling the error.

  - Be directive when appropriate, but not to the extent that the teacher-coach is doing all the problem solving.

Small Group Form

Per. 1	Table#	Name of students per group	Beginning Center
Table 1			Vocabulary
Table 2			Lit Analysis
Table 3			Reading/Comprehension
Table 4			Writing Center
Table 5			Vocabulary
Table 6			Literary Analysis
Table 7			Reading/Comprehension
Table 8			Writing Center
Small Group			Small Group
Per. 2	Table#	Name of students per group	Beginning Center
Table 1			Vocabulary
Table 2			Lit Analysis
Table 3			Reading/Comprehension
Table 4			Writing Center
Table 5			Vocabulary
Table 6			Literary Analysis
Table 7			Reading/Comprehension
Table 8			Writing Center
Small Group			Small Group
Per. 5	Table#	Name of students per group	Beginning Center
Table 1			Vocabulary
Table 2			Lit Analysis
Table 3			Reading/Comprehension
Table 4			Writing Center
Table 5			Vocabulary
Table 6			Literary Analysis
Table 7			Reading/Comprehension
Table 8			Writing Center

Small Group			Small Group
Per. 7	**Table#**	**Name of students per group**	**Beginning Center**
Table 1			Vocabulary
Table 2			Lit Analysis
Table 3			Reading/Comprehension
Table 4			Writing Center
Table 5			Vocabulary
Table 6			Literary Analysis
Table 7			Reading/Comprehension
Table 8			Writing Center
Small Group			Small Group

Student Meeting Log

Take notes as you are having a conference with your teacher. Annotate the important concepts and specific details that you need to work on to improve your writing composition.

Date	Observation and Meeting	Next Steps
	Prewriting/ Brainstorming	Draft (Introduction P)
	Draft (Introduction P)	Draft (3 body P)
	Draft (3 body P)	Conclusion (Final P)

Transitions Showing Sequence	Transitions for Evidence	Transitions for a 2nd Piece of Evidence	Transitions Showing Cause and Effect
In the beginning, To begin, Later in the story, Later, In the end, At the conclusion,	I know this because For example, You can see this when	In addition, Also, Another example of this is when,	Things change when So, As a result,

Academic Words to substitute common overly used words:

<u>Also:</u> too, moreover, besides, as well as, in addition to

<u>Awesome, Cool:</u> wonderful, marvelous, great, fantastic

<u>Scared:</u> afraid, fearful, terrified, frightened

<u>Have to:</u> need to, must

<u>Very:</u> extremely, exceedingly, fantastically, unusually, incredibly, intensely, truly, fully, especially, shockingly, bitterly, immeasurably, infinitely, severely, surely, mightily, powerfully, chiefly

<u>Like:</u> such as, similar to, similarly

<u>Kid:</u> child, boy, girl, youngster, youth

<u>Mad:</u> angry, frustrated, furious, incensed, enraged

<u>Got, Get:</u> received, obtained, attained, succeed in

<u>Then:</u> first, second,   , later, finally, afterward, meanwhile, soon

<u>Nice:</u> pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing

<u>Lots:</u> Numerous, heaps, many, scores, innumerable

<u>So:</u> thus, accordingly, therefore

<u>Fun:</u> pleasant, pleasurable, amusing, entertaining, jolly

<u>Good:</u> excellent, exceptional, fine, marvelous, splendid, superb, wonderful

<u>But:</u> however, moreover, yet, still, nevertheless, though, although, on the other hand

<u>Awful:</u> dreadful, alarming, frightful, terrible, horrid, shocking

<u>Great:</u> wonderful, marvelous, fantastic

<u>Guy:</u> man, person, fellow, boy

<u>Funny:</u> amusing, comical, laughable, jovial

Writing Conference Schedule

Per. 1	Table#	Name of students per group	Day of Conference
	1		Tuesday
	2		Tuesday
	3		Wednesday
	4		Wednesday
	5		Thursday
	6		Thursday
	7		Friday
	8		Friday
Per. 2	Table#	Name of students per group	Day of Conference
	1		Tuesday
	2		Tuesday
	3		Wednesday
	4		Wednesday
	5		Thursday
	6		Thursday
	7		Friday
	8		Friday
Per. 5	Table#	Name of students per group	Day of Conference
	1		Tuesday
	2		Tuesday
	3		Wednesday
	4		Wednesday
	5		Thursday
	6		Thursday
	7		Friday
	8		Friday
Per. 7	Table#	Name of students per group	Day of Conference
	1		Tuesday
	2		Tuesday
	3		Wednesday
	4		Wednesday
	5		Thursday
	6		Thursday
	7		Friday
	8		Friday

Writing Conference Log   Period_____

Name of Student	1	Next Steps	2	Next Steps	3	Next Steps	4	Next Steps

Writing Stages Support Group Instruction

Goal	Stage		Group Names	Dates of touch points
Date	Lesson			
Resources				

Goal	Stage		Group Names	Dates of touch points
Date	Lesson			
Resources				

Goal	Stage		Group Names	Dates of touch points
Date	Lesson			
Resources				

Word Work / Academic Vocabulary

Aligned to the following TCRP Indicators:
1.2b, 1.4a, 1.4b, and 3.3b

Purpose:

Word Work is any type of explicit vocabulary word work you do around words, meaning of words, parts of words, building vocabulary, or building the subtle / multiple meanings of words in order to increase students' understanding of and use of words. ***Word work should be incorporated into every lesson that includes text***. Word Work can be integrated into writing lessons, writing tasks, examining writing exemplars, and/or stages of the writing process to improve the impact, precision, clarity, or appropriateness of student writing.

Process:

* Word work can be included as a regular bi-weekly or weekly routine that teaches students new vocabulary, prefixes, roots/bases, and suffixes (5-15 minutes in length), as well as ***spiraled into shared-text lessons***.

Word Work/Academic Vocabulary is an IG with a variety of successful approaches. Research shows that students need explicit, planned vocabulary instruction around rich, challenging words likely to be used in the future (and found in a focus text). The following are research-backed approaches to teaching this IG, proven to be successful in a wide variety of 6-12 classroom settings. All these strategies have the characteristics of high quality direct vocabulary instruction including teaching word parts, contextualizing the word, use of visuals to interpret word meaning, and student discourse to internalize word meanings.

Kate Kinsella's Vocab in Middle Grades*	*Lemov's Vocabulary Technique**	*Marzano's 6-Step Process**
1. Contextualize the Word 2. Pronounce the Word 3. Student-Friendly Definition 4. Provide Illustrative Examples 5. Orally Process the Word 6. Use Linguistic Frames to Apply the Word in Context	1. Start with the Definition 2. Allow for Multiple Takes 3. Stress the Syntax 4. Combine, Compare, & Contrast 5. Picture This	1. Describe 2. Restate 3. Representations 4. Activities 5. Discuss 6. Games

Assessment Method:
- Quizzes
- Written Assignments
- Reading Comprehension

Assessment Tool:
- Weekly/Bi-Weekly Vocabulary Quiz
- *Word Choice* Column of Writing Rubrics
- DRA or SRI

Video Reference:

- Kate Kinsella's Vocab:
  http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellatwoindex.aspx
- Lemov's Technique: http://myaspire2/sites/teachers/SitePages/Video-popup.aspx?VimeoID=26159919
- Marzano's 6 Steps:
  http://www.ascd.org/ASCD/media/siteASCD/common/six_step_flash.html

Resources:
- Kate Kinsella's Vocabulary Note-Taking Guide + Template
- Lemov's Vocabulary Technique Example + Template
- Marzano's Six-Step Vocabulary Instructional Resources

Word	Meaning	Examples	Oral Practice

accurate (ADJ)
 	
.
 	
inaccurate (ANT)
	SYN: true, right,
	
	_____
	
	DEF: _____
	
	in every possible detail
		• **accurate** measurements for a
		• Science Fair project:
		
		  ◦ careful
		  ◦ _____
		
		• **inaccurate** information in a Social
		  Studies report:
		
		  ◦ invented _____
		
		• _____ vs. facts from a blog
			• One source of **accurate** information for a report on global warming would be _____
			
			_____
			
			• One source of **inaccurate** information about teens' lives is _____
			
			_____

Writing Practice: One television show/movie/novel that presents an _____ view of teens' lives is _____

_____ because _____

| prevalent (ADJ)

prevalence (N) | **SYN:** usual, _____

DEF: _____ at
a particular time or in a
particular place | • Illnesses that are **prevalent** among pre-school children:
  ◦ Measles
  ◦ _____

• The **prevalence** of hybrid cars has increased because of:

  • high _____
  • concerns about _____ | • Electronic items such as _____ are more **prevalent** among teens than adults.

• The **prevalence** of _____ at school makes learning more _____

_____ |

Writing Practice: Fashion that is _____ on my campus includes _____ and _____

The _____ of _____ on campus concerns some _____

Word	Meaning	Examples	Oral Practice
_____ (___) _____ (___)	SYN: _____ _____ DEF: _____ _____	▪ _____ _____ ○ _____ ▪ _____ _____ ○ _____	▪ _____ _____ _____ ▪ _____ _____ _____

Writing Practice: _____

_____

Word	Meaning	Examples	Oral Practice
_____ (___) _____ (___)	SYN: _____ _____ DEF: _____ _____	▪ _____ _____ ○ _____ ▪ _____ _____ ○ _____	▪ _____ _____ _____ ▪ _____ _____ _____

Writing Practice: _____

_____

Word:____ **gullible (adj)** ____

Definition: ____- easily tricked _____

Similar to...	Because...Both describe people who are quick to believe the words/actions of others
trusting	**But...** -Trusting describes someone who is likely to have confidence in or rely upon others (they believe in the "goodness" of others) -Gullible suggests that someone believes in others without thinking about whether or not their words/actions make sense (they quickly accept information that is not logical)

My Sentence:
_____
_____
_____

Our Sentence:
_____
_____
_____

Word:____ _____ (_____)

Definition: ____ - _____

Similar to...	**Because...**
_____	
	But...
	-
	-

My Sentence:

_____

_____

_____

Our Sentence:

_____

_____

_____

Word:	
1) Teacher's description, explanation, examples	**2) My description, explanation, examples**
3) My picture, drawing, representation	

4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms

iON

foreign

Mexican things

chocolate

foreign people

fat in a cookie

Antonio's Pizza

iPod

TV

YES!

YES

NO

Marzano's Vocabulary Chart

Word	Context Clue	Definition	Quick Draw	Connection
loop-the-loop	p. 15 One of her stunts was the loop-the-loop.	An airplane stunt		I have seen one in the air.
manicurist	p.9 Bessie took a class to learn to become a manicurist	A person who takes care of and polishes fingernails		my mom had a manicurist do her nails
mechanic	p.18 ... mechanic ... place up to pull out a ... for the parachute jump.	A person who fixes machines, especially cars, planes, and other moving vehicles		my dad had a mechanic fix his car.
solo	p.12 Bessie was a good student, and in a few months she was ready to fly solo.	By one's self; alone		I have been solo before.

Marzano's Vocabulary Chart

Word	Context Clue	Definition	Quick Draw	Connection

Think-Pair-Share

Aligned to the following TCRP Indicators: 3.3A, 3.3B, 3.3C, 3.4C

Purpose:

Think-Pair-Share encourages students to think about something, such as a problem, question or topic, and then articulate their thoughts, which is a powerful factor in improving student responses to questions. Students' learning is enhanced when they have many opportunities to elaborate on ideas through talk. Since students are listening to and sharing ideas, Think-Pair-Share also encourages students to understand multiple perspectives. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher; this increases their self-esteem, and ensures all students contribute to the discussion. Think-Pair-Share can be applied at any given moment in the classroom, but is most successful when thoughtfully planned into lessons.

Process:

Think: (1 min - 3 min)

1. Create or select meatier or 'high level' questions while planning your lesson
2. Have students journal or quick-write in response to the question to deepen the thinking experience.
3. Enforce expectations for quiet time
4. Use a timer to provide students sufficient think time

Pair: (2 min - 5 min)

1. Be purposeful in pairing students (e.g. homogeneous or heterogeneous, girl vs. boy)
2. Use protocols for determining which student speaks first (e.g. "Partner A" and "Partner B")
3. State expectations for listening and speaking
4. Use a timer to ensure each student has adequate time to speak

Share: (2 min - 10 min)

1. Have students share what their partner said, rather than their thinking
2. Use a 'student coach' to call on students during the whole class share out
3. Remind students to use Academic Discourse when sharing

Assessment Method:
- Listening skills
- Educator observation of class discussion
- Writing task tied to learning objective

Assessment Tool:
- Think-Pair-Share Rubric
- Exit ticket with task(s) demonstrating learning

Resources:
- Think-Pair-Share template
- Costa's Levels of Questions
- Everybody Writes
- Academic Discourse Stems
Video:
http://serc.carleton.edu/details/files/19473.html

Teacher Name _____   **Date** _____

Think-Pair-Share – A Tool for Increasing Constructivism in Your Classroom

- Question 1 - What are the key components of "Think, Pair, Share"?

Think	**Pair**	**Share**
(Take a few moments to organize your thoughts and write them down). *(Allow <u>at least 1/3</u> of the total activity time for student "thinking")*	(Paraphrase and write out the new ideas you learn after speaking with your partner). *(Allow about 1/3 of the total activity time for student "pairing")*	(Prepare to share both your and your partner's answers with the class, if called upon. Use the space below to capture additional comments from your classmates). *(Allow about 1/3 of the total activity time for whole class "share out")*

Helpful Hints/Suggested Best Practices:

Think	Pair	Share
• Choose "meaty" questions to think about. • Implement "Everybody writes" to deepen the thinking experience • Use a timer for thinking not just the body language of students who are finished. • Enforce expectations for quiet think time.	• Use protocols for determining which student speaks first (e.g. the partner with the earlier birthday, assign "Partner A" and "Partner B", the partner with fewer siblings, etc) • Be purposeful in selecting or helping students to select who they will share with. • State expectations for conversation vs. turn taking- both have their place. • Use a timer to ensure that students have time to pair. • Be explicit in expectations for listening as well as speaking.	• Use a "Student Coach" to call on students during the whole class share out. Establish the routine for the Student Coach to alternate gender when calling on students to ensure equity or use equity sticks or other random generator. • Have students share what their partner said rather than their own original thinking. • Remind students to use Academic Discourse skills in sharing their responses.

Additional Places for Resources: Teacher Resource Portal

Think-Pair-Share Planning Template

Question 2 - _____?

Think	Pair	Share
(Take a few moments to organize your thoughts and write them down). *(Allow at least 1/3 of the total activity time for student "thinking")*	(Paraphrase and write out the new ideas you learn after speaking with your partner). *(Allow about 1/3 of the total activity time for student "pairing")*	(Prepare to share both your and your partner's answers with the class, if called upon. Use the space below to capture additional comments from your classmates). *(Allow about 1/3 of the total activity time for whole class "share out")*
How long?	How long?	How long?
Everybody writes? Where? Format?	Partners?	How will they share out? Who leads? What do they share? What do they do while others share?
Expectations Interactions Seating Materials	Sharing Sequence? Conversation vs. Turn taking?	What Academic Discourse skills will they be practicing during the share out?

Think-Pair-Share

Question - _____?

Think	Pair	Share
(Take a few moments to organize your thoughts and write them down). *(Allow <u>at least 1/3</u> of the total activity time for student "thinking")*	(Paraphrase and write out the new ideas you learn after speaking with your partner). *(Allow about 1/3 of the total activity time for student "pairing")*	(Prepare to share both your and your partner's answers with the class, if called upon. Use the space below to capture additional comments from your classmates). *(Allow about 1/3 of the total activity time for whole class "share out")*

A Three Story Intellect!

ground floor →

penthouse

basement
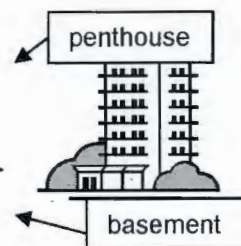
BLOOM'S TAXONOMY *and Costa's Levels of Questioning*

The Student will...

Knowledge (Remembering)	Comprehension (Understanding)	Application (Applying)	Analysis (Analyzing)	Synthesis (Creating)	Evaluation (Evaluating)
Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.	Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.	Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.	Ability to break down material into its component parts and perceive interrelationships.	Ability to put parts together to form a new whole; use elements in new patterns and relationships.	Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.
Introduction of knowledge		*Practice knowledge learned*		*Demonstrates mastery of knowledge learned*	
Level One—the basement		*Level Two— the ground floor*		*Level Three—the penthouse*	
By doing the following...		*By doing the following...*		*By doing the following...*	
collect, copy, define, describe, examine, find, group, identify, indicate, label, list, locate, match, name, omit, observe, point, provide, quote, read, recall, recite, recognize, repeat, reproduce, say, select, sort, spell, state, tabulate, tell, touch, underline, who, when, where, what	alter, associate calculate, categorize, change, communicate, convert, distinguish, expand, explain, inform, name alternatives, outline, paraphrase, rearrange, reconstruct, relate, restate (own words), summarize, tell the meaning of, translate, understand, verbalize, write	acquire, adopt, apply, assemble, capitalize, construct, consume, demonstrate, develop, discuss, experiment, formulate, manipulate, organize, relate, report, search, show, solve novel problems, tell consequences, try, use, utilize	analyze, arrange, break down, categorize, classify, compare, contrast, deduce, determine, diagram, differentiate, discuss causes, dissect, distinguish, give reasons, order, separate, sequence, survey, take apart, test for, why	alter, build, combine, compose, construct, create, develop, estimate, form a new..., generate, hypothesize, imagine, improve, infer, invent, modify, plan, predict, produce, propose, reorganize, rewrite, revise, simplify, synthesize	appraise, argue, assess, challenge, choose, conclude, criticize, critique, debate, decide, defend, discriminate, discuss, document, draw conclusions, editorialize, evaluate, grade, interpret, judge, justify, prioritize, rank, rate, recommend, reject, support, validate, weigh

Knowledge—Level 1A (Remembering)	Comprehension—Level 1B (Understanding)	Application—Level 2A (Applying)	Analysis—Level 2B (Analyzing)	Synthesis—Level 3A (Creating)	Evaluation—Level 3B (Evaluating)
Skills Demonstrated: • Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Master of subject matter	Skills Demonstrated: • Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences	Skills Demonstrated: • Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge	Skills Demonstrated: • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components	Skills Demonstrated: • Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions	Skills Demonstrated: • Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument
What is...? How is...? Where is...? When did _____ happen? How did _____? Why did...? How would you describe...? When did...? Can you recall...? How would you show...? Can you select...? Who were the main...? Can you list three...? Which one...? Who was...?	How would you classify the type of...? How would you compare/contrast...? Will you state or interpret in your own words...? How would you rephrase the meaning...? What facts or ideas show...? What is the main idea of...? Which statements support...? Can you explain what is happening...what is meant...? What can you say about...? Which is the best answer...? How would you summarize...?	How would you use...? What examples can you find to...? How would you solve_____using what you have learned...? How would you organize _____to show...? How would you show your understanding...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	What are the parts of...? How is_____related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorize...? Can you identify the different parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of ...? What ideas justify...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Do you agree with the actions...? with the outcomes....? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if ...? Why did they (the character) choose...? What would you recommend...? How would you rate the ...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have?	Do you agree with the actions...? With the outcomes...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritize...? What judgment would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? Why was it better that...? How would you prioritize the facts...? How would you compare the ideas...?

<u>TITLE:</u> **Teaching Levels of Questioning**

OBJECTIVES:
- Students will learn the concept of Higher Order Thinking
- Students will practice formulating questions of increasing complexity
- Students will reflect on how questioning skills can help them learn

Time in minutes/ Materials	ACTIVITY
<u>Start - 10</u> **Cut Pictures**	<u>**Group students with cut pictures**</u> • Give each person a piece of a picture, instruct him or her to find the people with the rest of the picture and form a new group.
<u>11 – 15</u>	<u>**Explain the Purpose of Improving Inquiry Skills**</u> • Good questioning techniques are very important in learning. Effective learners use questioning to help motivate themselves to pay more attention in class and to remember information better. • Questioning can be used to help us to reason through problems and to put pieces of information together in new ways—like we just did with our pictures..... • All levels of questions are important, necessary, and serve a purpose depending on the situation. Sometimes, we need low levels of questions to gain information, but, being able to define a word or remember a fact isn't an end in itself. It's how we use that information that helps us truly learn, and it's how we apply that information that is most important. All levels of questions work together to helps us learn—no one level is "better" than another—they're all needed for learning, and our ultimate goal is to get to the top levels. • Levels of Questioning are part of the way we communicate with each other. It helps you not only to read, but to understand and relate to what you're reading. There's a difference between asking and answering questions. It takes real understanding of a topic to ask a good question...a question that really makes someone consider and THINK.

Adapted from: www.scoe.org/docs/**avid**/inquiry_script.doc

11 - 20 · **Blooms/Costa's Handout**	**Levels of Questions Instruction** · Distribute handout · I like to begin with a metaphor of a building. There's the basement, the ground floors, and the penthouse. All are necessary. The basement helps you store important things for later. You can enter on the ground floor. And the penthouse, that's the icing on the cake—you've arrived! · Review each of the different levels of questioning: ❖ <u>Level 1</u> is like the basement—important information you need to have. These would be definitions, numbers, formulas. ❖ <u>Level 2</u> is where you take those definitions, numbers and formulas and put them to use. It's where you enter the building of thinking. You use the formulas, you translate the words, you back up ideas, you compare and contrast. ❖ <u>Level 3</u> is the big time. You're "moving on up to that deluxe apartment in the sky," to quote the Jeffersons. This is where you make the information your own. Here is where you synthesize, judge, create, · Be sure to give some examples of questions from each level. You can use the handout. It combines Costa's levels and Blooms Taxonomy, it explains what each level means, skills used, and provides question starters.
21- 40 · **One picture for each group (the one they put together)**	**Practice Generating Questions** · Have each group use a picture to create one question from each of Costa's three levels · Read questions aloud and evaluate to level as a class
41-55	**Reflection/Debrief** · Discuss as a group how this concept of levels of questions could be used in all their other classes (i.e., they can identify which type of tasks they are being assigned, they can create questions of their own, they can evaluate benchmark or other exam questions for complexity)
Alternative Ways to present this information	· Some teachers like to read a fairy tale to their class and have them make questions about the fairy tale rather than off a picture, as is suggested in this lesson. This gets fun when you get questions such as "How is the first little pig different than the third little pig (level 2)", or "What would happen if Hansel and Gretel did not push the witch into the oven (Level 3)?"

Extensions	Each day, have students practice identifying levels by finding where on Bloom's or Costa's the tasks you assign them fall • Teach one (Costa) or two (Bloom's) level(s) per day, review the definitions of signal words, practice each level before moving to the next by creating questions with homework and/or notes. • When reading for information or watching a video for information, have students create questions from each level and answer them. This could be extended further into a Socratic seminar (this strategy to come later!) • When reviewing for a test, have students create their own test made up of 5 level 1 questions, 3 level 2 questions, and one level 3 question. Have them discuss and defend why each question is of that level. Then, they can use those questions as study guides. • Make a poster of the handout to hang in your classroom.

Adapted from: www.scoe.org/docs/**avid**/inquiry_script.doc

Think-Pair-Share Rubric

Topic	Level One	Level Two	Level Three	Level Four
Quality of Think Time	On-task behavior for less than 70% of the time. Off-task behavior includes talking, not writing, or doing something other than thinking and writing down answers or thoughts.	On-task behavior for 70%-90% of the time. Off-task behavior includes talking, not writing, or doing something other than thinking and writing down answers or thoughts.	On-task behavior for 100% of the time. Students write down answers or thoughts.	On-task behavior for 100% of the time. Students first write down answers or thoughts but then revise and add to their writing to add evidence and refine their argument.
Quality of Pair	On-task behavior for less than 70% of the time. Off-task behavior includes talking off topic, not speaking, or doing something other than the assigned task.	On-task behavior for 70%-90% of the time. Off-task behavior includes talking off topic, not speaking, or doing something other than the assigned task.	On-task behavior for 100% of the time. Students both listen and share answers.	On-task behavior for 100% of the time. Both students in the pair listen and share their answers. The pair follow-ups each other with questions/challenges to the other student about his/her answers and evidence.
Quality of Share	One or two students contribute to the discussion and give little to no evidence to support their statements.	Two or three students contribute to the discussion and give answers with evidence and full sentences.	Multiple students across the room give answers in full sentences with academic vocabulary and evidence. Most of the students in the class track the speaker.	Multiple students across the room give answers in full sentences with academic vocabulary and evidence. All of the students in the class track the speaker. Students build off or comment on each others' responses.

Standards-based Small Group

Aligned to the following TCRP Indicators:
1.1a, 1.3a, 1.4b, 3.1a, 3.1b, 3.2a, 3.3c, 3.4b

Purpose:

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 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, and to understand it in a meaningful way in order to meet the individual needs by working with subsets of the class.

Process:

* Recommended Length = 15 – 25 minutes, including direct instruction and guided practice.

1. Educator **identifies a teaching need or goal** by **analyzing data** from benchmarks, interims, CST, or standards-based exit ticket.
   a. It is imperative that the educator carefully analyze student performance in order to identify the exact misconception or skill deficit.

2. Educator **pulls a small group of 3-6 students** who share the same misconception or skill deficit.
   a. Educator should be clear about the students' shared misconception or skill deficit.
   b. It is helpful to show students the data you used (the actual assessment) to determine their needs and be clear about your objective for the small group instruction.

3. Educator provides **direct instruction** on the concept or skill ("I do").

4. Educator allows time for **guided practice** on the concept/skill and for questions/answers ("We do").

5. Educator gives learners and opportunity to **independently practice** their learning in class and receive immediate feedback on their performance ("You do").

6. After learners have had adequate time to practice their learning independently, educator must **re-assess to ensure mastery** of the objective.

Assessment Method:
- Standards-based quizzes in class based on instruction.
- Standards-based tests in class
- Annotations on readings or graphic organizers

Assessment Tool:
- Exit Tickets
- Quick Quizzes
- Aspire Interims Assessments
- Aspire Benchmark Assessments
- CST or Pre-CST Assessment
- COI

Resources:

- Standards-aligned reproducible books for grades 6-8: **Buckle Down Books** *from Triumph Learning*

- Standards-aligned reproducible books for grades 6-10: **Measuring Up** *from People's Education*

- Standards-aligned reproducible books: **Curriculum Associates: California**

- CA CST Released Questions:
  http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp

- CA CST Blueprints to Guide Instructional Choices:
  http://www.cde.ca.gov/ta/tg/sr/blueprints.asp

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LESSON PLAN TEMPLATE

INDICATOR	LESSON COMPONENTS	TIME
1.4 A, B	**OPENING** Introduce the lesson objective and lesson purpose. Activate students' prior knowledge.	
1.2 A, B	**DIRECT INSTRUCTION** Introduce new material, use a Think Aloud or other method to show the steps, activity, or process that students will be doing. Align to objective(s).	
1.5 A, B	How will you gauge students' understanding? How will you respond to the information you collect?	
1.2 A, B	**GUIDED PRACTICE** In partners, pairs, or whole-group, guide students as they practice new content knowledge and/or complete the steps, activity, or process. Align to objective(s). Align to direct instruction.	
1.5 A, B	How will you gauge students' understanding? How will you respond to the information you collect?	
1.2 A, B	**INDEPENDENT PRACTICE** Provide students the opportunity to complete the steps, activity, or process on their own (i.e., task, assignment, activity). Align to objective(s). Align to direct instruction.	
1.5 A, B	How will you gauge students' understanding? How will you respond to the information you collect?	

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1.2 A, B	**CLOSING** Review what students learned. Refer back to the objective(s). Preview upcoming lessons/content.	
1.1B	**ASSESSMENT/EVIDENCE OF LEARNING** What evidence will you use to determine students' mastery? Make sure this is aligned to the objective(s).	

The Architecture of an Effective Minilesson

Standard & Lesson Objective:

Opening the Lesson (time: 10 min.) ☐ Yesterday, we... ☐ Today, we are going to... ☐ In this lesson, you will be able to... ☐ This is important because...	☐ ☐
Instruction and Modeling (time: 10 min.) ☐ _____ means _____ ☐ I am going to show you what it looks like when I... ☐ Watch me as I... ☐ Hmmm... let me _____ ☐ Boys and girls, I hope you saw me... ☐ (misconception) Why wouldn't it be_____ what evidence supports?	☐
Guided Practice (time: 10 min.) ☐ Now, you're going to try... ☐ Turn to your partner and tell them what we're going to do. ☐ Let's _Pair Share_ (cooperative learning structure)... ☐ Let's try this together.	☐ ☐
Closing the Lesson (time: 5 min.) ☐ Today you learned... ☐ With your partner, please discuss today's learning. ☐ Please take out your _____ and write down what you've learned. ☐ So, today and every day, you will... ☐ Now take out your _____ and work on _____ independently.	☐
Supplementary Materials	

Socratic Seminar

Aligned to the following TCRP Indicators: 3.3A, 3.3B, 3.3C, 3.4C

Purpose:

The goal of a Socratic seminar is for students to help one another understand the ideas, issues, and values reflected in a specific text. Students are responsible for facilitating a discussion around ideas in the text rather than asserting opinions. Through a process of listening, making meaning, and finding common ground students work toward shared understanding rather than trying to prove a particular argument. A Socratic seminar is not used for the purpose of debate, persuasion, or personal reflection, as the focus is on developing shared meaning of a text.

Process:

(recommended time: 2 - 4 days)

1. **Choose a text**: Socratic seminars work best with authentic texts that invite authentic inquiry.

2. **Prepare students**: While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar so that they annotate the text as they read.

3. **Prepare the questions**: Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer

4. **Establish student expectations**: Ask students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

5. **Establish your role**: Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures, resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers' interpretations or offer alternative views.

6. **Assess effectiveness**: The most global measure of success is reflection on the degree to which text-centered student talk dominated the time and work of the session. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.

Assessment Method:
- Reflection
-Written Response
-Educator Observation

Assessment Tool:
-Discussion Partner Evaluation
-Socratic Seminar Rubric

Resources:
-Guidelines for participants in Socratic Seminar
-Socratic Seminar Preparation Sheet
-Open Ended Questions for Socratic Seminar
-Socratic Seminar Question and Note Organizer

Guidelines for Participants in a Socratic Seminar

Inner Circle

1. Refer to the text when needed during the discussion. A seminar is not a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in the text.
2. It's OK to "pass" when asked to contribute.
3. Do not participate if you are not prepared. A seminar should not be a bull session.
4. Do not stay confused; ask for clarification.
5. Stick to the point currently under discussion; make notes about ideas you want to come back to.
6. Don't raise hands; take turns speaking.
7. Listen carefully.
8. Speak up so that all can hear you.
9. Talk to each other, not just to the leader or teacher.
10. Discuss ideas rather than each other's opinions.
11. You are responsible for the seminar, even if you don't know it or admit it.

NOTE: You MUST contribute at LEAST one time in the discussion if you are going to pass the seminar!

Outer Circle

1. Consistent in tracking the participation of their inner circle partner
2. Provides accurate and insightful feedback to inner circle partner
3. Does not disrupt inner circle process and/or distract other outer circle participants
4. Takes concise and insightful notes based on inner circle discussion
5. Generates post-seminar questions that are reflective and demonstrate the ability to be an active listener and a good critical thinker
6.

Did your partner....

Speak loudly and clearly?
Use the text to find support?
Stick with the subject?
Paraphrase accurately?
Support each other?
Question others in a civil manner?

Cite reasons and evidence for their statements?
Listen to others respectfully?
Talk to each other, not just to the leader?
Ask for help to clear up confusion?
Avoid hostile exchanges?
Seem prepared?

BE SURE TO GIVE THEM SPECIFIC FEEDBACK ON THEIR PERFORMANCE!!

DAY OF SEMINAR INFORMATION

For the 1st seminar I am a member of the _____ circle

My partner for this seminar is_____

Socratic Seminar Preparation Sheet

Student Name:_____

Directions
- Review all of your organizers, class notes, text books, exams etc...
- Choose THREE topics(social, political, environmental, ecological movement, legislation, foreign policy etc...) from THREE different historical eras and THREE different focus questions
- Combine ONE topic and ONE focus question and write THREE questions
- NOTE: if you want to challenge yourself you may make a further connection and relate it to a current event or issue

FOCUS QUESTIONS
1. What is the American Dream? The American Nightmare?
2. How is progress defined? (industrialization, globalization, technology, human rights, environment)
3. What are the positive and negative aspects of being a world power?
4. How does leadership and the way it interfaces with the socio-cultural elements of society shape and define each era's history? (counter culture, minorities, regional outlooks, religious movements)

Here are some sentence starters if you get stuck.....
- "How do you think _____(economic policy/legislation)   connects to Occupy L.A. and the interplay between leaders and society?
- "What are some of the positive outcomes of _____(social, political, economic issue/policy/law) and how does it relate to the American Dream?
- "How does the _____ movement relate to the negative aspects of progress?
- "what are the ramifications of _____ (foreign policy/economic issue) and how does it relate to the positive/negative aspects of being a world power?
- How did the _____ (counter culture/ religious leaders) of the _____ (era) impact _____ (social/political issue) during its time and how does it relate to _____ (current issue) today?

_____

QUESTIONS

1.

2.

3.

NAME_____ Date_____ Period_____

Open-Ended Questions for a Socratic Seminar

When preparing for a Socratic Seminar, write questions using these sentence frames to stimulate your thinking about the article(s) you read. Choose and complete 5 of the following:

- What puzzles me is...

- I'd like to talk with people about...

- I'm confused about...

- Don't you think this is similar to...

- Do you agree that the big ideas seem to be...

In addition to your questions, you must:
- Come prepared with notes from the topic and era related to your three questions
- You MUST be able to discuss your questions and those of others by using EVIDENCE from the unit under discussion
- There must be AT LEAST THREE (FOUR is better) major pieces of evidence noted for each question. This includes legislation, events, cause and effect, circumstances etc....
- Note the TOPIC, ERA and re-write your QUESTION in the left hand column

Example:

Topic of Question: Credibility Gap (JFK, LBJ era)

Topic -Era -Question	EVIDENCE/Historical Facts and Information
EXAMPLE **Topic and Era** Credibility Gap LBJ/Vietnam **QUESTION** What are the ramifications of the Credibility Gap and the disillusionment of the American people, and how does it relate to the negative aspects of being a world power?	1. During Vietnam War 2. Government kept information about Vietnam War from the public 3. People found out they tried to cover it up 4. No one trusted the government
1. Topic and Era **QUESTION**	1. 2. 3. 4.

2. Topic and Era	1.
QUESTION	2.
	3.
	4.

3. Topic and Era	1.
QUESTION	2.
	3.
	4.

DIRECTIONS

During your Socratic Seminar you will be responsible for:

- 2-3 comments on what others are saying
- Writing down at least ONE further question you have based on the discussion.

NOTES/INSIGHTS
What____ said made me think about....
What really struck me about what ___ said is ..... because.......

1.

2.

3.

FURTHER QUESTIONS

I wonder why..... I wonder how..... I still want to know why...
I still want to know how...

DIRECTIONS

During your Socratic Seminar you will be responsible for taking notes and jotting down further questions you have based on the questions you and your group discuss. You will turn this in at the end of class with your questions and reflection sheets. PLEASE WRITE THEM IN BULLET POINTS

NOTES/INSIGHTS

FURTHER QUESTIONS

NAME_____ Date_____ Period_____

Socratic Seminar
Discussion Partner Evaluation

Name of person you are observing: _____

Your name: _____

Seminar Topic _____ Date _____

1) Record a check for each time your partner contributed in a meaningful way: _____ _____ _____ _____ _____

2) On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?

_____ Analysis and Reasoning
  Did your partner...
  Cite reasons and evidence for his/her statements with support from the text?
  Demonstrate that they had given thoughtful consideration to the topic?
  Provide relevant and insightful comments?
  Demonstrate organized thinking?
  Move the discussion to a deeper level?
Notes/Comments:

_____ Discussion Skills
  Did your partner...
  Speak loudly and clearly?
  Stay on topic?
  Talk directly to other students rather than the teacher?
  Stay focused on the discussion?
  Invite other people into the discussion?
  Share air time equally with others (didn't talk more than was fair to others)?
Notes/Comments:

_____ Civility
  Did your partner...
  Listen to others respectfully?
  Enter the discussion in a polite manner?
  Avoid inappropriate language (slang, swearing)?
  Avoid hostile exchanges?
  Question others in a civil manner?
Notes/Comments:

Socratic Seminar Rubric

	Exemplary	Proficient	Partially Proficient	Developing	Comments
Analysis and Reasoning	• Clearly references text to support reasoning. • Demonstrates thoughtful consideration of the topic. • Provides relevant and insightful comments, makes new connections. • Demonstrates exceptionally logical and organized thinking. • Moves the discussion to a deeper level.	• Occasionally references text to support reasoning. • Demonstrates consideration of the topic. • Provides relevant comments. • Thinking is clear and organized.	• Rarely references text, may reference text incorrectly. • Demonstrates awareness of the topic but little reflection on it. • Comments are mostly relevant. • Thinking is mostly clear and organized.	• Does not reference text. • Demonstrates little or no consideration of the topic. • Comments are off-topic or irrelevant. • Thinking is confused, disorganized, or stays at a very superficial level.	
Discussion Skills	• Speaks loudly and clearly. • Stays on topic and brings discussion back on topic if necessary. • Talks directly to other students (rather than the teacher). • Stays focused on the discussion. • Invites other people into the discussion. • Shares 'air time' equally with others. • References the remarks of others.	• Speaks at an appropriate level to be heard. • Stays on topic and focused on the discussion. • Aware of sharing 'air time' with others and may invite them into the conversation. • May occasionally direct comments to teacher.	• Mostly speaks at an appropriate level but may need to be coached. • Sometimes strays from topic. • Occasionally dominates the conversation.	• Cannot be heard, or may dominate the conversation. • Demonstrates inappropriate discussion skills.	
Civility	• Listens to others respectfully by making eye contact with the speaker and waiting their turn to speak. • Remarks are polite and demonstrate a high level of concern for the feelings of others. • Addresses others in a civil manner, using a collegial and friendly tone.	• Listens to others respectfully. • Uses appropriate language and tone. • Remarks demonstrate a concern for the feelings of others.	• Listens to others respectfully, but may not always look at the speaker or may sometimes interrupt. • Remarks demonstrate an awareness of feelings of others.	• May be distracted or not focused on the conversation. • Interrupts frequently. • Remarks demonstrate little awareness or sensitivity to the feelings of others. • Uses an aggressive, threatening, or otherwise inappropriate tone.	

Socratic Seminar Reflection

Student Name:_____

All answers MUST be 1-2 sentences and follow all language conventions☺

1. Reaction: Consider how a specific comment influenced or changed your thinking about the topic and. Write down his/her comment and your reaction to his/her statement. (consult your note/insight organizer)

2. Do you feel you participated at an appropriate level? Why or why not? Please give specific examples of your level of participation.

3. Imagine Socrates listened in on your Seminar. What do you think he would have to say about the quality of the participants? What do you think he would have to say about the topic discussed?

4. Socratic Connections: Identify and explain a connection you made to one of the following: Circle ONE and then write your response OR use your own connection to an event or circumstance in the world today.

   Another writer -   a personal experience-   a movie-   a song-   a person you know
   A photo/painting-   a famous person-   another culture-   a news article

RATE YOUR PARTICATION: Inner Circle

Circle the score you feel you deserve for each section and write a 2-3 sentence response explaining and justifying your scoring.

Taking a position on a question (inner)	5	4	3	2	1
Using evidence to support a position or presenting factual information	5	4	3	2	1
Drawing another person into discussion	5	4	3	2	1
Asking a clarifying/further question or moving the discussion along	5	4	3	2	1
Taking notes and writing commentary on discussion points	5	4	3	2	1

Explanation/justification

RATE YOUR PARTICATION: Outer Circle

Took excellent notes based on inner circle discussion	5	4	3	2	1
Generated good questions based on discussion	5	4	3	2	1
Attentive to my inner circle partner	5	4	3	2	1
Completed the rubric for my inner circle partner correctly	5	4	3	2	1
Appropriately and accurately provided my inner circle partner feedback	5	4	3	2	1

Explanation/justification

FINAL FEEDBACK

1   Identify a personal goal for our next Socratic Seminar.

2. Identify a group goal for our next Socratic Seminar and how you would be willing to contribute to it and/or how it can be facilitated.

Shared Inquiry

Aligned to the following TCRP Indicators: 3.3A, 3.3B, 3.3C, 3.4A

Purpose:

Shared Inquiry is a teaching practice similar to a Socratic Seminar, in which the leader guides students to think for themselves by anchoring discussion to open-ended (interpretive) question s. These questions allow the leader and students to unlock the meaning of the text together through close reading and discussion. With the help of follow-up questions, students are able to develop an IDEA, return to the text to support their idea with EVIDENCE, and as they listen, RESPOND to one another's ideas. Shared Inquiry discussions work well as models for persuasive writing, debate, response to literature, and literature circle discussions.

Process:
(recommended length: 45 minutes each class, for three to four days)

First Day:	Second Day:
- Have students preview the story and do a text walk. - Ask a few general questions - Read aloud the text (or part of the text and students finish it at home). - Have students generate written questions about the text.	- Listen to questions, clear up minor misconceptions - Teach directed notes and interpretive questions. - Give a prompt on which to focus directed note-taking. - Have students read a second time (for homework) using directed notes.
Third Day:	**Fourth Day:**
- Share directed notes and questions. - Teach vocabulary word (one that unlocks greater meaning in the text) - Give students a few questions to prepare for discussion - Have students read a third time (for homework)	- Shared inquiry discussion - Writing after discussion

Assessment Method:

- Student discussion

Assessment Tool:

- Written Analysis
- Class discussion guidelines

Resources:

- Process for Shared Inquiry
- Sample Shared Inquiry questions
- Shared Inquiry Expectations
- Shared Inquiry Response Sheet

Shared Inquiry Process from Junior Great Books

First Reading-Teacher

<u>Annotating the Text</u>-taking self-questioning notes
C=Text Connection
?-=When you have a question

<u>Sharing Notes</u>
Look over the story and find one place that you wrote a C for making a "text connection" and share with a partner.

<u>Sharing Questions</u>-Teacher Makes T-chart

Questions	Answers

<u>Reader's Journal</u>-Students write a:

Keeper Question: A keeper question is one that you want to continue thinking about.

Connections Statement:
Find a place where you wrote a C.
Write it in your own words.

Second Reading with Directed Notes-Student

Mark places where . . . (teacher gives an item to focus on). Think about reasons for marking it.

<u>Fluency: Reading With Expression</u>
Teacher asks the student to find a line in the story to read with inflection.

<u>Head in the Clouds: Students Make Mental Images</u>

My favorite part was when . . .

<u>Vocabulary-</u>
We are now going to look at the vocabulary word _____
(Ex: virtue- when you know and do the right thing).

Listen in this part of the story for the word _____(Teacher reads)
Can anyone put that in their own words?

<u>Shared Inquiry: Discussion</u>
Opening Question-…………..….? (Students write their answers).

Teacher asks someone to share their answer to the opening question.

Student response, question the response or redirect the response.

Look and cite something in reference to what another person was talking about?

<u>After Discussion: Building Your Answer</u>
You may now answer the question again based on the discussion.
You can change or add to your original answer.
Share answers agree with someone or disagree with someone.

Reader's Journal: Writing to Explain-Teacher Makes T-chart

Evidence	Reason

<u>Our Collaboration: Reflecting on the Shared Inquiry Discussion</u>
I want us to reflect on what went well?
What could we do better next time?
How can it help to listen to people who disagree with you?

<u>To use shared inquiry in the most productive way you must:</u>

1. **Be able to identify the kind of question your group is investigating.**
2. **Be able to propose more than one plausible answer to the question.**
3. **Give good reasons for each answer you consider.**
4. **Weigh the strengths of the competing answers by testing them against the information you bring to the discussion.**

Consider the extent to which your answers reflect your prior knowledge and your belief system.

Shared Inquiry Questions

Factual questions - have only one correct answer.

Interpretive questions - have more than one correct answer that can be supported with evidence from the text.

Evaluative questions - ask us to decide whether we agree with the author's point of view. The answer to an evaluative question depends on our knowledge, experience, and values, as well as our own interpretation of the work.

Sequence of Questions

OPENING QUESTION (1 question)
   • A general question that directs students into the text for an answer.
   • Introduces and explores ideas, topics, and themes.
CORE QUESTIONS (2-5 questions)
   • Content specific
   • Examine central points
   • Interpret a passage, explore a quotation
CLOSING QUESTION (1 question)
   • Establishes relevance
   • Connects with real world
   • Applies to self

Rules for Inquiry Discussions

- **Come prepared**
- **Participate in the discussion**
- **Listen to each other's point of view**
- **Give others a chance to participate**
- **Avoid put downs**
- **Disagree with the idea, not the person**
- **Take turns speaking**
- **Stay focused on the question**
- **THINK before you speak**

Sample Discussion Questions
for Twenty Great Books Texts

The following sets of questions for twenty Great Books texts are taken from anthologies published by the Great Books Foundation. For works originally written in English, the questions are applicable to any edition. For the selections by Gogol, Marquez, Plato, Sophocles, and de Tocqueville, the questions are coordinated to the particular translations that appear in the anthologies. If a question refers to a specific passage in a text with numbered parts or chapters (pages vary by edition), the part or chapter is noted here to help find it. Non-text-specific questions have no such citations.

Abraham Lincoln, Second Inaugural Address; Martin Luther King, "Letter from Birmingham Jail," in "Politics, Leadership and Justice," pp. 3–5.

Thucydides, "The Melian Dialogue," in "Introduction to Great Books," First Series, pp. 25–33.

Nikolai Gogol, *The Overcoat*, in "Great Books Reading and Discussion Program," Fourth Series, Vol. 3, pp. 273–308.

Chinua Achebe, *Things Fall Apart*, in "Order and Chaos," pp. 300–305.

William Wordsworth, "Ode: Intimations of Immortality," in "Living with the Past," pp. 410–416.

Gabriel Garcia Marquez, *One Hundred Years of Solitude*, in "Living with the Past," pp. 441–446 (questions only, not text).

Plato, *Symposium*, in "Great Books Reading and Discussion Program," Fourth Series, Vol. 2, pp. 212–270.

Virginia Woolf, *To the Lighthouse*, in "Love and Marriage," pp. 294–302.

Vladimir Nabokov, *Lolita*, in "Love and Marriage," pp. 306–314.

Plato, *Apology*, in "Great Books Reading and Discussion Program," First Series, Vol. 1, pp. 36–66.

Jane Austen, *Emma*, in "Identity and Self-Respect," pp. 262–268.

Ralph Ellison, *Invisible Man*, in "Identity and Self-Respect," pp. 272–280.

Joseph Conrad, *Heart of Darkness*, in "Great Books Reading and Discussion Program," First Series, Vol. 1, pp. 68–171.

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Abraham Lincoln's Second Inaugural Address and Martin Luther King's "Letter from Birmingham Jail"

Interpretive Questions

In his second inaugural address, why does Lincoln adopt the attitude of "judge not that we be not judged," even though he believes slavery to be an offense to God?

1. Why doesn't Lincoln feel triumphant regarding the successful course of the war? Why does he make no predictions about the war's outcome, but only express "high hope" for the future?

2. According to Lincoln, did the North "accept" war because of its wish to preserve the Union, or because of its abhorrence of slavery?

3. Does Lincoln blame the South for causing the war?

4. Why does Lincoln point out that "the government claimed no right to do more than to restrict the territorial enlargement" of slavery? Is he suggesting that, in so compromising, the North was trying any means possible to avert bloodshed, or was avoiding its moral responsibility?

5. According to Lincoln, why were people who had so much in common—even praying to the same God—unable to avoid such a terrible conflict?

6. Why does Lincoln suggest that both North and South are being punished by God for the offense of American slavery?

7. Why does Lincoln avoid calling for vengeance against the side who "would make war rather than let the nation survive"?

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8. Why does Lincoln think that, rather than a detailed speech outlining a course of action for the next four years, a brief statement about the sin of slavery and his wish that the nation bear "malice toward none" is the appropriate subject for his address?

According to Dr. King, in his "Letter from Birmingham Jail," why is most of the white community, including the clergy, blind to the justice of his protest?

1. What does Dr. King hope to accomplish by writing his letter to the Alabama clergymen?

2. Why do the Alabama clergymen consider Dr. King, who was well known as president of the Southern Christian Leadership Conference, to be an outsider in Birmingham?

3. If Dr. King is sincere in saying that the Alabama clergymen are "men of genuine good will," how would he account for their failure to recognize that "injustice anywhere is a threat to justice everywhere"?

4. Why does Dr. King call segregation a "disease"?

5. Why does Dr. King find it especially difficult to explain racism to children?

6. Why does Dr. King find "shallow understanding from people of good will" more frustrating than "absolute misunderstanding from people of ill will," and lukewarm acceptance "more bewildering than outright rejection"?

7. Why is Dr. King confident that "national opinion" will reveal the injustices that African Americans face?

8. Is Dr. King's letter intended to suggest that Christian segregationists, both moderate and extreme, are religious hypocrites who should be exposed?

Do Abraham Lincoln and Martin Luther King share a philosophy of how to combat racial injustice?

1. Why does Lincoln say that everyone involved in the Civil War knew that slavery was "somehow" the cause of the conflict? Is he suggesting that racial injustice is a deeply complex issue or that most people find it a difficult problem to face?

2. Why is Dr. King committed to nonviolent direct action, even in the face of rampant brutality against African Americans?

3. What does Lincoln mean when he says that both sides in the war "looked for an easier triumph, and a result less fundamental and astounding"?

4. Would Dr. King call the Civil War a stage of "self-purification" for the nation?

5. Why does Dr. King think that if one breaks an unjust law, he or she must do so openly and lovingly?

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6. Does the fact that Lincoln at first only tried to limit the expansion of slavery instead of abolishing the institution prove Dr. King's point that moderates pose the greatest threat to achieving social justice?

7. Why does Dr. King think it difficult for his own people to see that it is "the more excellent way of love and nonviolent protest" that will achieve justice, and not "do-nothingism" or the hatred and despair of black nationalism?

8. Do Lincoln and Dr. King share the same conception of a Living God who punishes the perpetrators of injustice?

Evaluative Questions

1. Are Americans as deeply divided today as in the time of Lincoln? As in the time of Dr. King?

2. Would Americans today wage war on each other in order to preserve the Union from division?

3. Are moderates or extremists the greater impediment to establishing justice?

4. Has the "frightening racial nightmare" that Dr. King predicted would arise in America if racial equality were not attained already come about?

5. Are the nation and the world in "dire need of creative extremists"? For what causes?

6. Is it time for Americans to forgive each other for past injustices and "judge not that we be not judged"?

7. Do our leaders today lack a moral core? Do we romanticize past leaders, or do we really not have leaders today of the caliber of Lincoln and Dr. King?

8. Even though separation of church and state is a hallmark of American democracy, do our leaders need faith in God to see the nation through times of crisis?

9. Were the paths of righteous action clearer in the times of Lincoln, and Dr. King, than they are today?

Thucydides, "The Melian Dialogue" (from Book 5 of *History of the Peloponnesian War*)

Interpretive Questions

According to Thucydides, are the Melians fools or heroes for refusing the Athenian offer?

1. Why do the Melians decide to risk the annihilation of their 700-year-old city rather than accept the "fair offer" of becoming a tributary state of Athens?

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2. Why don't the Melian leaders allow the Athenian envoy to speak before the people?

3. Why are the Melians convinced that they would be guilty of "criminal cowardice" should they submit to the Athenians' superior strength?

4. Why do the Melians place their hopes in the rightness of their cause as well as in the Spartan sense of honor?

5. Why do the Athenians know better than the Melians that Sparta will not come to the aid of their kinsmen? Why do the Melians suffer the misconception that it would be in Sparta's self-interest to come to their aid?

6. Do the Melians have a keener sense of honor than the Athenians, or are they only using honor as a ploy for getting out of a difficult situation?

Why do the Athenians give the Melians a chance to avoid a battle?

1. Why do the Athenians make clear from the beginning that they do not want to speak of justice?

2. Why do the Athenians try to convince the Melians that might makes right, rather than just threaten them with their power?

3. Why do the Athenians desire a practical dialogue with the Melians, rather than long speeches with fine phrases?

4. Why do the Athenians state that "this is not a competition in heroism between equals"?

5. Are the Melians exaggerating, or are they correct when they say that the Athenians are only offering them slavery?

6. Are we meant to accept the Athenians' argument that weak island states that might take a "thoughtless step" pose a greater threat to their empire than strong mainland states?

7. Do the Athenians not allow the Melians to remain neutral because they do not trust the Melians?

Why do the Athenians wipe out the Melians altogether, rather than merely subdue them?

1. Are the Melians or the Athenians more responsible for the devastation of the Melians?

2. Why do the Athenians believe they will fare better if their subjects fear them rather than trust them?

3. Why do the Athenians suggest that being defeated by their own subjects is a worse fate than being defeated by a foreign power?

4. Why do the Athenians destroy the Melians if they believe that the "most successful people . . . treat their inferiors fairly"?

5. Why are we told that treachery from within the city of Melos led to the unconditional surrender of the Melians?

6. Are we intended to see the Athenians as ruthless barbarians, or as doing what is necessary to survive in a dangerous, dog-eat-dog world?

Evaluative Questions

1. Should the Melians have accepted the Athenian offer?

2. Which is more important—freedom or survival? Is honor more important than life itself?

3. Is it prudent or impractical to remain a pacifist in a violent world ?

4. Does the "natural law" that the strong always rule over the weak apply in a democracy?

5. Practically speaking, does the question of justice arise only between people of equal power?

6. Are the standards of justice for nations different than those for individuals? Among countries, if not in our personal relationships, does might make right?

7. Do you want your leaders to be motivated by the realpolitik of the Athenian generals, or by the sense of fair play and regard for justice argued for by the Melians?

Nikolai Gogol, "The Overcoat"

Interpretive Questions

Why does the overcoat awaken Akaky to the world around him, making him "more live, even stronger-minded"?

1. Why does everyone treat Akaky disrespectfully and make him the butt of jeers and jokes? Why does Akaky usually never say a word when the young clerks laugh at and play tricks on him?

2. Why does Akaky walk through the streets without paying the slightest attention to what is going on around him? Why does he see "his own well-formed, neat handwriting" superimposed on everything?

3. When Akaky is forced to admit that he needs a new overcoat, why does he repeat in a dreamlike stupor, "So that's it! Here's how it turns out in the end, and I, really, simply couldn't have foreseen it"?

4. Why does the thought of the overcoat-to-be make Akaky's existence "somehow fuller, as if he had married and another human being were there with him"?

5. Why does Petrovich, along with Akaky, find dignity through the creation of the overcoat?

6. Why doesn't Akaky do any copying on the night after he first wears his overcoat?

7. Why do all of Akaky's fellow workers make such a fuss about his new overcoat? Why does the assistant head clerk insist that Akaky toast his new overcoat with champagne?

8. Why after the party must Akaky restrain himself from galloping after a lady? Why does he find her body, "astir with independent . . . motion," fascinating?

Why does Akaky's ghost become an overcoat thief, spreading terror throughout St. Petersburg?

1. Why does no one want to help Akaky find his stolen overcoat?

2. Why does the loss of his new overcoat make Akaky assertive, so that for the first time in his life he decides to "show some character"?

3. Why is the story told so that Akaky sickens and dies after he is reprimanded by the important personage?

4. Why does Akaky use violent language on his deathbed? Why does he both swear and apologize in his final delirium?

5. Why does Akaky's ghost tear off the overcoats of the meek as well as the high-ranking?

6. Why does the narrator assure us that the story of the ghost is completely true?

7. Why is Akaky's ghost satisfied after taking the coat of the important personage?

8. Why does the important personage's encounter with the ghost of Akaky cause him to treat his subordinates with more kindness and respect?

Are we meant to think that Akaky would have been better off had he not obtained the new overcoat?

1. Why does Akaky love his work, finding an "interesting, pleasant world for himself" in copying the words of others?

2. Why are we told that Akaky would often copy a paper for his own pleasure, especially if it were unusual for being addressed to some new or important personage?

3. Is Akaky saintly or pathetic for dutifully continuing to work when he is badgered by the young clerks?

4. Why do Akaky's words, "Let me be. Why do you do this to me? . . . " impress upon the new man in the office how badly he has treated the lowly clerk? Why does the author say that upon hearing Akaky's words, the new man seems as if "awakened from a trance"?

5. Why does the author want us to both pity and laugh at Akaky?

6. Why is Akaky allowed only a "brief moment" of happiness with his overcoat?

7. Does Akaky's short reign of terror mean that he, too, has become part of the general "wickedness of man toward man"?

8. Why does the story end with the sighting of a second ghost? Why does the second ghost have a huge fist and a mustache, much like the thief who stole Akaky's overcoat?

Evaluative Questions

1. When does hierarchy in the workplace become a source of chaos rather than order?

2. Which Akaky is better for society—the oblivious, contented Akaky, or the avenging ghost who through his assertiveness makes people behave more humanely?

3. Is the boredom and pointlessness in people's lives just as significant a cause of social unrest as injustice?

4. Are some people natural victims?

5. Can people control whether or not they are liked by others?

6. Do you admire Akaky for finding contentment in a limited, unambitious life?

Chinua Achebe, *Things Fall Apart*

Interpretive Questions

Why does Okonkwo commit suicide, an act his tribe considers an offense against the Earth?

1. Why is Okonkwo's fear of failure and weakness "deeper and more intimate" than his fear of evil and capricious gods, magic, and malevolent forces in nature?

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2. Are we meant to admire Okonkwo's achievements—his climb to distinction from a shameful childhood—or to condemn him and his overbearing and violent nature?

3. Why does Okonkwo despise everything about his father, Unoka—his gentleness as well as his laziness? Why is Okonkwo impatient with his father even when Unoka imparts encouragement and wisdom to him?

4. Why does fear of being called a coward compel Okonkwo to kill his adopted son, Ikemefuna? Why doesn't Okonkwo follow the tribal order forbidding him to have anything to do with the sacrifice?

5. Why does Okonkwo see laziness and weakness in his son Nwoye, a lad who eventually excels in his studies and becomes a teacher?

6. Why does Okonkwo often think to himself that it would have been better for him had his daughter Ezinma been a boy?

7. Why did Okonkwo survive the tragedies of his first year as a farmer without giving up and despairing as others did that year?

8. Why can't Okonkwo control his anger even during the sacred Week of Peace?

9. Why does Okonkwo prosper in exile and only come to his ruin once he returns to his fatherland?

10. Are we meant to think that it was the destiny of Okonkwo's *chi* to fail—that Okonkwo was doomed with or without the arrival of colonialism?

11. Why do Okonkwo and his father—men whose lives and spirits differed so dramatically—both die of what the Ibo call "abomination"?

12. Is Okonkwo's suicide an act of despair or one of pride and self-assertion?

Why do "things fall apart" for the villagers of Umuofia?

1. Why does the humane way of punishing the murderer of an Umuofia woman (taking a young man and a virgin as compensation) disintegrate into a senseless act of savagery—the boy's murder by his adopted father? Why is Ikemefuna's sad story told in Umuofia to the present day?

2. Why are we told that Umuofia was feared for its power in both war and magic? Does Umuofia fall apart because white culture changed its system of government and religion, or because it undermined its base of fear?

3. Why does Ibo religion condemn any conflict based on "a fight of blame"? Why does Okonkwo reject the idea that Umuofia cannot fight white imperialism because this would constitute a "war of blame"?

4. Why do Okonkwo and Obierika disagree about how the Earth will respond to Okonkwo's involvement in Ikemefuna's death?

5. Why is the duty of Evil Forest and the other egwugwu "not to blame this man or to praise that, but to settle the dispute"? Why is order preserved and respected when the nine judges of the village assume the roles of powerful spirits?

6. Why is the tribe able to serve as a corrective to Okonkwo's pride, anger, and insensitivity toward others?

7. Why is it for the good of the village that Okonkwo spend seven years exiled to his motherland for the inadvertent killing of a clansman?

8. Why does Uchendu say that men are fools to kill a person who says nothing, but need not fear killing one who shouts?

9. Why doesn't Obierika allow Okonkwo to thank him for looking after his possessions during his exile? Why does Obierika joke about Okonkwo killing his sons or himself?

10. Why, with the white man's government in place, are prisons and executions necessary to maintain order, whereas with tribal governance none were necessary?

11. Why don't Okonkwo's comrades understand why he killed the messenger? Why does the murder diffuse the men's lust for war?

12. Why does tribal power come to an end when a Christian convert unmasks one of the egwugwu?

Does the author mourn the demise of Ibo tribal culture, or does he believe that Christianity offered the Ibo a better way of life?

1. Why does Nwoye, Okonkwo's eldest son, find salvation in Christianity?

2. Are we meant to think that Unoka, Okonkwo's father, would have thrived in a Christian community as his grandson Nwoye did? Did Unoka become an improvident, lazy man because his personality wasn't suited for tribal life, in which agriculture and warfare were the only possible pursuits?

3. Does the author think that Christianity took hold of the Ibo imagination because it had compatible superstitions and beliefs?

4. Why do the Ibo men celebrate the funeral of the great warrior Ezeudu by dashing about in a frenzy and occasionally becoming very violent? Why do they use the occasion of a funeral to act out their impulses and fears in the guise of egwugwu?

5. Why, to the Ibo, is "the land of the living . . . not far removed from the domain of the ancestors"?

6. Why do both Christianity and Ibo religion believe that it is a sin to despair?

7. Why are the first Ibo converts to Christianity not moved by the "mad logic" of the new religion, but rather stirred by its hymns?

8. Why does the first serious trouble between the Mbanta clan and its Christian converts arise from a rumor that one of the outcasts killed a royal python? Why does the situation subside when the outcast dies, proving to the clan that the old gods could "fight their own battles"?

9. Why does the white missionary Mr. Brown, understanding that "a frontal attack" will not convert the Ibo, become successful by joining education with religion?

10. Why are we told that while Mr. Brown runs the church in Umuofia, excesses of zeal are restrained and tribal religion is respected? Why does the author have him succeeded by the intolerant Mr. Smith, who sees everything as "black and white"?

11. Why is it the Christians, and not the Ibo, who want to wage a holy war?

12. Why does Obierika attribute the disintegration of Umuofia's power to the fact that his brothers—members of the clan—embraced Christianity?

Evaluative Questions

1. Must any regime, culture, religion, or personal relationship that is built upon fear inevitably "fall apart"?

2. Do you find Okonkwo a universal, tragic figure?

3. How can a society keep from falling apart when the values and self-determination of the individual take precedence over those of the community?

4. Does the rest of life usually become easier or more challenging when a person achieves great success in youth?

5. Does society fall apart when we forget the strength of kinship bonds?

William Wordsworth, "Ode: Intimations of Immortality"

Interpretive Questions

In Wordsworth's "Intimations of Immortality," why does the poet look upon "those first affections, / Those shadowy recollections" of childhood as the "fountain light of all our day"?

1. Why does the poet draw strength from his memories of childhood even though he looks upon it as a lost paradise?

2. Why, according to the poet, do we lose our awareness of eternal things as we grow older?

3. Why in the middle of nature's splendor does "a thought of grief" come to the poet "alone"? Why does a "a timely utterance" relieve the poet's sorrow and give him strength?

4. Why do the "Tree, of many, one" and the "single Field" interrupt the poet's joy in the May celebration, and make him wonder instead "Whither is fled the visionary gleam? Where is it now, the glory and the dream?"

5. Why does Earth—"with something of a Mother's mind / And no unworthy aim"— do all she can to make us forget heaven?

6. Why is a child our "best Philosopher" and "Eye among the blind," while the rest of us are toiling in the darkness? Why, despite this natural wisdom, do children rush the "inevitable yoke"?

7. Why does the poet give thanks and praise, not for "Delight and liberty, the simple creed / Of Childhood." but for "those obstinate questions / Of sense and outward things"?

8. According to the poet, why should we not grieve, "Though nothing can bring back the hour / Of splendor in the grass, of glory in the flower"?

9. Why has the poet only "relinquished one delight" to live beneath nature's "more habitual sway"? Why does he now love the brooks even more than when he "tripped lightly as they"?

10. Why, according to the poet, does nature become even more beautiful and moving to an eye that has "kept watch o'er man's mortality"?

11. Why can "the meanest flower that blows" give the poet "Thoughts that do often lie too deep for tears"?

12. Are we meant to think that acquiring "the philosophic mind" is preferable to recapturing the spirit of a child, or is it just the best we can hope for?

Gabriel Garcia Marquez, *One Hundred Years of Solitude*

Interpretive Questions

Why are both the village of Macondo and the Buendia clan condemned to one hundred years of solitude and then to be "exiled from the memory of men"?

1. Why does the author have the founding of Macondo come about as the result of the killing of Prudencio Aguilar? After his conversation with the ghost of Prudencio

Aguilar, why does Jose Arcadio Buendia destroy his alchemy lab and lose his mind, lapsing into "a state of total innocence"?

2. Why are we told that in the beginning Macondo was a "truly happy village where no one was over thirty years of age and where no one had died," and whose inhabitants believed they had "lost the evil of original sin"?

3. Why does the author have the Buendia family tempted by incest and plagued by the fear of incest throughout its history?

4. Why does the author have the people of Macondo suffer from an insomnia plague that eliminates fatigue but results in a loss of memory, an "idiocy that had no past"?

5. Why is Macondo unable to derive lasting benefit from contact with the outside world? Why does the arrival of the banana company cause "a colossal disturbance" in Macondo, disturbing even the pattern of the rains and the cycle of harvests? 6. Why does Jose Arcadio Buendia, a "youthful patriarch" and "the most enterprising man ever to be seen in the village," become lazy and careless as a result of his "urge to discover the wonders of the world"?

7. Why does the author have the wise Catalonian abandon Macondo, saying that "the past was a lie"? Why does the true history of Macondo come to seem like a hallucination in comparison with the history in the schoolbooks?

8. Why do Aureliano and Amaranta Ursula achieve the insight that "dominant obsessions can prevail against death? Why is their child "the only one in a century who had been engendered with love"?

9. Why does the last Aureliano—who seems "predisposed to begin the race again . . . and cleanse it of its pernicious vices and solitary calling"—have the tail of a pig, finally realizing Ursula's fears of one hundred years earlier?

10. Why are Melquiades' keys revealed to Aureliano Babilonia at the moment that he sees his son being dragged off by ants?

11. Why does the author have the Buendia family die out at the moment its last living member finally deciphers Melquiades' parchments?

12. In Marquez's mythic world, are human beings without hope of redemption? Is Macondo an Eden destroyed by the loss of its solitude?

Why does the politically active Colonel Aureliano Buendia end his days making little gold fishes?

1. Why does Colonel Aureliano Buendia not only fail in his effort to bring about a revolution, but wish to destroy "all trace of his passage through the world"?

2. Why does Colonel Aureliano Buendia become "lost in the solitude of his immense power" and "lose direction"?

3. Why, whenever he is facing death, does the Colonel recall the experience of going with his father to see ice?

4. Why does Colonel Aureliano Buendia decide that he is fighting the revolution because of pride, whereas Colonel Gerineldo Mirquez is fighting "for something that doesn't have any meaning for anyone"?

5. According to the author, why can't Colonel Aureliano Buendia and General Moncada carry out their plan to set up "a humanitarian regime that would take the best from each doctrine" of the liberal and conservative parties?

6. After defeating the army forces occupying Macondo, why does Colonel Aureliano Buendia give strict orders that no one, not even Ursula, should come closer to him than ten feet?

7. Why does Colonel Aureliano Buendia refuse to commute the death sentence of his friend General Moncada? Why does he sack the General's widow's house when she refuses to let him in after the execution?

8. When Colonel Aureliano Buendia decides that his party has compromised so much that it is now fighting only for power, why does he say, "Since that's the way it is . . . we have no objection to accepting"? Why does he first condemn Colonel Gerineldo Marquez to death for calling it "a betrayal," then relent and spare him, saying, "the farce is over"?

9. Why is Colonel Aureliano Buendia destined to lose all thirty-two of his uprisings and have none of the seventeen Aurelianos—"all skillful craftsmen, the men of their houses, peace-loving people"—survive?

10. When the Colonel makes "one last effort to search in his heart for the place where his affection had rotted away," why is he unable to find it? Why can he "understand only that the secret of a good old age is simply an honorable pact with solitude"?

11. Why is Ursula the only human being who succeeds in penetrating Colonel Aureliano Buendia's misery? Why does Ursula say that he "had not lost his love for the family because he had been hardened by the war, as she had thought before, but that he had never loved anyone"?

12. Before he dies, why does the Colonel fall into the "trap of nostalgia" and see "the face of his miserable solitude"?

Are we meant to think that Ursula, rather than her husband or her son the colonel, represented the best hope for the Buendia family to survive and succeed in the modern world?

1. Why is it Ursula, "with the secret and implacable labor of a small ant," who thwarts the plan to move Macondo? Why does she insist she is willing to die if that's what it takes for the rest of her family to remain?

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2. Why does the author have Jose Arcadio Buendia's killing of Prudencio Aguilar and his decision to leave the peaceful Indian village come about as a result of Ursula's fear of begetting a child with a pig's tail?

3. Why does the author make Ursula the titular matriarch and moral leader of the Buendia clan, but perpetuate the family through Pilar Ternera?

4. Why does Ursula not hesitate to abandon Macondo to search for her son Jose Arcadio? Why does the author have the connection between Macondo and the outside world discovered accidentally by Ursula after Jose Arcadio Buendia's efforts to find it had failed "in his frustrated search for the great inventions"?

5. Why is Jose Arcadio destroyed by his guilt over Prudencio Aguilar's death, while Ursula is not?

6. Why is Ursula able to restrain the cruel despotism of her nephew Arcadio, but not that of her son the Colonel?

7. Why does Ursula connect names with personalities in the Buendia family, concluding that "while the Aurelianos were withdrawn, but with lucid minds, the Jose Arcadios were impulsive and enterprising, but they were marked with a tragic sign"? Why is she disturbed by the mixing up of the identity of the twins?

8. Why does Ursula almost "go mad" when she realizes that "it was as if the defects of the family and none of the virtues had been concentrated" in both Aureliano Segundo and Jose Arcadio Segundo? Are we meant to think that her plan for Jose Arcadio to become pope in order to "restore the prestige of the family" is harebrained?

9. Are we meant to agree with Ursula's insights about her family—that the Colonel "was simply a man incapable of love," that Amaranta "was the most tender woman who had ever existed," and that Rebeca "was the only one who had the unbridled courage that Ursula had wanted for her line"?

10. Why does Ursula ask God, "without fear, if he really believed that people were made of iron in order to bear so many troubles and mortifications"? Why is she tempted to draw "out of her heart the infinite stacks of bad words that she had been forced to swallow over a century of conformity"?

Evaluative Questions

1. Is it important for the citizens of a country to share an accepted version of its history?

2. Is the history we have been taught in school a myth?

3. Is Marquez's imaginative world amoral, or does it present an implicit set of values to guide us?

4. Is solitude—for a person or a culture—a blessing or a curse?

5. Do you agree with the wise Catalonian that the wildest and most tenacious love is an ephemeral truth in the end?

6. Which do you think is more important: openness to exuberant love and passion, or developing a sense of order and responsibility?

Plato, *Symposium*

Interpretive Questions

Why are human beings so confused about the nature of love, according to the *Symposium*?

1. Why does Plato present his dialogue on love as a symposium that considers the views of speakers other than Socrates?

2. Why is the story of the symposium retold by Apollodorus, a follower of Socrates who runs down others for wasting their lives "doing absolutely nothing"?

3. Why do all of the speakers feel qualified and eager to speak on behalf of love? Why do all agree that love is misunderstood and defamed, and stands in need of a hymn of praise?

4. Why does Socrates complain that none of the previous speakers have spoken the truth about love, even though all have upheld its virtue and power for good?

5. Why does Pausanias focus on how the laws and attitudes of Athens are contradictory with regard to love? Why are the two kinds of love Pausanias describes—the earthly and the heavenly—both sexual?

6. Are we meant to think that Socrates has difficulty reconciling true love with Pausanias' longing for boys—in which the "compliance" of the beloved is bought with the lover's "wealth" of wisdom and virtue?

7. Why does Aristophanes suggest that "mankind has never had any conception of the power of Love"? Why does he portray love as a yearning to be merged into an "utter oneness"?

8. Why does Socrates disparage Aristophanes' idea that lovers are searching for their other halves?

9. Why do Aristophanes' globular beings have to fall from perfect happiness in order to become human?

10. Why do Socrates and Aristophanes agree that love is a longing lovers feel for "something to which they can neither of them put a name"?

11. Does following the Socratic ideal of love involve a denial of nature?

12. Does Socrates agree with Pausanias that love can be a temptation to vice, or does he believe that the soul moved by love can do no wrong?

Why does Diotima characterize the essence of love as a longing after wisdom?

1. Why does Socrates say that love is the one thing in the world he understands, although he complains of lacking wisdom?

2. If women are incapable of the virtue of a man, why does Socrates claim to have learned the nature of love from Diotima?

3. Why does Socrates downplay the physical in giving the true account of the nature of love?

4. Why do Socrates and Diotima use the "method of inquiry by question and answer" to teach about love?

5. Why does Diotima teach that love is not a longing for the beautiful, "but for the conception and generation that the beautiful effects"?

6. Is the vision of the "very soul of beauty" described by Diotima a divine revelation or the final achievement of reason?

7. Is the earthly love of Pausanias a step on the heavenly ladder to Diotima's final vision?

8. Does Socratic love "bridge the gulf between one human being and another," or does it merely spur the lover on in the quest for an inhuman beauty?

9. Why does Plato have Diotima portray love in the image of Socrates—as barefoot and "at once desirous and full of wisdom, a lifelong seeker after truth"?

10. Is "discourse" the essence of all forms of love for Socrates?

11. Is love for Socrates an intellectual or an emotional journey? Does Diotima's account of love become more impersonal and less emotional the further one progresses on the heavenly ladder?

12. Has Socrates achieved the final vision, or is he still climbing the heavenly ladder?

Why does the *Symposium* conclude with the arrival of a drunken Alcibiades, who both loves Socrates and wishes him dead?

1. Why does Socrates have the power to turn Alcibiades' "whole soul upside down" and make him feel ashamed?

2. Why is Socrates unable to impart his wisdom to Alcibiades and convert him?

3. Why does Socrates play his "little game of irony" when he squabbles with Alcibiades over Agathon?

4. Why does Alcibiades compare Socrates and his ideas to a hollow statue of Silenus with "little figures of the gods inside"?

5. Is it arrogance or lack of self-love that keeps Alcibiades from ascending the heavenly ladder?

6. Why does Plato include the story of how Socrates refused to be seduced by Alcibiades?

7. Why does Plato bring out not only Socrates' love of wisdom and beauty, but his courage, temperance, and ability to bear privations?

8. Does Socrates' philosophy enable him to enjoy life more fully than others?

9. Does Socrates purposely make a show of standing still for hours when considering a philosophical problem? Does he mean to irritate others by living life so simply?

10. Why does the *Symposium* end with an invasion by a crowd of revelers who join the party uninvited and create a drunken, indecent uproar in which Socrates is the only one left standing?

11. Why is the final discussion about whether the same person can write both comedy and tragedy?

12. Is Socrates successful in teaching others the way of love?

Evaluative Questions

1. Is a love relationship between equals more stable or less stable than one in which there is a dominant and a subordinate personality?

2. Can understanding Socrates' philosophy of love help us to love wisely?

3. Is love a search for truth, beauty, and wisdom? Is sexual attraction a part of this search?

4. Is love essentially an expression of our physical or biological natures, or is the ability to love an indication that we have a higher nature?

5. Are some people, by their natures, unable to climb the heavenly ladder?

6. Do you agree with Aristophanes that true lovers want to become one with the beloved?

7. Is love a longing for immortality?

8. Are human beings "lovers of the good" only, or can they also love the ugly and the destructive?

9. Does love lead the soul to the good and the true?

10. Should love be regulated by law, as Pausanias suggests?

Virginia Woolf, *To The Lighthouse*

Interpretive Questions

Why is Lily unable to achieve the intimacy she longs for with Mrs. Ramsay?

1. Why does Mrs. Ramsay both admire and condescend to Lily?

2. Why does Lily's love for the Ramsay family allow her to experience life as a whole, rather than as "little separate incidents"? (Section 1, Chapter IX)

3. Why does Lily think that the rapture Mr. Bankes feels when he watches Mrs. Ramsay reading to James is meant to be "spread over the world and become part of the human gain"? (Section 1, Chapter IX)

4. Why does Lily laugh hysterically at the thought of Mrs. Ramsay "presiding with immutable calm over the destinies which she completely failed to understand"? (Section 1, Chapter IX)

5. Why does Lily, sitting with her head in Mrs. Ramsay's lap late one night, imagine pressing through into the older woman's "secret chambers" of the "mind and heart"? Why is it "unity" more than knowledge that Lily desires? (Section 1, Chapter IX)

6. Of all Mrs. Ramsay's guests, why is only Augustus Carmichael immune to her civility and beauty? (Section 1, Chapter VIII, Section 3, Chapter XI)

7. Why does Lily conclude that Mrs. Ramsay, and people in general, are "sealed" and can only be known by buzzing around them like a bee around a hive? (Section 1, Chapter IX)

8. Why, when Mr. Bankes looks at her painting, is Lily able to experience a sense of intimacy with him that she is unable to achieve with Mrs. Ramsay? (Section 1, Chapter IX)

9. Why does Mrs. Ramsay feel freedom and peace only when she is alone? Why does she experience this as "losing personality" and a "triumph over life"? (Section 1, Chapter XI)

10. Why does Lily come to Mrs. Ramsay's aid at the dinner party by responding kindly to Charles Tansley? Why does Lily think that this act cost her a little of her self-respect? (Section 1, Chapter XVII)

11. What is the "coherence in things," the "stability" that Mrs. Ramsay senses the moment she feels that everything is right at her dinner party? (Section 1, Chapter XVII)

12. Why does Lily reject Mrs. Ramsay's view that "an unmarried woman has missed the best of life"? Why does Lily choose not to marry Mr. Bankes, despite her love for him? (Section 1, Chapter IX and Section 3, Chapter V)

Why does Mr. Ramsay need the sympathy of his wife in order to feel a part of life?

1. Why does Mrs. Ramsay revere her husband, a man whom Lily describes as "petty, selfish, vain, egotistical"—a spoiled tyrant, who "wears Mrs. Ramsay to death"? (Section 1, Chapter IV)

2. Why is the young James filled with anger and hate for his father when Mr. Ramsay intrudes upon him and Mrs. Ramsay with his demands for sympathy? (Section 1, Chapter VII)

3. Why are Mr. Ramsay's demands for sympathy compared to both a suckling infant and a rape—the sterile male plunging its "beak of brass" into Mrs. Ramsay's "delicious fecundity"? (Section 1, Chapter VII)

4. Why does Mrs. Ramsay dislike, "even for a second, to feel finer than her husband"? Why does she not let herself put this dissatisfaction into words? (Section 1, Chapter VII)

5. Why does Mrs. Ramsay believe herself happiest when carrying a baby in her arms? Why does she think that the world could condemn her—"say she was tyrannical, domineering, masterful"—but she wouldn't mind if she could always have a baby? (Section 1, Chapter X)

6. Why are we told that Mrs. Ramsay has a more pessimistic view of life than Mr. Ramsay? Why is she more in tune with the sorrows and terrors of life than her husband, the metaphysician? (Section 1, Chapters X and XII)

7. Why does Mrs. Ramsay have a presentiment of death as she merges with the Lighthouse beam? (Section 1, Chapter XI)

8. Why does Mrs. Ramsay feel that the whole effort of bringing together the people at the dinner party rests on her? Why does a part of her wish that she could give up the effort and, like a sunken ship, whirl round and round to rest on the floor of the sea? (Section 1, Chapter XVII)

9. Why does Mr. Ramsay like to exaggerate his wife's simplicity and her lack of book learning? (Section 1, Chapter XIX)

10. Why isn't Mrs. Ramsay able to tell her husband, in words, that she loves him? Why does she experience a sense of triumph when she communicates her love to him without saying the words he longs to hear? (Section 1, Chapter XIX)

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11. Why does Lily go to such lengths to avoid Mr. Ramsay's demands and "imperious need"? Why does she feel accused of being an "ill-tempered, dried-up old maid" when she refuses to give Mr. Ramsay the sympathy he wants? (Section 3, Chapters I and II)

12. Why does Lily's praise of Mr. Ramsay's beautiful boots cause his self-pity to dissipate? Why does Lily finally feel genuine sympathy for Mr. Ramsay while he talks about his boots and demonstrates how to tie them? (Section 3, Chapter II)

Why does the trip to the Lighthouse help resolve everyone's feelings about the death of Mrs. Ramsay?

1. Why does chaos reign in the Ramsay family after Mrs. Ramsay dies? Why are they "a house full of unrelated passions"? (Section 3, Chapter I)

2. Why does Mr. Ramsay insist that only James and Cam—his two youngest children— accompany him to the Lighthouse ten years after the first trip was aborted?

3. Why do James and Cam have a silent pact never to give in to Mr. Ramsay's tyranny? Why is Cam more wavering in her commitment to the pact than James? (Section 3, Chapter IV)

4. Why do Cam and James think their father is going to the Lighthouse "in memory of dead people"? Why don't they want to honor their mother in this way? (Section 3, Chapter IV)

5. Why does Mr. Ramsay end up comforting himself through his daydream of how women would soothe him and sympathize with him? (Section 3, Chapter IV)

6. Why does Lily Briscoe watch the boat's progress to the Lighthouse?

7. Why does James insist that his childhood image of the Lighthouse—"a silvery, misty-looking tower with a yellow eye"—is just as "true" as the stark and straight tower he sees ten years later? Why does the true look of the Lighthouse satisfy James and confirm "some obscure feeling of his about his own character"? (Section 3, Chapters VIII and XII)

8. Why does James enter into his father's imaginings, saying, "We are driving before a gale—we must sink," half-aloud, exactly as his father said it? (Section 3, Chapters VIII and XII)

9. Why does Cam feel "this is right, this is it" when she thinks about being protected by her father? Why does she tell herself her father's own heroic imaginary story, "but knowing at the same time what was the truth"? (Section 3, Chapters VIII and XII)

10. Why does Mr. Ramsay compliment James on his piloting of the boat to the Lighthouse? Why is James "so pleased" that he is "not going to let anybody share a grain of his pleasure"? (Section 3, Chapters VIII and XII)

11. Why, at the moment that his two children would give him anything he asked, is Mr. Ramsay silent, asking and saying nothing? (Section 3, Chapters VIII and XII)

12. Why has Lily's effort of looking at the Lighthouse and thinking of Mr. Ramsay landing there "stretched her body and mind to the utmost"? When the boat finally lands, why does Lily feel that she has at last given Mr. Ramsay "whatever she had wanted to give him"? (Section 3, Chapter XIII)

Why is Lily finally able to finish her painting?

1. Why, in her painting of Mrs. Ramsay and James, does Lily make no attempt at likeness, focusing instead on "the relations of masses, of lights and shadows"? Why does she strive for "unity"? (Section 1, Chapter IX)

2. Early in the dinner party, why does Lily become inspired to avoid an "awkward space" in her painting by moving a tree further into the middle? Why does this thought occupy her throughout the dinner? (Section 3, Chapter XVII)

3. Why has Lily's unfinished picture "been knocking about in her mind" for ten years? Why, upon her return to the house, does she remember the dinner party and how "it had flashed upon her that she would move the tree to the middle, and need never marry anybody"? (Section 3, Chapters I and V)

4. Why is Lily so disturbed by Mr. Ramsay's "insatiable hunger for sympathy" that she cannot paint until he and the children leave for the Lighthouse? Why does she think of him as bearing down on her, bringing ruin and chaos every time he approaches her? (Section 3, Chapters I and II)

5. Why is Lily's act of creation described in much the same way as Mr. Ramsay's solitary quest for truth? Why are her doubts about the importance or quality of her paintings so similar to Mr. Ramsay's concerns about his work? (Section 3, Chapter III)

6. As she works on her painting, why does Lily begin thinking about Mrs. Ramsay and how she "resolved everything into simplicity"? As she recalls Mrs. Ramsay's ability to transform strife into unity, why does Lily reflect that these moments of friendship "stayed in the mind affecting one almost like a work of art"? (Section 3, Chapter III)

7. Why does Lily consider Mrs. Ramsay's wish to make life stand still a way of answering "what is the meaning of life"? Why does Lily say she owes her "revelation" to Mrs. Ramsay? (Section 3, Chapter III)

8. After thinking she does not mourn Mrs. Ramsay, why does Lily suddenly, physically, feel her heart wrung by her memory? Why does she experience Mrs. Ramsay's absence as a "centre of complete emptiness" in the garden and house, and as a "hollowness" in her body? (Section 3, Chapter V)

9. Why does Lily feel that if she and Mr. Carmichael together demanded an explanation for why life is so short and inexplicable, then Mrs. Ramsay would return? (Section 3, Chapter V)

10. In order to finish her painting, why must Lily realize that she—like Mrs. Ramsay—is a lover "whose gift it was to choose out the elements of things and place them together . . . giving them a wholeness not theirs in life"? (Section 3, Chapter XI)

11. Why must Lily "start afresh" on her painting—and rely on inspiration, rather than concentrate on its design? Why is her painting finished when she draws "a line there, in the centre"? (Section 3, Chapters XI and XIII)

12. Why does Lily feel that it no longer matters whether her painting is hung in an attic or destroyed? What does Lily mean when she thinks, "I have had my vision"? (Section 3, Chapter XIII)

Evaluative Questions

1. Are we better or worse off with the disappearance of the Mrs. Ramsays of the world who sacrifice themselves for the sake of others?

2. Why is it so difficult to balance the mutuality of marriage with the autonomy necessary for intellectual or artistic achievement?

3. Is it still true that most men strive for knowledge and most women strive for intimacy?

4. Why do married people want everyone else to be married?

5. Is a capacity for empathy like Mrs. Ramsay's more a phenomenon of gender or of individual personality?

Vladimir Nabokov, *Lolita*

Interpretive Questions

Why does Humbert, an intellectual European gentleman, choose vulgar, ignorant, and conventional Lolita as the great love of his life?

1. Why does Humbert claim at the beginning of his confession that "in a certain magic and fateful way Lolita began with Annabel," his adolescent Riviera love? (Part 1, Chapter 4)

2. If, as Humbert claims, he is able to break Annabel's "spell" with Lolita, why is his sexual relationship with her so compulsive? (Part 2, Chapter 2)

3. Why does Humbert say that he was not concerned with "so-called 'sex' at all," but rather with the greater endeavor of fixing "once for all the perilous magic of nymphets"? (Part 1, Chapter 29)

4. Why does Humbert so abhor grown-up women, or even the " 'college girl'—that horror of horrors"? (Part 1, Chapters 15 and 17)

5. Why does the "bland American Charlotte" frighten Humbert in a way that his first wife, Valeria, never did? (Part 1, Chapter 20)

6. What does Humbert mean when he says that what drives him insane is the mixture in Lolita of "tender dreamy childishness and a kind of eerie vulgarity . . . the exquisite stainless tenderness seeping through the musk and the mud, through the dirt and the death"? (Part 1, Chapter 11)

7. Why do we learn that Humbert's mother died in a freak accident when he was three, and that nothing of her remains in his memory except "a pocket of warmth in the darkest past"? (Part 1, Chapter 2)

8. Why does Humbert say that Lolita had "already proved to be something quite different from innocent Annabel" and that there was "nymphean evil breathing through every pore of the fey child"? (Part 1, Chapter 28)

9. Why does Humbert dream that "Our Glass Lake" is glazed over with a sheet of emerald ice and that a pockmarked Eskimo is trying in vain to break it with a pickaxe? Why does Humbert say that Dr. Blanche Schwarzmann would have paid a sack of schillings for such a "libidream"? (Part 1, Chapter 11)

10. If Lolita has already been "utterly and hopelessly depraved" by American mores, why does Humbert feel a "horror" that he can't shake off after having intercourse with Lolita for the first time? (Part 1, Chapters 29 and 31)

11. Why does Humbert praise Lolita's innocence and grace in language that echoes his extolling of the "heartrendingly beautiful" American wilds with their "quality of wide-eyed, unsung, innocent surrender"? (Part 2, Chapter 20)

12. Why does Humbert say that his long journey across America with Lolita had "only defiled with a sinuous trial of slime the lovely, trustful, dreamy, enormous country"? (Part 2, Chapter 3)

Why does Humbert say that what he had madly possessed was not Lolita but his "own creation, another, fanciful Lolita . . . having no will, no consciousness—indeed, no life of her own"?

1. Why does Humbert introduce the erotic lap episode as if it were a scene from a play or a segment of film—laying out its main character, time, place, and props? Why does Humbert assert that if his readers participate in the erotic scene he is about to 'replay," they will see for themselves how "chaste" the whole event is? (Part 1, Chapter 13)

2. Just prior to climaxing during the lap scene, why does Humbert envision Lolita as "safely solipsized"? Why does he feel "above the tribulations of ridicule, beyond the possibilities of retribution"? (Part 1, Chapter 13)

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3. Why does Humbert instruct his readers to take down the remark "the artist in me has been given the upper hand over the gentleman," and soon after declare, "But I am no poet. I am only a very conscientious recorder"? (Part 1, Chapter 17)

4. Why does Humbert claim that there are "nymphets"—certain girl-children between the ages of nine and fourteen—who put men of "Infinite melancholy" under their spell? (Part 1, Chapter 5)

5. Why does Lolita "seduce" Humbert when she wakes up to find him in bed with her at the Enchanted Hunters? (Part 1, Chapter 29)

6. Why does contemplating Lolita's physical grace and beauty when she plays tennis give Humbert the delirious feeling of "teetering on the very brink of unearthly order and splendor"? Is Humbert's appreciation and pursuit of such rapture intended to justify his obsessive love for Lolita? (Part 1, Chapter 20)

7. Why does Humbert say that Lolita's tennis was the highest point to which he could imagine a young person "bringing the art of make-believe"? Why does he add that for Lolita, however, it was probably "the very geometry of basic reality"? (Part 1, Chapter 20)

8. What does Humbert mean when he says that "the very attraction immaturity has for me lies not so much in the limpidity of pure young forbidden fairy child beauty as in the security of a situation where infinite perfections fill the gap between the little given and the great promised"? (Part 2, Chapter 27)

9. Why does Humbert prefer the "mental hygiene of noninterference" when he is confronted with Lolita's unspoken pain at the loss of her mother? Why do both Lolita and Humbert become strangely embarrassed whenever Humbert tries to discuss anything genuine? (Part 2, Chapter 32)

10. Why does Humbert find a cure for his second bout of insanity in the sport of duping psychiatrists with invented dreams and fake "primal scenes"? (Part 1, Chapter 9)

11. Why does Humbert say that the only remedy for the misery of his guilt is the "very local palliative of articulate art"? Why does he quote the lines "The moral sense in mortals is the duty / We have to pay on mortal sense of beauty"? (Part 2, Chapter 31)

12. Why does Humbert say that "sex is but the ancilla of art"? (Part 2, Chapter 26)

Why does Humbert kill Quilty, even though he realizes that while Quilty had broken Lolita's heart, he had broken her life?

1. Why does Humbert think it "intolerable bliss" to have Quilty trapped "after those years of repentance and rage"? (Part 2, Chapter 35)

2. Why does the author have Quilty write a play—The Enchanted Hunters—with the "profound message that mirage and reality merge in love"? (Part 2, Chapter 13)

3. Why does the author put Humbert back on the road with Lolita, involved in an elaborate cat-and-mouse game with priapic Quilty? Why does the author have Humbert, a lover of games, become enmeshed in Quilty's "demoniacal game," his "cryptogrammic paper chase"? (Part 2, Chapter 23)

4. Why does the author have Lolita fall in love with Quilty? Why does Lolita tell Humbert that Quilty is the only man she has ever been crazy about? (Part 2, Chapter 29)

5. Why does Humbert need Lolita to tell him that it was Quilty she ran away with—something he had known "without knowing it, all along"? (Part 2, Chapter 29)

6. Why does Humbert think of Quilty as his brother and note that the "tone of his brain" had affinities with his own? Why does the author make Quilty almost impotent, as opposed to the sexually voracious Humbert? (Part 2, Chapter 35)

7. Why is Humbert's account of Quilty's murder a mixture of horror and burlesque?

8. Why does Humbert compose a poem that begins "Because you took advantage of a sinner" and make his victim read it aloud? Why does Quilty pause during his reading to give a critique of the poem's merit? (Part 2, Chapter 35)

9. Why do Quilty and Humbert seem to merge ("I rolled over him. We rolled over me. They rolled over him. We rolled over us.") during their fight for the gun? (Part 2, Chapter 35)

10. Why does the author make it necessary for Humbert to shoot and wound Quilty multiple times in order to kill him? Why does Humbert think that his bullets, far from killing Quilty, were injecting "spurts of energy into the poor fellow"? (Part 2, Chapter 35)

11. After assuring himself that Quilty is dead, why does Humbert say that "a burden even weightier than the one I had hoped to get rid of was with me, upon me, over me"? (Part 2, Chapter 35)

12. Why does Humbert think of the murder as "the end of the ingenious play staged for me by Quilty"? (Part 2, Chapter 35)

Does Humbert transcend the destructive nature of his love for Lolita, or does he remain solipsistic to the end?

1. What does Humbert mean when he says that he had "broken" something within Lolita? Why does the author have Humbert undercut this realization by immediately adding that if Lolita had become a "girl champion," he could have been her "gray, humble, hushed husband-coach, old Humbert"? (Part 2, Chapter 20)

2. How are we meant to respond to Humbert's claim that there is "no other bliss on earth comparable to that of fondling a nymphet," that it was "a paradise whose skies were the color of hell-flames—but still a paradise"? (Part 2, Chapter 3)

3. Why is Humbert suddenly struck by the thought that he does not know a thing about Lolita's mind when he overhears her say, "You know, what's so dreadful about dying is that you are completely on your own"? (Part 2, Chapter 32)

4. Is Humbert's moving description of Lolita's despair and helplessness, her efforts to keep some part of herself inviolable, an act of self-mortification or self-pity? (Part 2, Chapter 32)

5. Are we meant to think of Humbert's passionate admission of his immorality in having inflicted his "foul lust" upon Lolita, thus depriving her of her childhood, as entirely authentic? (Part 2, Chapter 32)

6. Why is the story told so that Humbert is captured by the authorities when he is driving on the wrong side of the road? Why does he say that he purposely disregarded the traffic rules "not by way of protest, not as a symbol but merely as a novel experience"? (Part 2, Chapter 36)

7. Does Humbert redeem himself when he declares that he loved "this Lolita, pale and polluted, and big with another's child, but still gray-eyed, still sooty-lashed, still Carmencita, still mine"? (Part 2, Chapter 29)

8. While waiting to surrender himself to the police, why does Humbert recall the time that he listened to the melody of children at play, and knew that "the hopelessly poignant thing was not Lolita's absence from my side, but the absence of her voice from that concord"? (Part 2, Chapter 36)

9. Why are we told that Lolita (Mrs. "Richard E. Schiller") died giving birth to a stillborn girl? Why does the author embed this information in the fictional foreword by John Ray, Jr., Ph.D.?

10. Is the foreword correct in stating that Lolita is a "tragic tale tending unswervingly to . . . a moral apotheosis"?

11. Given the chance, would Humbert take possession of Lolita all over again, or would he leave her free to live out the remainder of her childhood unencumbered by his lust and love? (Part 2, Chapter 36)

12. Why does Humbert end his confession with the recognition that the "refuge of art" is the only immortality he and Lolita may share? (Part 2, Chapter 36)

Evaluative Questions

1. While not pornographic, can *Lolita* justifiably be regarded as an "obscene" book?

2. Is Humbert pitiable or contemptible?

3. Does *Lolita* have a moral purpose in addition to an artistic one?

4. Is Humbert correct in linking evil and passionate love?

5. Does *Lolita* offer insight into the nature of love, or only portray the mind of a sick personality?

Plato, *Apology*

Interpretive Questions

Is Socrates' primary aim in the *Apology* to defend himself or to continue to examine the citizens of Athens?

1. Is the tone of Socrates' defense humble or proud?

2. Why does Socrates say he will make his defense "in the same words I customarily use at the tables in the Agora"?

3. Why doesn't Socrates answer Meletus's charge by stating his religious beliefs directly? Why does Socrates display his method of inquiry to the court by questioning Meletus?

4. Why does Socrates mention as part of his defense his belief that he will be convicted?

5. Why does Socrates tell the judges, even before they have found him guilty, that he is not afraid of the death penalty?

6. Why does Socrates tell the judges that if they try to prohibit him from continuing his inquiry, "I shall obey the God rather than you"?

7. Why does Socrates compare the city to a large, well-bred horse that has grown sluggish and sleepy and needs a gadfly to awaken it?

8. Why does Socrates say that a man who intends to fight for what is just must avoid public life in order to survive?

9. Why does Socrates propose as a penalty "some good thing" after the judges have found him guilty? Why doesn't he worry that this will offend them?

Why does Socrates preach that "the unexamined life is not for man worth living"?

1. Why does Socrates begin to investigate the meaning of the oracle "with great reluctance"? Why does he persevere in this course, despite "perceiving with grief and fear" that he was becoming hated?

2. Why does Socrates believe that in testing the oracle he is helping and obeying the god?

3. Why does Socrates interpret the oracle to mean that the wisest person is one who "realizes that he is truly worth nothing in respect to wisdom"? According to Socrates, does wisdom consist solely in recognizing how little we know?

4. Why does Socrates think that his examination of Athens' citizens is the greatest good the city has ever gained? Why does he think he is "a gift from the God to the City"?

5. Why does the voice that guides Socrates only turn him away from what he is about to do, and never toward it?
6. Why does Socrates think that it is so important to discover who is wise that, if it is possible, he will continue to question people in the afterlife?

Does the condemnation of Socrates stand as proof that he failed in his mission to improve and educate the people of Athens?

1. Why is Socrates found guilty and sentenced to death by the gentlemen of Athens?

2. Why does Socrates find that those men with the greatest reputation for wisdom "fell little short of being most deficient"? Why does Socrates find it difficult to find even one citizen of Athens who is wise—or at least wise to some small extent?

3. Does Socrates believe that no one is qualified to educate young people?

4. Why does Socrates fear "the grudging slander of the multitude" more than the accusations of his public accusers? Does Socrates oppose the principle of majority rule?

5. Why does Socrates tell the judges, "I have never been teacher to anyone"? Why does he say, "I rouse you. I persuade you. I upbraid you," but then deny he is a teacher?

6. Why does Socrates tell the judges that he is making his defense for their sake rather than for his own?

7. Why does Socrates claim that he makes the citizens of Athens "happy in truth"?

Evaluative Questions

1. Do you agree with Socrates that "he who intends to fight for what is just . . . must of necessity live a private rather than a public life"?

2. Does society need gadflies like Socrates to improve it? Do we have someone like him now?

3. How does knowing that you don't know anything promote virtue?

4. Do you agree with Socrates that it is irrational to fear death, and that it is easier to live a life of virtue if one does not fear death? Do you agree with Socrates that "there is no evil for a good man either in living or in dying"?

5. What is wisdom? Is it more or less nonexistent, as Socrates suggests, or much more common?

6. Is Socrates a good role model for young people?

7. Would you have condemned Socrates?

Jane Austen, *Emma*

Interpretive Questions

Why does the intelligent and observant Emma imagine everything wrong when it comes to love?

1. Why is Emma an "imaginist," who will not submit her fancy to her understanding? (Chapters 12 and 39)

2. Why does Emma insist that she has little intention of marrying and say that it is not in her nature to fall in love? Why does Emma—a devoted daughter, sister, and friend—believe that she lacks the "tenderness of heart" possessed by her father, Isabella, and Harriet? (Chapter 31)

3. Why does Emma call matchmaking "the greatest amusement in the world"? Why does she want to be the first to plan the marriage between Harriet and Mr. Elton? (Chapter 4)

4. Why can Emma imagine the kind of man she might marry, but not recognize him in Mr. Knightley until she thinks she has lost him to Harriet? (Chapters 38, 46 and 47)

5. Why does Emma take on Harriet as a friend if she knows that Harriet's nature is not "of that superior sort in which the feelings are most acute and retentive"? (Chapter 16)

6. Why can Emma discern that the flirtations of Mr. Elton and Frank Churchill are not signs of real love, and yet not recognize that Mr. Knightley's steady, heartfelt conduct toward her is love? (Chapters 16, 38 and 43)
7. Why can Emma perceive Mr. Elton's lack of elegance, but not his social ambitions? Why does Emma rationalize away every indication of Mr. Elton's pursuit of he—even the fact that he pushes the "courtship" charade toward her instead of toward Harriet? (Chapters 8, 9, 13 and 16)

8. Why does Emma leap to the unseemly conclusion that Jane Fairfax is involved in a "reprehensible" attachment with Mr. Dixon, the husband of Jane's intimate friend? (Chapters 19 and 28)

9. Why does Emma "entertain no doubt" that she has fallen in love with Frank Churchill after his first two-week stay in the neighborhood? (Chapter 30)

10. Is it Emma's vanity that leads her to believe that Frank Churchill is in love with her, or does Frank's delight in deceiving everyone make him overplay his attentions to Emma? (Chapters 31 and 37)

11. Why can't Emma, who loves romantic intrigues, perceive the secret attachment between Frank Churchill and Jane Fairfax? Why does Emma laugh at Mr. Knightley's hint at such an attachment and protest his observations so vehemently, even though she knows that he possesses "penetration" in such matters? (Chapters 16 and 41)

12. Why does Emma become fully convinced that Harriet is beloved by Mr. Knightley? Why is Emma more threatened by Harriet's avowal of love for Mr. Knightley, despite the improbability of its being requited, than she is by Mrs. Weston's reasonable suggestion that Mr. Knightley might love and marry Jane Fairfax? (Chapters 26 and 47)

Why does Emma come to recognize her faulty conduct only when Harriet confesses her attachment to Mr. Knightley?

1. Why does everyone in Emma's circle, with the exception of Mr. Knightley, think that Emma is "perfect"? (Chapter 1)

2. Why is Emma "blind" to the abilities and social status of Harriet Smith? Why is Emma so dismissive of the relative discrepancy between their positions in society when she is so particular in other instances? (Chapter 8)

3. Why is Emma so fixedly against Harriet's association with the Martins even though the family enjoys the good opinion of everyone—including Mr. Knightley—and Emma herself is impressed with their delicacy and warmth?

4. Why doesn't Emma learn from her error in promoting a match between Harriet and Mr. Elton? While understanding that her conduct was wrong, why is she unable to keep herself from "adventuring too far" with Harriet's future when Frank Churchill arrives on the scene? (Chapter 16)

5. Why does Emma persist in her plan to make Harriet's visit to the Martins a short, formal one, even though her own heart doesn't approve and she is pained by her role in the "bad business"? (Chapter 23)

6. Why can't Emma, despite all her good intentions, bring herself to befriend Jane Fairfax? Why doesn't Jane's interesting past and melancholy future ignite Emma's imagination and compassion? (Chapters 10, 21 and 24)

7. Why is Emma so quick to give Frank Churchill her honest opinion of Jane Fairfax— that Jane's reserve makes friendship with her impossible and suggests that Jane has

something to conceal? Why does Emma, who values elegance and propriety, confide in Frank her idea that Mr. Dixon is in love with Jane? (Chapters 24 and 26)

8. When agonizing over how she had unknowingly encouraged Harriet to attach herself to Mr. Knightley, why does Emma conclude that "she had been imposing on herself"? (Chapter 47)

9. Why does Emma mistake Mr. Knightley's remonstrance of her behavior toward Miss Bates as a sign of his indifference toward her? (Chapter 48)

Why does Emma violate her own principles of good behavior during the excursion to Box Hill?

1. Why is Emma's vanity flattered by Frank Churchill's false gallantry? Why does Emma find Frank Churchill "insufferable" when he is silent and unamusing? (Chapter 43)

2. Why can Emma "not resist" telling Miss Bates that she will be limited to saying only three dull things? Why does Emma ignore the fact that she has caused pain to her grateful old friend? (Chapter 43)

3. Why does Emma take pleasure in the idea of being coupled with Frank Churchill in her friends' imaginations? Why doesn't Emma allow herself to imagine marriage to Frank, thinking only "of finding him pleasant, of being liked by him to a certain degree"? (Chapter 14)

4. Why does Emma participate in empty exchanges with Frank Churchill at Box Hill, even though she realizes that to others it appears that they are flirting excessively? Why does Emma's disappointment in the excursion make her act gay and thoughtless? (Chapter 43)

5. Why does Frank Churchill make Emma appear to act without propriety, saying that she presides over the party and desires to know what everyone is thinking? Why does he make Emma the tool for affronting almost everyone in the party? (Chapter 43)

6. Why does Emma find much to laugh at and enjoy in Mr. Weston's silly, flattering conundrum? (Chapter 43)

7. Why doesn't Emma see anything odd in the exchange between Frank Churchill and Jane Fairfax about attachments formed in public places? (Chapter 43)

8. Why does Emma need Mr. Knightley's reprimand to make her realize how cruelly she has treated Miss Bates? Why does Emma at first try to laugh off her insensitive conduct? (Chapter 43)

9. Why does Mr. Knightley's remonstrance make Emma more upset and unhappy than at any other time in her life, even though she is used to his telling her "truths" about her obligations and judgment? Why does Emma see her conduct at Box Hill as being more faulty than her other misdeeds? (Chapter 43)

10. Why does Emma conclude, after everything is resolved, that there is "a little likeness" between her and Frank Churchill? (Chapter 54)

Evaluative Questions

1. Is self-knowledge a requisite of healthy romantic love? Can one be in love without knowing oneself?

2. Do you find Emma "faultless in spite of all of her faults"? Why do some readers despise Emma, while others love and forgive her?

3. When do confidence and self-respect turn into vanity?

4. Are there elements of building a self-identity in a small village like Highbury that are missing in modern American urban life?

5. Is the reluctance to find fault in those dependent on us a serious flaw, undermining their ability to achieve self-knowledge?

Ralph Ellison, *Invisible Man*

Interpretive Questions

Why does his grandfather's disturbing advice to overcome the white man with "yeses" and "undermine 'em with grins" become a "constant puzzle" and "curse" to the narrator?

1. Why do the dehumanizing rites of the battle royal fail to shake the narrator's commitment to his formula for personal success—humility and hard work? (Chapter 1)

2. Why does the narrator dream that his grandfather tells him to open the briefcase and read the engraved document with the message, "To Whom It May Concern . . . Keep This Nigger-Boy Running"? (Chapter 1)

3. Imagining himself back at school, why does the narrator wonder if the statue of the college Founder is lifting a veil from the face of a kneeling slave or lowering it more firmly in place? (Chapter 2)

4. Why does Mr. Norton insist that the narrator, and the other students at the college, are his "fate"? (Chapter 2)

5. Why do we learn that the source of Mr. Norton's fascination with Jim Trueblood's story is his own unacknowledged incestuous desires? (Chapter 2)

6. After leaving the Golden Day, why is the narrator so shaken by Mr. Norton's anger that he feels he is losing the only identity he had ever known? (Chapter 3)

7. Why does the narrator feel a numb, violent outrage when Dr. Bledsoe tells him, "This is a power set-up, son, and I'm at the controls"? (Chapter 6)

8. Why does the revelation of Dr. Bledsoe's and the trustees' treachery cause the narrator, for the first time, to ask himself who he is? (Chapter 9)

9. Why is Lucius Brockway the black father figure at whom the narrator finally strikes back? Why does "a wild flash of laughter" struggle to rise from beneath the narrator's anger at the old man? (Chapter 10)

10. Are we meant to admire Lucius Brockway, the secret machine "inside the machine" of Liberty Paints, who enthusiastically allows himself to be exploited by the white industrial system? (Chapter 10)

11. Why does the author have the factory hospital doctors cure the narrator by means of an electric lobotomy machine? Why are we told that inside the hospital machine the narrator feels utterly alone, and lost in a "vast whiteness"? (Chapter 11)

12. Why is the narrator's release from the confinement of the machine described in terms that suggest a surreal birth? Upon leaving the hospital, why does the narrator feel as if he is in the "grip of some alien personality lodged deep within" him? (Chapter 11)

Why does the narrator feel that working for the Brotherhood will save him from "disintegration"?

1. Why is the narrator's first real act of positive self-assertion to eat a yam while walking along the street? Why does the narrator—declaring "I yam what I am"—resolve never to be ashamed again of the things he likes? (Chapter 13)

2. Why does the narrator fear the rush of empathic feeling that draws him to the old couple evicted onto the street? Why is the narrator especially disturbed by the sight of the old man's free papers? (Chapter 13)

3. Staring at the old couple's belongings on the street, why does the narrator feel as if he himself "was being dispossessed of some painful yet precious thing" that he "could not bear to lose"? (Chapter 13)

4. When recruiting the narrator for the Brotherhood movement, why does Brother Jack emphasize that the narrator is not like the old people, that he is emerging as "something new"? Why does he tell the narrator that he mustn't waste his emotions on individuals—"they don't count"? (Chapter 13)

5. Why does the narrator decide to rely on the judgment of the Brotherhood when they demand that he leave Mary and live elsewhere in order to be a Harlem leader? Why does he accept without questioning their providing him with a new name? (Chapter 14)

6. Why does the narrator feel compelled to hide from Mary the shattered bank with its grotesque caricature of a grinning Negro? Why are we told about the narrator's unsuccessful attempts to get rid of the cast-iron bank and the coins that filled it? (Chapter 15)

7. Why does the narrator tell the audience in the arena that "Something strange and miraculous and transforming" was taking place in him—that he feels suddenly more human? Why does he tell the audience that he has found his "true family! . . . true people! . . . true country!"? (Chapter 16)

8. Why does the narrator say that he felt as if he had awakened from a dream when Jack tells him he wasn't hired to think and he realizes that Jack doesn't "see" him? (Chapter 22)

9. Why does the "scientific objectivity" of the Brotherhood—its practice of sacrificing the weak—remind the narrator of being locked inside the hospital machine? (Chapter 23)

10. Why is Hambro unable to convince the narrator of the correctness of the Brotherhood's methods? Why does the narrator insist that Hambro see him as an individual? (Chapter 23)

11. Why must the narrator be disillusioned with the Brotherhood and articulate his invisibility—before he is finally able to accept his past with all its humiliations? (Chapter 23)

12. Why does the narrator determine to use his invisibility to destroy the Brotherhood by overcoming them with yeses? (Chapter 23)

Why does Tod Clifton, a political activist, decide to fall out of history and sell Sambo dolls?

1. Why does Clifton knock Ras down when the black nationalist accuses him of being a "black traitor to the black people for the white people"? What is the silent question that Clifton seems to ask Ras as he looks gravely down at the black militant? (Chapter 17)

2. Why does Clifton tell the narrator that "sometimes a man has to plunge outside history . . . Otherwise he might kill somebody, go nuts"? (Chapter 17)

3. Why is the Sambo doll described as having two faces, one that grinned back at Clifton while the other grinned forward at the crowd? Why are we told that Clifton "had been making it dance all the time and the black thread had been invisible"? (Chapter 21)

4. After the narrator spits on the Sambo doll, why does the potbellied man point at the doll, then at him, and explode with laughter? (Chapter 20)

5. Are we meant to view Clifton's final, violent act of self-assertion as deliberately suicidal? (Chapters 20 and 21)

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6. Why does it suddenly occur to the narrator that it might be transitory ones like the zoot suiters—"men out of time" whose lives are too obscure to be recorded in history—who are the "true leaders, the bearers of something precious"? What does the narrator mean when he says, "What if history was a gambler, instead of a force in a laboratory experiment, and the boys his ace in the hole"? (Chapter 20)

7. Why does the narrator conclude that it was his job to get inside the "groove of history" all of the black men and women who had previously been invisible to him? (Chapter 20)

8. Why does the narrator's discovery that Rinehart inhabits a world of possibility—a "vast seething, hot world of fluidity"—profoundly shake his view of reality? (Chapter 23)

9. Why does the narrator say that perhaps "only Rine the rascal" was at home in a world without boundaries? Why are we told that Rinehart, the man of multiple identities, has a smooth tongue, a heartless heart, and is ready to do anything? (Chapter 23)

10. What does the narrator mean when he says that "somewhere between Rinehart and invisibility there were great potentialities"? Does Rinehart suggest a way out of the narrator's double bind—"Outside the Brotherhood we were outside history; but inside of it they didn't see us"? (Chapter 23)

11. Why are we told that the narrator moves as one with the "black river" of rioters, his "personality blasted"? Why does the author describe the rioters in language that recalls the fluid world of Rinehart? (Chapter 25)

12. Why does it turn out that by pretending to agree with the committee, the narrator made himself its tool just when he had thought himself most free? Why does the reality of the riot—a mutual destruction of blacks engineered by and for the purposes of whites—recall the battle royal? (Chapter 25)

Why is the narrator compelled to put his "invisibility down in black and white"—to exchange the role of orator and rabble-rouser for that of hibernating writer—in order to discover who he is?

1. Why does the narrator say that being imprisoned and invisible in the coal hole is a kind of living death? Why does the narrator compare himself to Jim Trueblood's jaybird that "yellow jackets had paralyzed in every part but his eyes"? (Chapter 25)

2. Why does the narrator dream, in a state between sleeping and waking, that he is castrated by Jack, Bledsoe, Norton, Ras, and others from his past? Why does he tell them that his testicles hanging from the bridge are their sun and moon, and that his seed wasting upon the water is all the history that they will make? (Chapter 25)

3. Why does the narrator's dream end with the bridge striding off like "an iron man, whose iron legs clanged doomfully," and the narrator screaming, "No, no, we must stop him"? (Chapter 25)

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4. While listening to the music of Louis Armstrong in his warm, bright basement hole, why does the narrator have a vision of an old woman who tells him that freedom "ain't nothing but knowing how to say what I got up in my head"? (Prologue)

5. Why does the narrator have another storyteller, Jim Trueblood, resolve his feelings about how he's both guilty and not guilty by singing the blues? Why does Trueblood's resolution take the form of deciding "I ain't nobody but myself and ain't nothin' I can do but let whatever is gonna happen, happen"? (Chapter 2)

6. Why does the narrator end his prologue with the threat of violence, asserting that all "dreamers and sleepwalkers must pay the price, and even the invisible victim is responsible for the fate of all"? (Prologue)

7. Why does writing down his story show the narrator that at least half the blame for his invisibility, what he calls his "sickness," lay within himself? (Epilogue)

8. Having learned to view the world as possibility, why does the narrator see "imagination" as the alternative to "chaos" when a person opts to step outside the borders of reality? (Epilogue)

9. What does the narrator mean when he suggests that black people must "affirm the principle on which the country was built" because, given the circumstance of their origin, they "could only thus find transcendence"? (Epilogue)

10. Why does the narrator conclude that he has overstayed his hibernation—that "even an invisible man has a socially responsible role to play"? (Epilogue)

11. What does the narrator mean when he says that he wants more than simply "the freedom not to run"? Are we meant to think that by the end of the novel he has found a way to rejoin society without being made to run? (Epilogue)

12. Why does the narrator end his epilogue with the suggestion that his listeners may also be invisible? Why does he say this idea frightens him? (Epilogue)

Evaluative Questions

1. Does the narrator in Ellison's novel speak for young black people today? Are blacks in the United States still required to conform to roles defined for them by whites?

2. Do you agree with Ellison's suggestion in *Invisible Man* that the strength of America as a democracy lies in its cultural diversity?

3. How can we best realize Ellison's vision of returning all Americans to a sense of personal moral responsibility for democracy?

4. Taking into account all of the images of failed leadership in *Invisible Man* (Bledsoe, Norton, Jack, Ras, Clifton, and the narrator), what might Ellison's definition be of a great American leader for the black community?

Joseph Conrad, *Heart of Darkness*

Interpretive Questions

Why does Marlow remain loyal to Kurtz?

1. Why is Marlow both attracted to and revolted by Kurtz?

2. When he discovers that Kurtz is gone, why is Marlow seized with "pure abstract terror" as if something ". . . monstrous . . . and odious to the soul" had been thrust upon him?

3. Why is Marlow so anxious to keep to himself the confrontation with Kurtz in the jungle?

4. Why are the foundations of the intimacy between Kurtz and Marlow laid when Kurtz is "irretrievably lost"?

5. Does Conrad want us to think that Marlow saves Kurtz's soul?

6. Why does Marlow lie to Kurtz's Intended?

7. Why does Marlow claim that he is not trying to excuse or explain, only trying to account to himself for Kurtz?

What power does Marlow think the wilderness holds?

1. Why does Marlow describe the stillness of the jungle as "an implacable force brooding over an inscrutable intention"?

2. Why does Marlow equate the wilderness with "evil or truth"?

3. Why does the earth seem "unearthly" as Marlow penetrates deeper into the "heart of darkness"?

4. Why does Marlow say that if one were "man enough," one could admit to a kinship with the primitive Africans?

5. Why does Marlow speak of travel up the river as travel "towards Kurtz"?

6. Why does Marlow say of Kurtz that "the wilderness had taken him, loved him, embraced him, got into his veins, consumed his flesh, and sealed his soul to its own"?

7. Why does Marlow say of England that "this also . . . has been one of the dark places of the earth"?

8. Why does Marlow feel that solitude and silence made "all the difference" in leading Kurtz to his fate?

Why, in telling his story, does Marlow say it is like relating a dream?

1. Why does Marlow conclude that "we live, as we dream—alone"?

2. What does Marlow mean by saying that when he is concentrating on "mere incidents of the surface . . . the reality . . . fades. The inner truth is hidden—luckily . . ."?

3. What does Marlow mean by saying, "I like what is in work—the chance to find yourself—your own reality"?

4. Why does Marlow claim that only his boat kept him from going ashore for a "howl and a dance"?

5. Why does Marlow reflect that the journey toward Kurtz was like a fairy tale?

6. What does Marlow mean by observing that the wilderness drew Kurtz to it "by memory of gratified and monstrous passions"?

7. In what sense is the "meaning" of Marlow's tale "not inside like a kernel, but outside"?

8. Why does the narrator call Marlow's experiences "inconclusive"?

Why does Kurtz's soul go mad in the "heart of darkness"?

1. Why are Kurtz's dying words "The horror! The horror!"?

2. Why does Marlow think Kurtz's last words are "an affirmation, a moral victory"?

3. Why does Marlow conclude that Kurtz was "hollow at the core"?

4. What does Marlow mean when he says that Kurtz was a remarkable man because he "had something to say"?

5. Why does Kurtz become a god to the savages?   .

6. Why does Kurtz change from one who believed that white men could "exert a power for good" to one who wrote of the natives: "Exterminate all the brutes!"?

Evaluative Questions

1. What is the "justice" due to Kurtz?

2. Is it justified for one people to civilize another through conquest?

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3. Why does excessive idealism sometimes lead to corruption?

4. Is Marlow a moral or an amoral man?

Alexander Hamilton, John Jay, and James Madison, *The Federalist*

Interpretive Questions

1. Why do the authors appeal to reason for the establishment of the Constitution if they think that people usually act from interest and prejudice?

2. Do the authors consider the purpose of government to be only the protection of the rights of the people?

3. Why do the authors believe that government must guard against the perversion of laws more than against their violation?

4. Is every political group or party a faction?

5. Would the authors prefer that few factions exist or that there be as many as possible to cancel each other out?

6. Does the rise of modern mass communications invalidate the authors' plan to control factions?

7. What constitutes the public good if it can be different from the ruling passions or interest of a majority faction?

8. Would the authors consider modern political parties as means of strengthening or of controlling faction?

9. Why are the people more capable of choosing representatives than of deciding policies firsthand?

10. Can objective and disinterested judgments be made in political matters, according to the authors?

11. How does the delegation of the government in a large republic work to "refine and enlarge public views"?

12. Why would it be worse for differences among executives to "split the community" than to "frustrate the most important measures of the government"?

13. Why isn't a government's dependence on the people sufficient to control it?

14. Do the authors believe that government helps improve people morally?

15. Do the authors intend for their principles of government to be used by America alone, or by other nations as well?

Evaluative Questions

1. Are all our political decisions based on self-interest?

2. Is the United States suffering from the oppression of factions now?

3. Do you believe that, as a citizen, you have a strong enough voice in government?

4. Is the system of checks and balances outlined in *The Federalist* still working efficiently today?

5. Do you believe that any other nation could successfully adopt the United States Constitution?

Herman Melville, *Billy Budd, Sailor*

Interpretive Questions

Is Billy portrayed as a flawed Christ figure or as greater than Christ in his perfect innocence of evil?

1. What is the nature of the "spontaneous homage" which Handsome Sailors like Billy receive? (Chapter 1)

2. Why does Melville imply that Billy's stutter is the work of the devil? (Chapter 2)

3. Does Billy fall from grace when he strikes Claggart dead?

4. Does Billy's cheerfulness in leaving his companions on the *Rights of Man* indicate a lack of human feeling? (Chapter 1)

5. Why can't Billy understand the concepts of salvation and savior? (Chapter 24)
6. Why are Billy's last words "God bless Captain Vere"? Why does the crew echo them? (Chapter 25)

7. Is it goodness that prevents Billy from looking beyond appearances?

8. Why does Melville compare the final meeting between Captain Vere and Billy to a "sacrament"? (Chapter 22)

9. Is it a miracle that no "muscular spasm" occurs when Billy is hanged? (Chapter 26)

Is the execution of Billy Budd a crime in Melville's eyes?

1. Why does Melville have Vere, a man of cultivated intellect, judge between Billy, a man of natural goodness, and Claggart, a man of natural depravity?

2. Why does Captain Vere immediately know that Billy must die? (Chapter 19)

3. Why does Melville suggest that both Claggart and Vere may be insane in their efforts to destroy Billy? (Chapters 11 and 20)

4. Is Vere's secrecy in conducting Billy's trial compatible with justice? (Chapter 21)

5. Are we meant to compare Claggart's minions—his "compliant ones"—with the judges Vere chooses for his drumhead court? (Chapters 8 and 21)

6. Why does Vere suggest to his fellow judges that it is not they who would condemn Billy but "the martial law operating through [them]'? (Chapter 21)

7. Is Melville suggesting that Vere's sacrifice of Billy was warranted by the "mysterious and prodigious" menace posed by the French Revolution? (Chapters 1, 2, 8, 21 and 27)

Why is Captain Vere an "exceptional" character to Melville?

1. Does Vere fail to attain Nelson's "fullness of fame" because his sense of duty outweighs his love of glory? (Chapters 4 and 28)

2. Had he risked mutiny and allowed Billy to live, would Vere then have been as exceptional a commander as Nelson?

3. By emphasizing Vere's pedantry and impatience with "talking," is Melville implying that Vere's knowledge of great books leads him into injustice?

4. Is the "intellectuality" that dominates Claggart the same faculty that rules Vere?

5. Is Vere's cultivated morality as reliable as the spontaneous moral intuition of the "natural man," such as Billy, or the other "mere sailors"?

Does good triumph over evil when Billy kills Claggart?

1. Why does Billy's reflex to strike out at envious enemies work to his advantage on the *Rights of Man*, yet cause his downfall on the *Bellipotent*? (Chapters 1, 12 and 19)

2. Why is there a touch of soft yearning in Claggart's hatred of Billy? (Chapter 17)

3. Why is the evil in Claggart portrayed as intellectually superior to the good in Billy? (Chapters 11, 12 and 16)

4. Why isn't the Dansker able to help Billy—if he has both knowledge of the world and knowledge of human nature? (Chapters 9 and 15)

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5. Why does knowledge of the world blunt the finer spiritual insight that's needed to understand exceptional good or evil? (Chapter 11)

6. Why does Melville excuse the vices of sailors as "frank manifestations in accordance with natural law"? (Chapters 2 and 16)

7. Why does Melville conclude his "inside narrative" with a false official account of Billy's story and a simple sailor's ballad memorializing him? (Chapters 29 and 30)

Evaluative Questions

1. Is the average person incapable of recognizing evil when it hides behind rational methods? (Chapter 11)

2. Should we trust our instinctive moral responses or does morality depend on use of reason?

3. Can normal people fathom "the mystery of iniquity" by looking within themselves? (Chapters 11 and 21)

4. If heroism is but "vainglory" and needless expenditure of life, why do we spontaneously acclaim it in great epics and drama? (Chapter 4)

5. In entering the military, do we cease to be free moral agents, as Vere asserts? (Chapter 21)

Henry David Thoreau, "Civil Disobedience"

Interpretive Questions

1. What has caused the moral failure of American democracy, according to Thoreau?

2. According to Thoreau, how can government work if the individual has priority over the state?

3. Why doesn't the state ever have priority over the individual, according to Thoreau?

4. Why does Thoreau think that voting is ineffective?

5. Why does Thoreau refer to government as a machine?

6. Does Thoreau believe that the majority is always in the wrong?

7. Does Thoreau advise tax revolt?

8. Why should Americans respect "the right" but not "the law"?

9. Does Thoreau believe that all men, like himself, came into the world "not chiefly to make this a good place to live in, but to live in it, be it good or bad"?

10. Does Thoreau consider himself a friend of the state?

11. How can Thoreau consider himself a "good neighbor" if he seeks to "live within [himself], and depend upon [himself] always"?

12. Why does Thoreau feel no obligation to right the wrongs he writes about?

Evaluative Questions

1. Should a citizen be able to "bend [government] to his will"?

2. What rights does a state owe citizens?

3. Does life in a civil society change people?

4. Is Thoreau typical of American character, or does he reject it?

William Shakespeare, *Hamlet*

Interpretive Questions

Why doesn't Hamlet "sweep to his revenge" immediately as he promises the ghost?

1. Does Hamlet want to avenge his father's death? (Act III, Scene One; Act I, Scene Five; Act II, Scene Two)

2. Why does Hamlet "put an antic disposition on"? (Act I, Scene Five)

3. Is Hamlet mad?

4. Why does Hamlet sum up his problem as "To be or not to be . . ."? (Act III, Scene One)

5. Does Hamlet arrange for the play because he doubts the ghost, or for some other reason? (Act II, Scene Two)

6. Why is Hamlet oppressed by a consciousness of his own sinful nature? (Act III, Scene One)

7. Is Hamlet's decision not to kill Claudius at prayer an example of "thinking too precisely on the event"? (Act III, Scene Three; Act IV, Scene Four)

8. Is Hamlet a coward? (Act III, Scene One; Act IV, Scene Four)

9. Why is Hamlet spurred to revenge by the sight of Fortinbras' army if he believes their goal is merely a "straw"? (Act IV, Scene Four).

10. Why, despite his forebodings, does Hamlet agree to fence with Laertes? (Act V, Scene Two)

11. Why is it only when he himself is dying that Hamlet can kill Claudius?

Is Hamlet more troubled by his mother's marriage to Claudius than by his father's death?

1. Why is Gertrude so quick to marry Claudius?

2. Why does the ghost warn Hamlet not to punish Gertrude but to leave her to heaven and her conscience? (Act I, Scene Five; Act III, Scene Four)

3. Why does Hamlet reprove Gertrude? (Act III, Scene Four)

4. Why doesn't Hamlet tell Gertrude plainly that Claudius murdered her husband? (Act III, Scene Four)

5. After Hamlet has killed Polonius, does Gertrude believe he is mad or only say so to keep their conversation a secret? (Act IV, Scene One)

6. Why does Gertrude not want to see Ophelia? (Act IV, Scene Five)

7. Does Claudius love Gertrude or does he marry her only to strengthen his position as king?

8. Does Claudius want to be a father to Hamlet? (Act I, Scene Two)

9. Does Hamlet envy Claudius?

Does Hamlet love Ophelia? (Act III, Scene One)

1. Does Shakespeare believe that Ophelia is right to obey her father and brother and break off her ties with Hamlet? (Act I, Scene Three)

2. Why does Hamlet go to Ophelia's room appearing mad and terrifying? (Act II, Scene One)

3. Why does Hamlet tell Ophelia that he loved her not? (Act III, Scene One)

4. Does Hamlet notice that Polonius and Claudius are overhearing his conversation with Ophelia? (Act III, Scene One)

5. After spurning Ophelia, why does Hamlet jest with her while they watch the play? (Act III, Scene Two)

6. Why in her madness does Ophelia sing a bawdy song? (Act IV, Scene Five)

7. Why does Hamlet show little concern about his part in causing Ophelia's madness and death?

8. Why is Hamlet angry at Laertes' grief for Ophelia? (Act V, Scenes One and Two)

9. Does Shakespeare portray Ophelia as truly virtuous or merely untested?

Why does Shakespeare have so many innocent people destroyed in the course of Hamlet's revenge?

1. Why does Shakespeare have Hamlet kill Polonius?

2. Why does Hamlet feel no regret at the deaths of Rosencrantz and Guildenstern? (Act V, Scene Two)

3. Does Shakespeare believe that justice is satisfied when Laertes kills Hamlet?

4. Why does Shakespeare have Hamlet killed by the poison on Laertes' sword? (Act V, Scene Two)

.5. Does Shakespeare consider Fortinbras a model for Hamlet to follow?

6. Is Hamlet corrupted in the course of his revenge?

Evalutive Questions

1. Does too careful thought inhibit action?

2. If someone wronged you in a way that couldn't be punished legally, would you consider it right to take revenge?

3. Is there a difference between seeking justice and pursuing revenge?

Thomas Jefferson, Declaration of Independence

Interpretive Questions

1. Why do Jefferson and his fellow authors of the Declaration of Independence think they have to explain their actions to the world?

2. Why do the authors declare that it is "self-evident" that "all men are created equal"?

3. Why do the authors think that it is their duty, as well as their right, to change the government?

4. Why do the authors appeal to the Laws of Nature in justifying their break with Great Britain?

5. Why, according to the authors, are people slow—while "evils are sufferable"—to take action against a government that mistreats them?

6. Are the authors worried that their revolt will set a bad example for the world?

7. Why does the Declaration of Independence list the "history of repeated injuries and usurpations" committed by the King of Great Britain?

8. Are the authors of the Declaration of Independence opposed to monarchy or only to the "present King of Great Britain"? Did the colonists object to King George's policies, or to being ruled by a king at all?

9. Why was it important to the colonists to have a greater voice in their government?

10. Did the colonists rebel from moral outrage, or because they thought they could profit from it?

11. If the colonists' rights are self-evident, why haven't these rights been appreciated and respected?

12. Why do the colonies have the "right" to be "Free and Independent States"?

Alexis de Tocqueville. "Why Americans Are Often So Restless" (Volume II, Chapter 13, Section 2 of *Democracy in America*)

Interpretive Questions

1. Does Tocqueville think Americans are unhappy because they have a mistaken view of happiness?

2. Why does a society devoted to equal opportunity weaken each individual?

3. Why does Tocqueville think absolutely equal conditions of life would be a misfortune?

4. According to Tocqueville, how should people live to be happy?

5. Does Tocqueville think Americans are restless because they don't know what they want or because what they want is not attainable?

6. What kind of equality does everyone in a democracy long for? Why does Tocqueville think that "men will never establish an equality which will content them"?

7. Does Tocqueville think a "taste for prosperity" is incompatible with happiness?

8. Why does Tocqueville suggest that political activity is a symptom of restlessness in a democracy?

9. Why, according to Tocqueville, do Americans seek activity as a "distraction" from their happiness?

10. Why does Tocqueville describe the restlessness of the Americans as "a spectacle as old as the world"?

11. Why does Tocqueville feel that "the more equal men are, the more insatiable will be their longing for equality"?

12. Why does Tocqueville equate restlessness with unhappiness?

13. Why does Tocqueville think that men can find a level of liberty that is satisfactory to them, but not a level of equality?

14. Does Tocqueville think that hope and ambition weaken people?

15. Does Tocqueville think that happiness is more easily reached in countries where life is not as good as it is in America?

16. Why is Tocqueville disturbed by the restlessness of Americans?

Sophocles, *Antigone*

Interpretive Questions

1. According to Sophocles, do Creon and Antigone represent equal dangers to the state?

2. Why does the Chorus think Antigone is wrong throughout most of the play?

3. Why is Creon sure that if he does not punish Antigone he will show himself "weak before the people"?

4. Is Antigone doomed because she is the daughter of Oedipus, or does she make her own fate?

5. Why is Creon absolutely insistent that his edict prohibiting the proper burial of Polyneices be observed? Why does he want to punish Polyneices even beyond death?

6. Why does Antigone confess so readily to having buried Polyneices? Are we meant to think that Antigone is "in love with death"?

7. Why does the Choragus find merit in what both Haimon and Creon say to each other in their argument?

8. Is Haimon sincere when he says to his father, "No marriage means more to me than your continuing wisdom"?

9. Why does Creon refuse to listen to Haimon's advice regarding Antigone? Why does he declare that his son is an "adolescent fool"?

10. Why does Creon continually make wild accusations about bribery and anarchy? Why does Creon believe that those who defy him are bribed?

11. Is Antigone, like Creon, guilty of "stubborn pride"?

12. Why does Antigone refuse to judge Polyneices even though he attacked Thebes and killed his own brother?

13. Why does Creon change Antigone's punishment from stoning to having her locked in a cave with food, which would "absolve the State of her death"?

14. Why does Creon reverse the order of actions the Choragus recommends, and bury Polyneices before he frees Antigone?

15. Why does Ismene want to die with Antigone for a crime she did not commit? Why does she claim that she and Antigone are "equally guilty"?

16. Why does Creon condemn Ismene but then later spare her life?

17. Why does Antigone have so little sympathy with Ismene's decision to obey the law? Why does Antigone later reject Ismene, saying she has no "right" to share in her guilt?

18. Why does Creon finally change his will in response to the words of Teiresias? Why is Creon punished, even though he relents and agrees to release Antigone and bury Polyneices?

Shared Inquiry Expectations

Discussion Guidelines

1. Read the selection carefully before participating in the discussion.
2. Discuss only the selection everyone has read.
3. Support Your ideas with evidence from the text
4. Listen to other participants, respond to them directly, and ask them questions.
5. Expect the leader to only ask questions rather than offer opinions or answers
6. Project your voice
7. Track all speakers

Role of the Facilitator

1. Ask follow up questions often.

2. Never state your own opinion. Only ask questions, do not give answers.

3. Return the students to the text.
   a) What sentence or paragraph helped you form that opinion?
   b) Give us support for your statement.
   c) What do you mean by that, please explain your thinking.
   d) Tell the group a bit more and share the text that supports your thoughts.

4. Strive for answers to the original (basic) question.

Questions to Others

- Why did you say that?
- Could you give an example?
- What would happen if ___?
- I don't understand, could you say that in a different way?
- I wonder why ___?
- Could you please elaborate?
- Interesting, can you find evidence to support your opinion?
- Was there anything that surprised you?
- Was there anything you didn't understand?
- ____ does it sound logical to you? Why/Why not?
- Can you show me how you got that idea?

Adding to Others

- I agree with the part about ___
- So you're saying ___?
- I'd like to add on to what you said ___
- I have an example of what you just said ___
- Another thing that goes with that is ___
- I see a connection between what you said and what we were saying earlier ___
- If what you said is true, isn't it also true that ___?
- I agree/disagree with what you're saying because ___
- I understand what you're saying, but I see it differently because ___
- Thanks for the comment, but I actually thought of it differently.

Shared Inquiry Response Sheet

Question:

Student Response:

_____

_____

_____

_____

_____

_____

_____

Shared Inquiry

Name	Agree/Disagree	Argument made

Revisit the question. Look at your original response. How has your opinion changed after the discussion? Make sure to include at least two responses, from your classmates, that made you think differently or made your opinion even stronger.

_____

_____

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Response to Text

Purpose:

Responding to text is an important activity 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. 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.

Process:

* Recommended Length = Varied depending on the purpose and activity chosen. The activities listed below are tools to develop such skills.

- **Talking to the Text / Annotation** is the practice of recording one's thinking while reading. The reader should record thoughts, questions, confusions, connections, reactions, predictions, ah-hahs, etc. as one reads. The annotation serves as a visual representation 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.

- **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, etc.). 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.

- **Thinking Maps** 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. Each Thinking Map is linked to a particular type of thinking and aligned outcome.

- **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.

- **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.

- **Storyboards or Comic Strips** are used to graphically represent plot or timelines. Learners map out the significant events of a particular text or historical moment, and then draw images representing the events in order.

Assessment Method:
- Student Work Samples
- Informal Observation of Student Group Work
- Notes from Class or Small Group Discussions
- In-Class Text-Based Quiz or Text

Assessment Tool:
- Analysis of Student Work / COI
- Long Composition Rubric
- Reading Benchmark/Interim Assessment
- DRA or SRI Assessments

Resources:

- Long Composition Rubric
- Annotation Guides
- *2-Column Chart*: Quotes and Reactions, Thinking with Evidence, Predictions based on Textual Evidence
- *Thinking Map Resources:* Bubble Map, Circle Map, Flow Map, Multi-Flow Map, Tree Map
- Film Strip
- Comic Strip

Annotation Guide – Monitor Comprehension

R   =   it reminds me of
T-S   =   text to self connection
T-T   =   text to text connection
T-W =   text to world connection
L   = new learning
BK   =   background knowledge
!   = a new idea
E   = evidence
?   = question

Annotation Guide
Advanced Comprehension

✔		**Knew this already** 　From when or where
M I		**Main Idea**
++		**Supporting Detail**
?		**Don't understand this** 　Write your question in the margin or on the left-side of your 　notebook
A		**Agree** 　What part do you agree with? How come?
D		**Disagree** 　What do you disagree with?
I		**Interesting Statement** 　Explain what you find interesting about this idea
★		**Connection** 　I connect this to . . .
L		**Important Lesson** 　Explain why
P		**Point of View** 　Perspective or bias

Making Predictions Based on Textual Evidence

Name: _____   Book Title: _____

Due Date: _____   Book Author: _____

Great readers make predictions about what will happen next in the story. This strategy keeps them interested in the story AND helps them keep track of key events. The best predictions are ones that are supported by evidence from the story!!

PREDICTIONS	EVIDENCE FROM TEXT
I predict that _____ _____ because _____ _____	Pg ____ _____ _____ _____ _____ _____
I predict that _____ _____ because _____ _____	Pg ____ _____ _____ _____ _____ _____
I predict that _____ _____ because _____ _____	Pg ____ _____ _____ _____ _____
I predict that _____ _____ because _____ _____	Pg ____ _____ _____ _____ _____ _____

The Bubble Map is designed for....

- Describing using adjectives
- Identifying the sensory, logical, and emotional qualities of any topic or concept.

Name: _____

Bubble Map
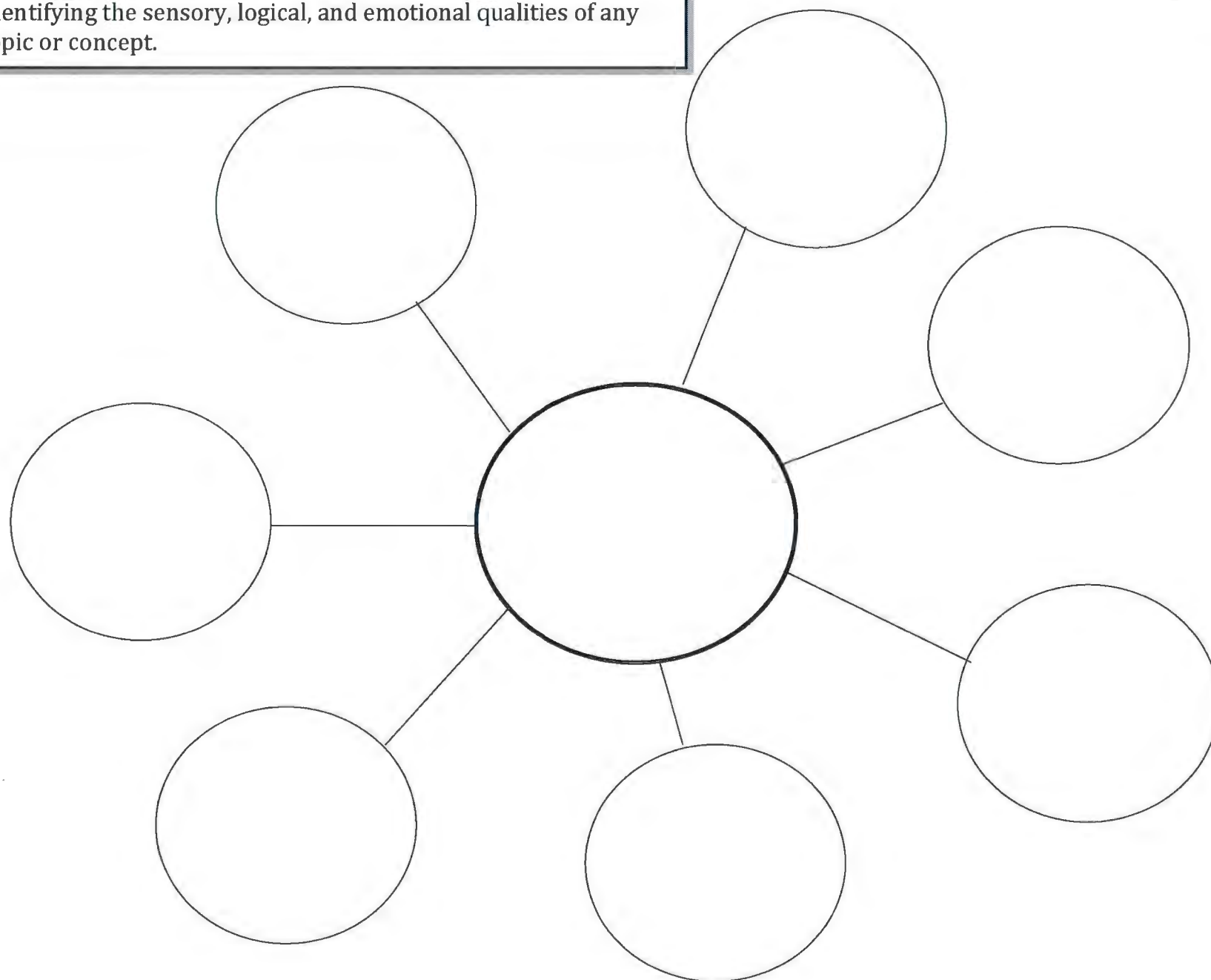
The Circle Map is designed for....

- Defining a word or concept based on the context of the current investigation or study and prior knowledge about the concept.
- Brainstorming ideas and thoughts about a topic.

Name: _____

Circle Map
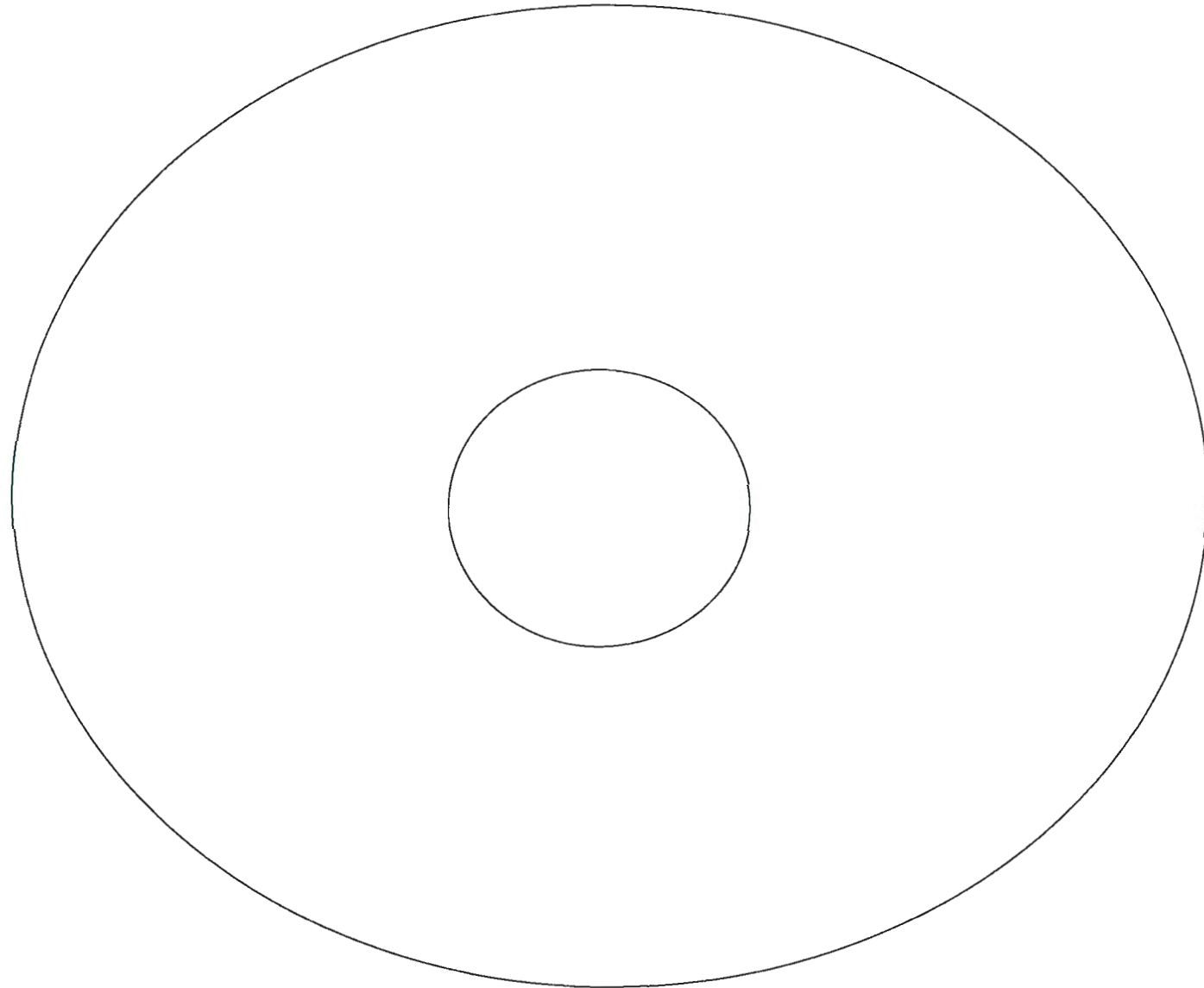
The Flow Map is used for:

- Sequencing the stages and sub-stages of an event
- Identifying the steps in a process
- Ordering information

Name: _____

Flow Map
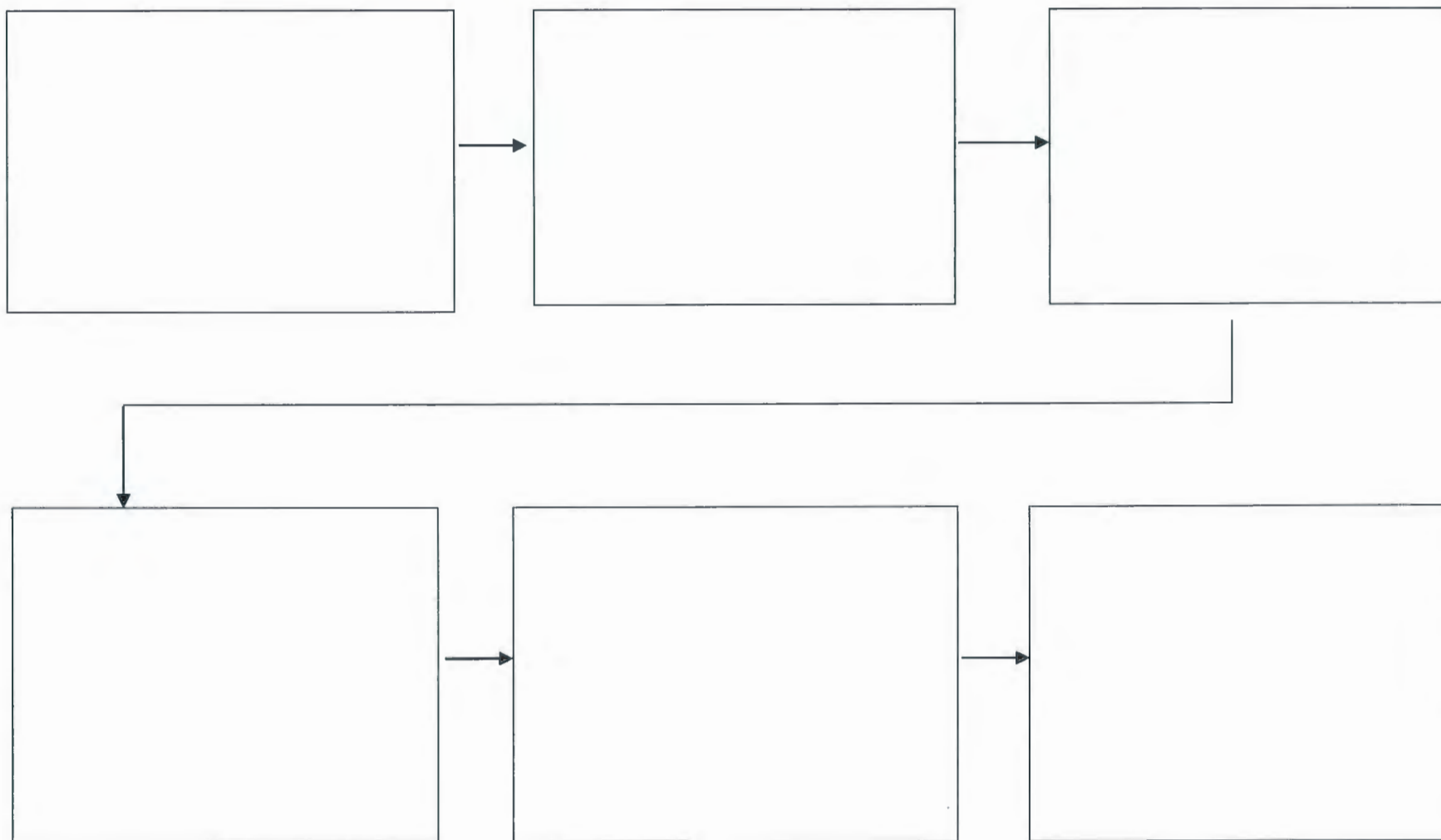
The Multi-Flow Map is used for identifying the Causes and Effects of an Event.
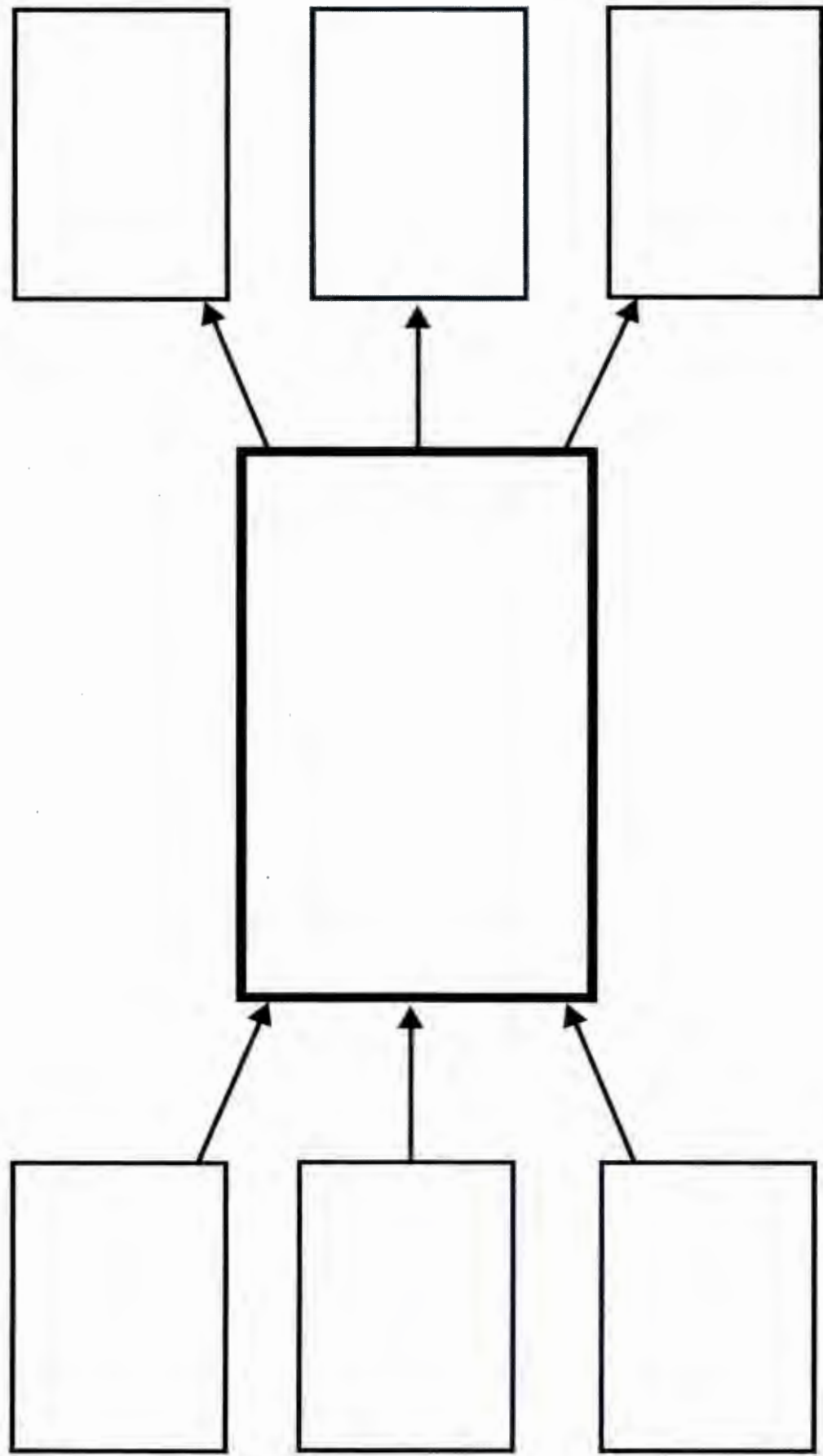
The Tree Map is designed for....

- Classifying or sorting things and ideas into categories or groups.
- Grouping Main Ideas and Details.

Name: _____ .

Tree Map
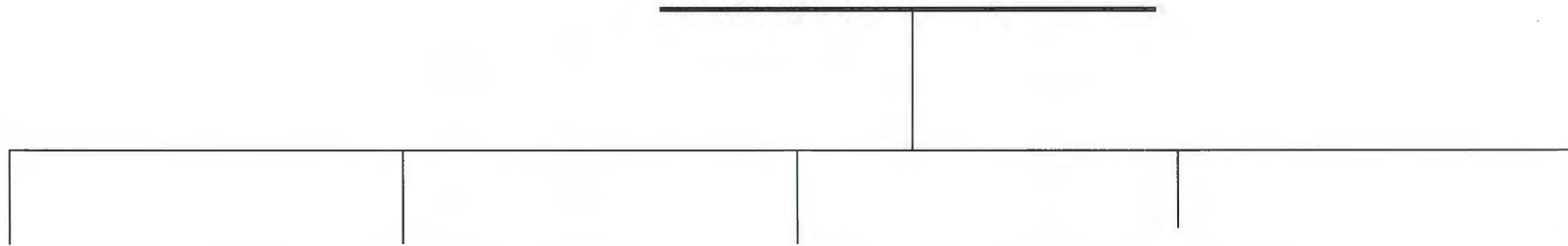
Film Strip Title _____

by _____

Comic Strip Title _____ by _____
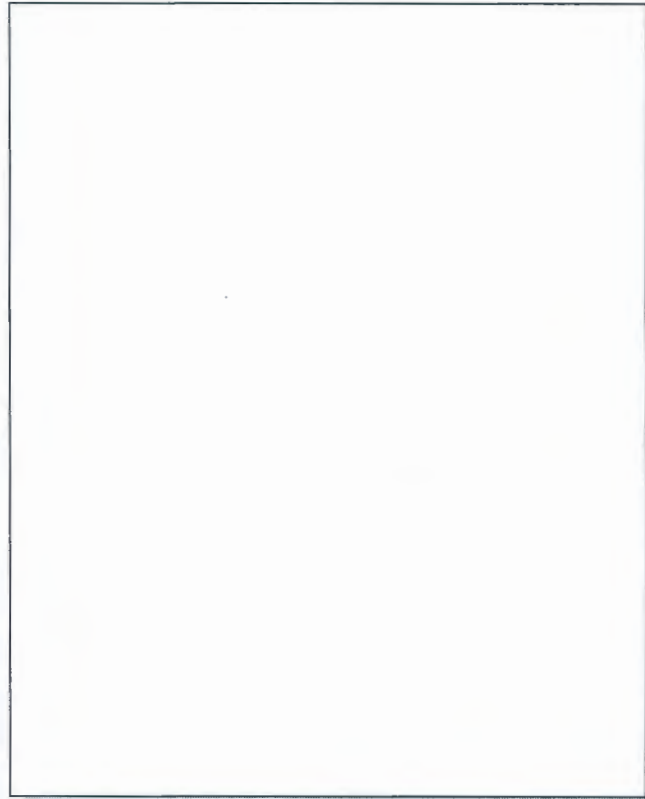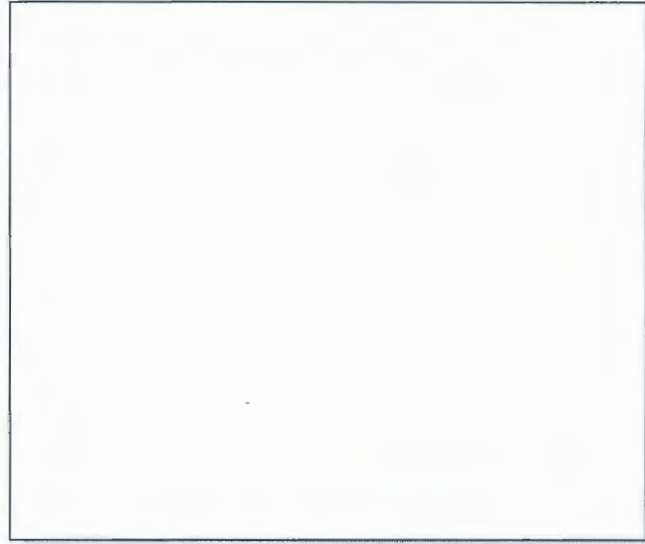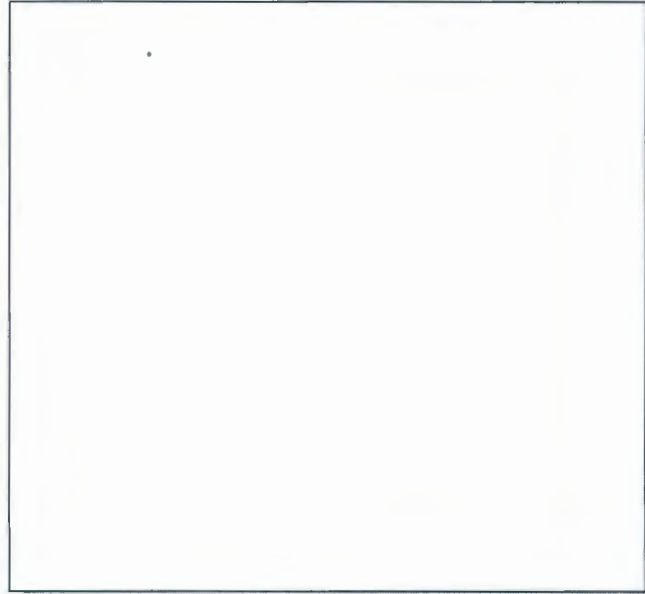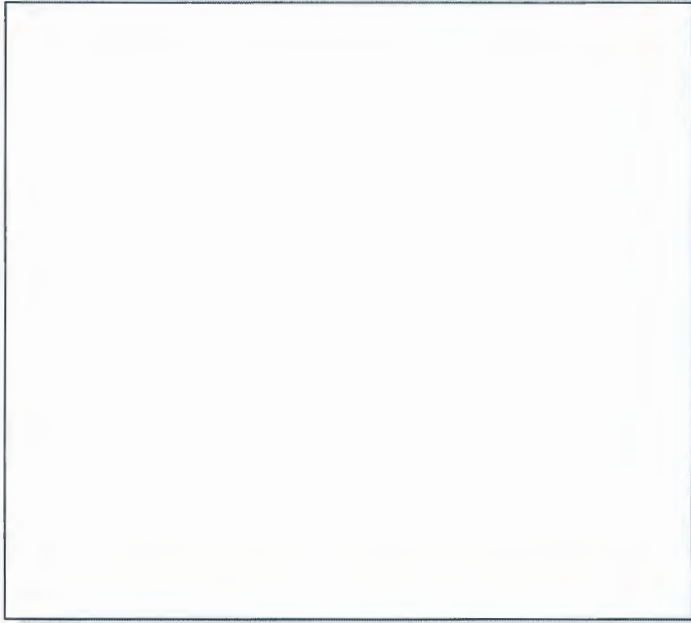
Mini-Lesson

Aligned to the following TCRP Indicators:
3.1a, 3.1b, 3.1c, 3.2a, 3.4a, 3.4c

Purpose:

Reading and Writing mini-lessons provide intense direct instruction on a skill or process that will be used immediately after the moment of instruction. In learning a focused strategic lesson, the learners are able to focus on acquiring a single skill or process. Then, learners practice in an authentic context in the subsequent activity in order to "learn by doing." Mini-lessons are presented in small or whole groups with an explicit objective and clear criterion for success.

Process:

* Recommended length = 20 – 25 minutes, including direct instruction and guided practice)

Planning Steps:

1. *Identify* and *Task Analyze*: Educator identifies a deficient skill or standard based on observations, anecdotal notes, or data analysis. Then, educator breaks this larger skill/standard into smaller tasks, evaluating what students must know vs. what they must be able to do.
2. *Ensure Alignment* and *Sequence*: To ensure clear alignment throughout instruction, educator should cross-reference his or her analysis with the way students will ultimately be evaluated on the skill or (using CST released questions, Benchmark/Interim question stems, Unit Test questions, DRA question stems, etc.). Then, the educator can sequence the tasks.
3. *Create Objective*: Educator creates a manageable and measurable objective *before* creating lesson activities that focuses on the most important aspect of the lesson. Clear objectives should answer the questions: *Who? Does what? How well? Under what conditions? By when?*
4. *Lesson Cycle*: Decide on an assessment to clearly measure your lesson objective. Educator then plans the lesson cycle (Introduction to New Material, Guided Practice, and Independent Practice).

Teaching Steps:

5. Educator provides direct instruction on the concept or skill ("I Do" or Introduction to New Material).
6. Educator allows time for guided practice on the concept/skill ("We Do" – Check for Understanding).
7. Educator gives learners an opportunity to independently practice their learning in class and assesses level of mastery towards objective.
8. Educator provides further opportunities to practice skills through homework or in class review.

Assessment Method:

- Checks for Understanding
- End of Lesson Assessment
- Observational Notes
- Student Self-Assessment

Assessment Tool:

- Exit Ticket
- Analysis of Student Work
- Standards Mastery Assessment
- Unit Test
- Benchmark/Interim Assessment

Resources:

- Teacher Book List to Guide Mini-Lesson Instruction
- Teacher Content Resource: www.learner.org
- TCRP Lesson Plan
- Aspire Formal Observation – Lesson Plan Template
- Architecture of an Effective Minilesson
- Weekly Lesson Plan Template
- Student Work Sample
- Aspire Lesson Plan Template

Teacher Book List to Guide Mini-Lesson Instruction

Reading:

- *Strategies that Work* by Harvey & Goudvis
- *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms* by Schoenbach, Greenleaf, Cziko, and Hurwitz
- *Reading with Meaning* by Miller
- *The Art of Teaching Reading* by Lucy Calkins
- *The Next Step in Guided Reading* by Jan Richardson
- *Nonfiction Matters* by Harvey
- *In The Middle* by Atwell
- *I Read It, but I Don't Get It* by Tovani
- *Real Reading, Real Writing: Content-Area Strategies* by Topping and McManus
- *Guiding Readers and Writers* by Fountas and Pinnell

Writing:

- *Craft Lessons: Teaching Writing K-8* by Fletcher and Portalupi
- *Lessons that Change Writers* by Atwell
- *Real Reading, Real Writing: Content-Area Strategies* by Topping and McManus
- *Creating Writers: 6 Traits, Process, Workshop, and Literature* by Vicki Spandel
- *Non-fiction Craft Lessons* by Fletcher

Aspire
PUBLIC SCHOOLS

TCRP Lesson Plan Template

Teacher Name, Week, Subject
Date

	TIME
STANDARD Write the standard.	
OBJECTIVE Use Bloom's Taxonomy – What do you want students to be able to do by the end of this lesson? Who, does what, how well, under what conditions, by when? Include the data you have used to inform your objective.	
ASSESSMENT/EVIDENCE OF LEARNING What evidence will you use to determine students' mastery? Make sure this is aligned to the objective.	
QUESTIONS What questions will you ask to guide students towards mastery of the objective?	
MATERIALS	
PRE-REQUISITE SKILLS What is the associated per and post requisite knowledge related to this lesson?	
OPENING Why are you teaching this? What is the purpose or rationale? What misconceptions are you trying to address? How will you help students avoid these misconceptions?	
MODELING Use a Think Aloud to show the steps, activity, or process that they will be doing. Align to objective. How are students cognitively engaged? What misconceptions are you trying to address? How will you help students avoid these misconceptions?	

GUIDED In partners, pairs, or whole-group, guide them as they complete the steps, activity or process. Align to objective. Align to modeling. How are students cognitively engaged?	
INDEPENDENT Provide students the opportunity to complete the steps, activity or process on their own (i.e., task, assignment, activity). Align to Objective. Align to modeling. How are students cognitively engaged?	
CLOSING Review what students learned. Refer back to the objective. How are students reflecting on what they learned?	

Bloom's Taxonomy Reminder
Goal = 60% Knowledge, Comprehension, Application; 40% Analysis, Synthesis, Evaluation

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

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

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

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

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

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

LESSON PLAN TEMPLATE

ASPIRE
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College for Certain

Teacher		Grade	
Date		Subject	

INDICATOR	LESSON BACKGROUND
1.1 A	**STANDARD(S)**
1.1 A, B	**OBJECTIVE(S)** Use Bloom's Taxonomy – What do you want students to be able to do by the end of this lesson? Who, does what, how well, under what conditions, by when?
1.1A 1.3 A	**LESSON PURPOSE** Why did you choose the above objective? What is the purpose or rationale of your lesson? Include any student data you used to inform your objective.
1.3 A 1.4 A, B	**BACKGROUND KNOWLEDGE AND COMMON MISCONCEPTIONS** What is the associated pre-requisite knowledge related to this lesson? What misconceptions are you trying to address? How will you help students avoid these misconceptions?
N/A	**MATERIALS**

LESSON PLAN TEMPLATE

ASPIRE
PUBLIC SCHOOLS
College for Certain

INDICATOR	LESSON COMPONENTS	TIME
1.4 A, B	**OPENING** Introduce the lesson objective and lesson purpose. Activate students' prior knowledge.	
1.2 A, B	**DIRECT INSTRUCTION** Introduce new material, use a Think Aloud or other method to show the steps, activity, or process that students will be doing. Align to objective(s).	
1.5 A, B	How will you gauge students' understanding? How will you respond to the information you collect?	
1.2 A, B	**GUIDED PRACTICE** In partners, pairs, or whole-group, guide students as they practice new content knowledge and/or complete the steps, activity, or process. Align to objective(s). Align to direct instruction.	
1.5 A, B	How will you gauge students' understanding? How will you respond to the information you collect?	
1.2 A, B	**INDEPENDENT PRACTICE** Provide students the opportunity to complete the steps, activity, or process on their own (i.e., task, assignment, activity). Align to objective(s). Align to direct instruction.	
1.5 A, B	How will you gauge students' understanding? How will you respond to the information you collect?	

1.2 A, B	**CLOSING** Review what students learned. Refer back to the objective(s). Preview upcoming lessons/content.	
1.1B	**ASSESSMENT/EVIDENCE OF LEARNING** What evidence will you use to determine students' mastery? Make sure this is aligned to the objective(s).	

The Architecture of an Effective Minilesson

Standard & Lesson Objective:

Opening the Lesson (time: 10 min.) ☐ Yesterday, we… ☐ Today, we are going to… ☐ In this lesson, you will be able to… ☐ This is important because…	☐ ☐
Instruction and Modeling (time: 10 min.) ☐ _____ means _____ ☐ I am going to show you what it looks like when I… ☐ Watch me as I… ☐ Hmmm… let me _____ ☐ Boys and girls, I hope you saw me… ☐ (misconception) Why wouldn't it be_____ what evidence supports?	☐
Guided Practice (time: 10 min.) ☐ Now, you're going to try… ☐ Turn to your partner and tell them what we're going to do. ☐ Let's _Pair Share_ (cooperative learning structure)… ☐ Let's try this together.	☐ ☐
Closing the Lesson (time: 5 min.) ☐ Today you learned… ☐ With your partner, please discuss today's learning. ☐ Please take out your _____ and write down what you've learned. ☐ So, today and every day, you will… ☐ Now take out your ____ and work on ____ independently.	☐
Supplementary Materials	

Adapted from Writing Minilesson, Teacher's College Writing Project, Columbia University

Weekly Lesson Plan Template – Aligned to TCRP Teacher Effectiveness Rubric

Date		Teacher	Grade		Course Name	

Key Concepts & Essential Questions:

What connections can be made to real life, student's home culture, broader themes, or previous lessons?

Essential Questions

-

Key Concepts:

Whole Class Instruction:

Small Group Instruction:

Instructional Strategies and Sequence:

Plan your lesson using I do, We do, You do.

	M	T	W	TH	F
STANDARD(s)					
OBJECTIVE(s) Who does what, how well, under what condition, by when in student language? "I can…"					
EVIDENCE OF LEARNING					
Do Now! Assessment					
Hook Include connections to prior knowledge, skills, and experiences					
DIRECT INSTRUCTION (I do) Presentation of key content, including models, visuals, and					

graphic organizers					
Differentiation (Based on Assessment results considering: content, process, product, affect, Learning environment) Who and how?					
Check for Understanding Are S's ready to move on?					
GUIDED PRACTICE & BLOOM'S QUESTIONS (We do) Include interactive strategies in groups/pairs, and opportunities to speak, read, write, and listen					
Differentiation (See above) Who and how?					
Check for Understanding Are S's ready to move on?					
INDEPENDENT WORK (You do) Include opportunities for students to show what they learned					
Differentiation (See above) Who and how?					
Close What do you want students to tell their parents they learned?					
Extension Activities / Homework					

Continued practice					
Key	Red= Whole Class objective based on CA standards Black= Small group reading strategy Purple= Whole Class Writing focus Green= Whole Class Vocabulary Instruction Blue= Whole Class Routine				
Reflection / Notes:					

Bloom's Taxonomy Reminder → add Bloom's Circle w/ apps from Jen
Spend more time on the Evaluation end of the spectrum of cognitive activities.

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

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

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

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

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

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

Newmann's Rigor and Authenticity Terms

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

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

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

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

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

Introduction to 8th Grade English 17
Introduction to Controlling Impression

Part 1: SILENTLY and INDEPENDENTLY complete the Writing Conventions Practice below.

Writing Conventions Rule: Commas are used to separate ideas or show that you should pause while reading. One place you must always use commas is when you have a list of three or more things in a series. In a series of three or more things, you should place a comma between each item in the series.

Ms. K's Example: *first item*   *second item*   *third item*

1. I plan to do my homework, wash the dishes, and take out the trash before going to the movies with my friends.

Ms. K placed commas after "homework" and "dishes" to show that these were two separate activities that I would do before going to the movies.

Practice: Place commas after each item in a series in the sentences below.

1. A good baseball player must be able to hit run and field.

2. Most good hitters have great eyesight quick reflexes and strong wrists.

3. Knowing a pitcher's moves taking the longest possible lead and getting the jump on the catcher are essentials for a good base runner.

4. Fielding any position well requires having a strong throwing arm a knowledge of opposing hitters and an ability to move quickly in any direction.

5. Regular practice intense concentration and good coaching are all important factors

6. If you want to play like Mickey Mantle Lou Gehrig Rickey Henderson or Babe Ruth you must practice at least 4 times a week for many years.

Part 2: Guided Practice. Following LISTO EXPECTATIONS, complete the Controlling Impression practice below with teacher guidance.

Guiding Question: What is a controlling impression and how do expert writers create it in their writing?

In school, teachers ask you to write every day to explain your thinking about a concept and show your knowledge. Outside of school, we write to communicate our thinking about ourselves and the world with our friends, family, and other members of our community. Once we learn to communicate effectively in writing, it is the best way to reach many different people and share with them who we are and what is important to us.

Expert writers effectively communicate their ideas to others by creating a controlling impression in their writing. A controlling impression is a method of focusing and organizing ideas so that it is 100% clear to everyone exactly what the writer thinks and why he/she thinks it. Expert writers create a controlling impression in their writing by making sure their writing has a strong focus, clear organization, and convincing support. Combining all three of these things together CONTROLS the IMPRESSION (effect) the piece of writing has on the reader.

Paragraph A	Paragraph B
The most important thing I learned from Luis Rodriguez's story is that you have to find something that is important to you to make your life meaningful. This is important because, like Luis's life, dedicating your life to something that is important helps you to make choices and feel like you're spending your time in a valuable way. For example, if you spend your life without knowing what's important to you, you won't have any goals and you won't know what you're working toward. I hope that I find what is most important to me so that I can set goals that are important to me and spend my life trying to accomplish these goals.	The most important thing I learned from Luis Rodriguez's story is that you have to find something that is important to you to make your life meaningful. In Luis's life the most important thing to him was writing. In my mom's life the most important thing to her is her family. For example, she always makes sure that everyone in her family has the things they need to be successful. I hope that I can be like my mom one day and help my family to feel loved and supported. Luis Rodriguez loved his family, too, and he thought writing might help his son have a better life.

Which of these paragraphs best creates a controlling impression?

Paragraph _____ best creates a controlling impression because it has a _____,

_____, and _____.

Which of these paragraphs does NOT create a controlling impression?

Paragraph _____ does not create a controlling impression because _____

_____

Part 3: Independent Practice. SILENTLY and INDEPENDENTLY complete the Controlling Impression practice below.

1. **What is a controlling impression?**

Definition	Symbol
A controlling impression is…	

2. **What elements do expert writers use to create a controlling impression?**

Element	Symbol

3. **Which of the following paragraphs best creates a controlling impression?**

Paragraph A	Paragraph B
Chocolate is my favorite flavor of ice cream. Sometimes I like to have chocolate ice cream with my family after dinner. For example, chocolate ice cream is really good with whipped cream and hot fudge. I also like to have vanilla ice cream with whipped cream and hot fudge. When you mix chocolate and vanilla together, it is also delicious. Another example of how I like chocolate ice cream is in an ice cream cake. Yum!	Chocolate is my favorite flavor of ice cream. Even though I think vanilla and strawberry ice cream are both delicious, chocolate ice cream always makes me happiest. Eating chocolate ice cream reminds me of spending time with my family because we always eat it after dinner on Sundays. I like my chocolate ice cream with whipped cream and hot fudge. No matter how many choices I have, I will definitely order chocolate ice cream on my next trip to the ice cream parlor!

Paragraph _____ best creates a controlling impression because _____

_____.

Paragraph _____ does not create a controlling impression because _____

_____

WRITING STRATEGY REFLECTION: Review your Independent Practice. Summarize what you learned today to help you review your learning and prepare for tomorrow's quiz.

A controlling impression is created when _____

_____

Expert writers create a controlling impression in their writing because _____

_____

Self Score: Circle the box below that best describes how you feel about your learning today.

BELOW BASIC	BASIC	PROFICIENT	ADVANCED
I am not sure how to define a controlling impression and/or its elements.	I can define a controlling impression and list the 3 elements writings include to create it.	I can define a controlling impression, list the 3 elements writers include to create it, and identify paragraphs that do and do not have a controlling impression.	I can define a controlling impression, list the 3 elements writers include to create it, identify paragraphs that do and do not have a controlling impression, and **explain why a paragraph does or does not have a controlling impression.**

Independent Practice Score:

Not Mastered. *Improve the checked areas.*	Partially Mastered. *Improve the checked areas.*	Mastered	EXPERT
☐ **Defining controlling impression** ☐ **Listing the elements used to create a controlling impression.** ☐ **Identifying which paragraph creates a controlling impression.**	☐ **Defining controlling impression** ☐ **Listing the elements used to create a controlling impression.** ☐ **Identifying which paragraph creates a controlling impression.**	*You have mastered today's learning goal by identifying which paragraph best creates a controlling impression.* ☆	*You have exceeded today's learning goal by **explaining why a paragraph does or does not have a controlling impression.*** ☆

Name: _____

Cycle 1: Quiz 1
Intro to Controlling Impression

1. A controlling impression is   (2 pts)

   a. The opinion a writer expresses in an essay.

   b. A way of expressing ideas that is clear to all readers.

   c. Including a lot of details and examples in writing.

   d. Using many sentence types to express ideas in an interesting way.

| Best Answer: |
| |

2. What elements do expert writers use to create a controlling impression? (3 pts)

   1. _____

   2. _____

   3. _____

3. Which of the following paragraphs best creates a controlling impression? (4 pts)

Paragraph A	Paragraph B
Getting to school is a problem every student has to face each day. Although many students prefer to be driven to school by their parents, it would be a much healthier choice for these teens to walk. For one thing, walking is great exercise and would give teens a chance to exercise every day. Walking also gives teens an opportunity to get out extra energy before and after they have to sit still in a classroom all day. If walking is an option, it is the healthiest choice for most teens.	Walking is one way teens can get more exercise every day. They can also play soccer, basketball, or another sport. Some teens walk to school to get exercise, but this can be unsafe depending on where you live. However, walking is really healthy and teens should try to walk to school if they can. Gas is expensive and using too much is bad for the environment, so walking is better for the environment, too. If you want to get exercise, join a sport team or walk to school.

Paragraph _____ best creates a controlling impression because _____

_____.

Paragraph _____ does not create a controlling impression because _____

_____

Score: _____ / 9	Below Basic 0-4	Basic 5-6	Proficient 7-8	Advanced 9

Literature Circles

Aligned to the following TCRP Indicators: 3.2B, 3.3A, 3.3B, 3.3C, 3.4C

Purpose:

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. 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 practice prior to running Literature Circles.

Process:

(recommended length: 30-40 minutes)

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.

Assessment Method:

- Educator observation of small group discussion
- Group oral or written project

Assessment Tool:

- Journals
- Response to Text Activities
- Discussion Logs
- Reading Logs

Resources:

- Literature Circle Group Roles
- Role sheets
- Reading Strategies

LITERATURE CIRCLES – GROUP ROLES

1. Luminary
   a. Your job as the LUMINARY is to "illuminate" or "make light" of the literary devices used in the text.
   b. You will look for literary devices, such as similes, metaphors, figurative language, symbolism, imagery, the connotative power of words, flashbacks, rising action/climax/falling action, central conflict, internal conflict, external conflict, etc.
   c. You will record these literary devices, and state why you think Lawrence and Lee (the authors) chose to include them. What message do you think they were trying to send by including these literary devices in the play?
   d. Example:

Quote	Literary Device	Why it was included? What effect does it have on the play?
"Shield your eyes monk! You're about to meet the mightiest of your descendents. A man who wears a cathedral for a cloak..." (Act I, sc. i, 17).	Figurative language (metaphors)	This figurative language was included in the play to express how religious Brady's character is. He is not only a religious man, but actually "wears" his religion as he would wear clothes. One cannot think of Brady without thinking of his religion.

2. Connector
   a. Your job as the CONNECTOR is to point out connections to things outside of the play while you read.
      i. Text-to-text: when something you read in the text reminds you of something else you've read
      ii. Text-to-world: when something you read in the text reminds you of something in the real world
      iii. Text-to-self: when something you read in the text reminds you of something that happened in your life
   b. You will record these connections and share them with your group members
   c. Example:

Part from the play	Connection	Additional comments
On page 18, the town displays religious banners with slogans.	(Type of connection: text-to-world) These banners remind me of when I participated in the March for Women's Lives in 2004. There were many banners with slogans that represented what we were fighting for.	This detail about the banners may have been included in the play to make the town seem almost like it is protesting against Cates and evolution.

3. Director

a. Your job as the DIRECTOR has two parts:

    i. <u>Ask questions</u>: As you read, you must think of questions to ask your group members that will stimulate discussion.

    ii. <u>Lead the discussion</u>: Once we have finished reading the pages for the day, it is your job to pose your questions to the group and to facilitate discussion.

b. You are the leader of your group; therefore, it is your responsibility to make sure that all members stay on task.

c. Example:

Question	Answer (derived from the whole group)	Notes from the discussion
On page 22, Brady discusses how he must "look hopeful" (Act I, sc. I, 22). To what extent do you think politics is about appearances?	We believe that politics is all about appearances. Your actions do not matter as much as the appearance of your actions. That is how you will get people to vote for you, and that is what people fall in love with in a leader.	Although Carlos brought up a good point about how the people are too smart to get fooled by appearances, we agreed that appearances are still more important than actions (especially in elections).

COGNITIVE READING STRATEGIES

STRATEGY	WHAT STRATEGIC READERS ARE THINKING	SENTENCE STARTERS FOR RESPONSE
MAKING CONNECTIONS TEXT TO TEXT TEXT TO SELF TEXT TO WORLD Strategic readers connect what they know with what they are reading.	• Does this remind me of something? • Has something like this ever happened to me? • Do I know someone like this character? Am I like this character? • Have I ever felt this way? • What do I already know that will help me understand this text? • Does this information confirm or conflict with other things I've read? • What do I know about the author or genre (i.e. poetry, short story, drama, essay, etc.) that influenced my reading? • Did the text make me think of real events in the news or in history books?	• This reminds me of . . . • I connected to this when . . . • _____ made me remember a time when . . . • This relates to my life because . . . • _____ makes me think about . . . • This illustration makes me think about . . . • This makes me think about . . . • This part makes me remember . . . • I really had a strong connection to this part because . . . • This is like . . . • This is familiar to me because . . . • This is similar to . . .
MAKING PREDICTIONS Strategic readers think about what's going to happen and make predictions based on what they know and what they have read.	• What text and/or picture clues can help me here? • What background knowledge do I have that will help me with this text? • What will I learn? • Were my predictions correct? • How did making the prediction help me with this reading? • What will happen next?	• I think this will be about _____ because . . . • I think _____ is going to happen next. • I predict that . . . • _____ make me think that _____ will happen. • I thought _____ was going to happen, but _____ happened instead. • I'm guessing this will be about ___. • Since ___ happened, I think ___ will happen. • My predictions were right/wrong because . . .
ASKING QUESTIONS THIN & THICK Strategic readers ask themselves questions before, during, and after reading to better understand the author and the meaning of the text.	• What is the author saying? • What am I wondering? • What questions do I have? • What would I like to ask the author? • What questions might a teacher ask? • Why is this happening? • Why did this character ___? • Is this important? • How does this information connect with what I have already read? • How could this be explained to someone else?	• I wonder . . . • I would like to ask the author . . . • Who? • What? • When? • Where? • Why? • How? • This makes me wonder about . . .
VISUALIZING Strategic readers picture what is happening as they read.	• What pictures or scenes came into my mind? • What do I hear, taste, smell or feel? • What do the characters, setting, and events of the story look like in my mind? • Can I picture this new information?	• I could really picture . . . • The description of ____ helped me visualize . . . • I created a mental image of . . . • In my mind I could really see . . . • When it said ____, I could imagine . . . • If this were a movie . . .

STRATEGY	WHAT STRATEGIC READERS ARE THINKING	SENTENCE STARTERS FOR RESPONSE
MONITORING aND CLaRIFYING Strategic readers stop to think about their reading and know what to do when they don't understand.	• Is the text making sense? • Wait, what's going on here? • What have I learned? • Should I slow down? Speed up? • Do I need to reread? • How do I say this word? • What does this word mean? • What text clues help me fill in missing information? • I know I'm on track because ___. • To understand better, I need to know more about ___.	• I had to slow down when . . . • I wonder what ___ means. • I need to know more about . . . • This last part is about . . . • I was confused by . . . • I still don't understand . . . • I had difficulty with . . . • I ___ (name strategy) to help me understand this part. • I can't really understand . . . • I wonder what the author means by . . . • I got lost here because . . . • I need to reread the part where . . .
SUMMaRIZING aND SYNTHESIZING Strategic readers identify the most important ideas and restate them in their own words.	• How is the text organized? • What is the main idea here? • What essential information do I need to know about the characters, plot, and setting in order to understand the story? • How does the text's organization help me? • What are the key words? • Are the ideas supported with convincing evidence?	• The text is mainly about ___. • The author's most important ideas were ___. • The details I need to include are . . . • Some important concepts are . . . • The most important evidence was . . . • The basic gist . . . • The key information is . . . • In a nutshell this says that . . .
DETERMINING WHaT'S IMPORTaNT Strategic readers think about the text's big idea or message and why it's important.	• What is the message or big idea of this text? • What in the text makes me think about the big idea? • How did my thinking about the meaning of the text change as I read? • How can I relate the big idea to events or experiences in my own life?	• At first I thought ___, but then I thought ___. • My latest thought about this is ___. • I'm getting a different picture here because ___. • What this means to me is . . . • So, the big idea is . . . • A conclusion I'm drawing is . . . • This is relevant to my life because . . .
ANaLYZING AUTHOR'S CrAFT Strategic readers notice the way the author uses language to get his or her ideas across.	• What words, phrases, or figurative language is the author using to help me create mental images? • What was effective about the author's style of writing? • What stands out about the author's use of details? • How does the author's style relate to the message he or she is trying to convey? • What did the author of the text do that I'd like to try in my own writing?	• A golden line for me is . . . • I like how the author uses ___ to show ___. • This word/phrase stands out for me because . . . • I like how the author uses ___ to show . . . • The simile / metaphor / image that caught my attention was . . . • My favorite quote was . . . • I like how the author described ___ to show . . .

Independent Reading: SSR or OTTER

Aligned to the following TCRP Indicators:
1.2b, 2.1a, 3.3d

Purpose:

Independent Reading allows educators to help students 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 many readers may require or request teacher guidance. Research overwhelmingly demonstrates that students who read books that are AT their independent reading level (95% + accuracy, fluency, and comprehension) 60-90 minutes a day considerably improve their reading skill levels.

Process:

* Recommended Length = at least 15-20 minutes in class; 30-40 minutes outside of class

1. Learners are introduced to Independent Reading through several mini-lessons on how to select books, abandon books, and evaluate books. Teachers also need to teach students how their classroom library is organized and how students are to responsibly check out books.
2. Learners select appropriate books based on personal interest from an educator's organized library of books of many genres, from the school library, or from home.
3. Before releasing students to independently read the books they have selected, teach a mini-lesson on what it looks like to read independently in class. Be explicit about EXACTLY what it looks like (and doesn't look like) for students to be focused and reading.
4. While learners are reading independently in and out of class, the educator is able to have one-on-one conversations with individual readers. Teachers should have a book log in which to track book choices of individual readers. When first meeting with a student about his/her book, conduct a running record to ensure the book selection is AT the student's independent reading level. (This means at or above 95% accuracy, fluency, and comprehension.)
5. Teachers should use a variety of different methods to heighten excitement about reading independently throughout the year including the following: Book Talks, Book Trailers, Book Favorites Poster, Teacher Book of the Week, Student-to-Student Recommendations, etc.

Assessment Method:
- Running Records
- Read Aloud
- Reading Logs
- Reading Conferences

Assessment Tool:
- DRA
- SRI
- Accelerated Reader
- Benchmark/Interim Assessment

Resources:
- Book Source – Leveled Reading Sets by Topic: http://www.booksource.com/Departments/Leveled-Reading.aspx
- Aspire Public Schools Humanities Book List
- High-Interest Below-Level Reader List: http://www.sundancepub.com/c/@J4S8zdvjlSMcw/Pages/belowlevel.html
- Common Core Grade-Level Text Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf
- Teen's Top Ten Lists
- UCSB Library Log
- Apps for Library Organization: Level Finder, AR Book Scanner, Book Retriever, and Level It Books, www.bookleveler.com

Aspire Public Schools Humanities Book List
6th Grade Humanities

Whole Class Texts
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
The Circuit by Francisco Jimenez
Before We Were Free (Julia Alvarez)

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)

Aspire Public Schools Humanities Book List
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 (Ho)
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)

Aspire Public Schools Humanities Book List
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 People	Northeast: Beyond the Western Sea: Escape From Home (Avi) 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)	Northeast: Lowell Mill Girls: Life in the Factory (Deitch) 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)

Aspire Public Schools Humanities Reading 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

2010 Teens' Top Ten List

1. **Catching Fire** by Suzanne Collins
2. **City of Glass** by Cassandra Clare
3. **Heist Society** by Ally Carter
4. **Shiver** by Maggie Stiefvater
5. **Hush, Hush** by Becca Fitzpatrick
6. **Beautiful Creatures** by Kami Garcia and Margaret Stohl
7. **Along for the Ride** by Sarah Dessen
8. **If I Stay** by Gayle Forman
9. **Fire** by Kristin Cashore
10. **Wintergirls** by Laurie Halse Anderson

2011 Teens' Top Ten List

1. **Clockwork Angel** by Cassandra Clare (Simon & Schuster)
2. **Mockingjay** by Suzanne Collins (Scholastic)
3. **Crescendo** by Becca Fitzpatrick (Simon & Schuster)
4. **I Am Number Four** by Pittacus Lore (HarperCollins)
5. **The Iron King** by Julie Kagawa (Harlequin)
6. **Matched** by Ally Condie (Penguin)
7. **Angel: A Maximum Ride Novel** by James Patterson (Little, Brown & Company)
8. **Paranormalcy** by Kiersten White (HarperCollins)
9. **Before I Fall** by Lauren Oliver (HarperCollins)
10. **Nightshade** by Andrea Cremer (Penguin)

2012 Teens' Top Ten List

1). **Roth, Veronica.** *Divergent.* HarperCollins/Katherine Tegen Books. 2011. (978-0062024022). Abnegation (selfless), Erudite (intelligence), Candor (honesty), Amity (peace), or Dauntless (brave): where would you fit? Beatrice lives in a society where she must choose either to remain with her family's faction or set off towards independence and her beliefs. And what happens when the unity between these factions begins to fall apart?

2). **Green, John.** *The Fault in Our Stars.* Penguin Group/Dutton Juvenile. 2012. (978-0525478812). Hazel and Augustus meet and forge a relationship at a support group for kids battling cancer. As Hazel and Augustus struggle with the "side-effects of dying," they come to learn the strength of wishes, the complexities of long human lives, and the wondrous ways of the universe.

3). **Lu, Marie.** *Legend.* Penguin Group/Putnam Juvenile. 2011. (978-0399256752). June, a fifteen-year-old military prodigy, is hunting Day, the outlaw she believes is responsible for her brother's death. What will happen when the two meet and discover the government is corrupt?

4). **Riggs, Ransom.** *Miss Peregrine's Home for Peculiar Children.* Quirk Books. 2011. (978-1594744761). When Jacob was little, his grandfather would tell him stories of the fantastical children's home where he grew up and the seemingly magical kids who lived there with him. When his grandfather is killed, Jacob sets out to find the home where these children lived, unearthing a magical secret and uncovering his true heritage.

5). **Dessen, Sarah.** *What Happened to Goodbye.* Penguin Group/Viking Juvenile. 2011. (9780670012947). Ever since Mclean's parents divorced, she has lived in four towns in two years – each time taking on a new persona. Mclean expects to leave Lakeview in six months, but soon finds that she doesn't want to – she just wants to be herself.

6). Revis, Beth. *Across the Universe*. Penguin Group/Razorbill. 2011. (9781595143976). Cryogenically frozen centuries ago, Amy and her parents are on their way to a new planet aboard the spaceship, Godspeed. Unplugged from her cryo chamber, Amy discovers she has been awoken 50 years early, in a failed murder attempt. With Elder, the future leader of the ship, by her side they are on an adventure filled with murder, lies, dreams, and stars.

7). Meyer, Marissa. *Cinder*. Macmillan/Feiwel and Friends. 2012. (978-031261894). A futuristic retelling of the classic Cinderella, Cinder, a cyborg and talented mechanic, lives with her cruel stepmother and two stepsisters in the plague-ridden New Beijing. Soon after meeting Prince Kai, Cinder must find the truths of her past, which may help to save the future.

8). Stiefvater, Maggie. *The Scorpio Races*. Scholastic/Scholastic Press. 2011. (9780545224901). Every November, the beaches of Thisby come alive with the Scorpio Races. The water horses are vicious, the terrain is treacherous, and death is likely, but the reward can be beyond anything you could imagine. Puck Connolly is racing for her family, Sean Kendrick for his passion—but only one can win The Scorpio Races.

9). Forman, Gayle. *Where She Went*. Penguin Group/Dutton Juvenile. 2011. (9780525422945). This sequel to Gayle Forman's *If I Stay* is narrated by Adam, Mia's ex-boyfriend. Shortly after the devastating accident that killed Mia's family, the talented cellist moves to New York, where an accidental meeting brings them back together.

10). Cabot, Meg. *Abandon*. Point. 2012. (978-0545040648). Pierce has experienced death before and barely escaped. When she moves from her old town to a town called Isla Huesos - Island of Bones - for a new start, she realizes that death wants her back. Can she escape death once again?

UCSB Library Log

Student: _____

	Title of book	Check-out date	Teacher signature	Return date	Teacher signature

Guided Reading

Aligned to the following TCRP Indicators:
1.2a, 1.2b, 1.3a, 1.5b, 3.2b, 3.3a, 3.3b, 3.3c, 3.4a, and 3.4b

Purpose:

Guided Reading is a small group, educator-driven practice that allows reading instruction to be differentiated by creating flexible, homogeneous groups of students with similar reading comprehension needs. 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.

Process:

* 20 – 30 minutes per small group

Before Meeting with Small Groups:

1. Administer a diagnostic reading assessment (such as the DRA or the SRI) to identify each reader's strengths and weaknesses. This assessment should also determine each student's independent and instructional reading level.
2. Small groups of 3 – 6 learners demonstrating similar reading behaviors and instructional needs are formed based on common reading weaknesses highlighted in the diagnostic reading assessment.
3. Educator determines teaching points based on readers' needs. This is the place to target readers' needs in regards to decoding! Common strategies fall into the following three categories:
   a. *Fluency*: Expression, Phrasing, Rate, Accuracy
      (Although decoding is a rare secondary need, this is the best structure to address it!)
   b. *Literal Comprehension*: Questioning, Predicting, Visualizing, Note-Taking, and Paraphrasing
   c. *Inferential Comprehension*: Interpreting/Inferring, Reflecting, Metacognitive Awareness, Synthesizing, and Summarizing

When Meeting with Small Groups:

4. Learners are introduced to a text, accessing prior knowledge and introducing needed vocabulary. This step is to prepare students to be successful readers during the reading time.
5. Learners are given a "Guiding Questions" or "Focus Skill" to guide their comprehension of the text.
6. Learners read a portion of the text independently or together and discuss use of Focus Skill or responses to Guiding Questions. This is not a time for "round robin" reading, but rather a chance for all students to read and engage with the text. **This discussion should be centered on evidence found in the shared text.** Learners should be using textual evidence to consistently support their thinking.
7. (Optional) Learners are given an Extension Activity (using the shared text) in which they are able to apply new learning independently to a different section of the text & respond in writing.

Assessment Method:
- Individual and Group Conferences
- Running Records
- Group Discussions
- Response to Text Activities

Assessment Tool:
- DRA – we highly recommend administering the DRA to any student below grade level.
- SRI or COI
- Comprehension Interview
- Reading and Writing Benchmark/Interim

Resources:
- The Next Steps in Guided Reading by Jan Richardson
- Transitional Guided Reading Lesson Plan
- Fluent Guided Reading Lesson Plan
- Comprehension Interview
- Discussion Prompts for Guided Reading
- Book Specific Resources:
  http://www.4secondarysolutions.com/
- Book Talks to get you hooked! -
  http://www.scholastic.com/librarians/ab/booktalks.htm
- From Assessment to Conferring

Transitional Guided Reading Lesson Plan

For students reading at levels J-P who need to improve decoding, fluency and retell

Title:_____ Level:____ Group:_____ Strategy Focus:_____ Lesson #____

Day 1 Date_____ Pages_____	**Day 2** Date_____ Pages_____
Introduce New Book: *This book is about*	(Continue first reading) Notes/Observations
_____	_____
_____	_____
_____	_____
	_____
New vocabulary:	_____
_____	_____
_____	_____
_____	_____
_____	_____
Teaching Points: Choose 1 or 2 each day	**Teaching Points: Choose 1 or 2 each day**

Decoding strategies:
- ☐ Reread & think what would make sense.
- ☐ Cover (or attend to) the ending.
- ☐ Use a known part. *(e.g. shouted)*
- ☐ Use analogies. *(e.g. saw – jaw)*
- ☐ Chunk big words. (re-mem-ber)

Fluency & Phrasing
- ☐ Phrasing.
- ☐ Attend to bold words.
- ☐ Dialogue, intonation & expression.
- ☐ Attend to punctuation.

Vocabulary Strategies:
Reread the sentence and look for clues.
Check the picture or visualize.
Use a known part. (e.g. compound words)

Comprehension Strategies:

Fiction:	Nonfiction:
BME	Recall information
5-finger Retell	Write key words
S-W-B-S	Compare/contrast
Compare characters	Ask questions
Track character's feelings	Summarize w/support
Flag the V.I.P	Main Idea/Details

Discussion Prompt:	**Discussion Prompt:**
Word Study (if appropriate)	**Word Study** (if appropriate)
☐ Sound boxes ☐ Analogy chart	☐ Sound boxes ☐ Analogy chart
☐ Make a big word	☐ Make a big word

Day 3 Reread the book for fluency (5-10 min.) & Guided Writing (10-15 min.)
- ☐ Beginning-Middle-End ☐ 5-finger retell ☐ SWBS ☐ Character Analysis
- ☐ Problem – solution ☐ Compare or contrast ☐ Event – detail ☐ Other:_____

_____

_____

_____

_____

_____

Fluent Guided Reading Lesson Plan

Title:_____ Level:____ Strategy Focus: _____Group:_____

Day 1   Date:_____

Before Reading (5 minutes)	Read & Respond (10 minutes)	After Reading (5 minutes)
This book is about _____ _____ _____ _____ _____ **Preview & predict** (the entire book): _____ _____ **New Vocabulary for Day 1:** p. ___ _____ p. ___ _____ p. ___ _____ p. ___ _____ p. ___ _____	**Model Strategy** (Comp. or Voc.) _____ _____ _____ _____ _____ _____ **Observations & Scaffolds** _____ _____ _____ _____ _____ _____ _____	**Discussion and teaching points** _____ _____ _____ _____ _____ _____ _____ _____ _____ Words for the **New Word List:** 1._____ 2._____

Day 2   Date:_____

Before Reading (3 minutes)	Read & Respond (12 minutes)	After Reading (5 minutes)
Preview new text portion: Today you will read to find out _____ _____ _____ _____ _____ **New Vocabulary for Day 2:** p. ___ _____ p. ___ _____ p. ___ _____ p. ___ _____ p. ___ _____	**Observations & Scaffolds** _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	**Discussion and teaching points** _____ _____ _____ _____ _____ _____ _____ Words for the **New Word List:** 1._____ 2._____

Possible Teaching Points for Fluent Lessons – See *The Next Step in Guided Reading* for more ideas.

Vocabulary	Comprehension - fiction	Comprehension - nonfiction
☐ Use context clues ☐ Use pictures or visualize ☐ Use a known part ☐ Make connections to known words	☐ STP ☐ VIP ☐ Retell story (5 finger) ☐ Visualize ☐ Predict & support ☐ Make connections ☐ Character traits ☐ Ask questions ☐ Summarize by chapter ☐ Make inferences – (from dialogue, action, or physical description	☐ STP (Stop-Think-Paraphrase) ☐ Fact-Question ☐ Summarize w/key words ☐ Main Idea/Details ☐ Important/Interesting ☐ Interpreting visual information (maps, charts) ☐ Ask questions ☐ Contrast or Compare ☐ Cause/Effect ☐ Evaluate- fact/opinion, author's point of view ☐ Figurative language: _____ ☐ Other:_____

Lesson Plan for Fluent Guided Reading – back side

Day 3   Date: _____

Before Reading (3 min.)	Read & Respond (12 minutes)	After Reading (5 minutes)
Preview the new portion of text Today you will read to find out _____ _____ _____ _____ _____ **New Vocabulary for Day 3** p. ___ _____ p. ___ _____ p. ___ _____ p. ___ _____	**Observations & Scaffolds** _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	**Discussion and teaching points** _____ _____ _____ _____ _____ _____ _____ _____ Words for the **New Word List:** 1._____ 2._____

Day 4   Date: _____ (Not every guided reading book will take four days to read; some will take longer.)

Before Reading (3 min.)	Read & Respond (12 minutes)	After Reading (5 minutes)
Preview the new portion of text Today you will read to find out _____ _____ _____ _____ _____ **New Vocabulary for Day 4** p. ___ _____ p. ___ _____ p. ___ _____ p. ___ _____	**Observations & Scaffolds** _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	**Discussion and teaching points** _____ _____ _____ _____ _____ _____ Words for the **New Word List:** 1._____ 2._____

Optional Guided Writing (If appropriate): After students finish reading the book, help them expand their understanding of the text by writing with the teacher's support for 20 minutes. Recommended for struggling writers.

_____
_____
_____

Options for Fiction Texts	Options for Nonfiction Texts	Options for Poetry
❑ Retelling (BME or 5 finger). ❑ Event/Detail- from the Beginning, Middle and End. ❑ Problem/Solution. ❑ Character Analysis (trait – example) – combine with BME to show how character changes in the story. Only works with dynamic characters. ❑ Microtheme – Write a paragraph about a message (theme) in the book. ❑ Alternate ending ❑ Summarize one chapter	**Biography** – Character analysis, bio poem, compare/contrast, Event/Contribution to society. **Descriptive Text** – Key idea poem, key idea summary, main idea/details, chapter summary. **Historical Text** – Cause/Effect (2 paragraphs), Key idea poem, key idea summary, important event/details, chapter summary. **Scientific Text** – compare/contrast (2 paragraphs), main idea/details, chapter summary, cause/effect.	❑ Connections – text to self, text to text, text to world. ❑ Microthemes – Explain one theme of the poem. ❑ Literal/figurative meaning. (This is what the poem says; This is what the poem means.) ❑ Explain the meaning of some aspect of figurative language. ❑ Interpreting author's bias: Why did the poet write this poem? ❑ Other_____

Comprehension Interview
Adapted from Keene's <u>Major Point Interview for Reading</u>, *Mosaic of Thought*, 1997

Student _____ Date _____ Text (pg.) _____

Teacher(for narrative texts): *What has happened in the story so far?*
_____ Setting _____ Characters _____ Problem(s) _____ Events _____ Solutions

Teacher (for informational texts): *What are you learning about?*

_____

Teacher: *Start reading where you left off. I'll listen.* (Student whisper-reads while teacher records miscues and self-corrections on back of interview sheet).

Text Level: _____ Easy (96-100%) _____ Instructional (90-95%) _____ Frustration (< 90%)

Teacher: *Keep reading and I'll stop you once in a while and ask you some questions.*

Strategy	Questions	Student Response	Rubric
Self-Monitors Is aware of errors and uses fix-up strategies when meaning breaks down.	What can you do to make the sentence make sense? What do you do when you come to tricky words? What can you do to help yourself?		No response or "I don't know." Fix-up strategies do not clear up confusion. Fix-up strategies help construct meaning.
Retells Remembers what was read and retells information in sequence.	Tell me what you read. What happened first? Next? Tell me about the characters, setting, problem, solution, etc.?		1. No response or "I don't know." 2. Partial retelling, does not address all story elements. 3. Retells events in logical order and comments on all story elements.
Connects Makes connections to personal experiences, previous knowledge or other texts that s/he has read.	What did you think about when you read that part of the story? Did it remind you of something you already know, or an experience you've had, or another book? Tell me about it.		No response/ "I don't know." Response is not related to text. Connection relates background knowledge & personal experiences to text and enhances comprehension.
Predicts Makes logical prediction(s) based on events.	What do you think will happen next? What might you learn next? What in the text helped you make that prediction?		No response or "I don't know." Prediction is not substantiated with text. Prediction is consistent and logical with text.
Visualizes Creates mental images of characters, events and/or ideas.	What did you picture in your mind? What did the characters look like? What could you draw to illustrate that idea?		1. No response. 2. Image is unrelated to text. 3. Image is closely matched with text and further clarifies complex ideas or anomalies.
Summarizes Provides short statements that capture main idea and related details.	What is this part mainly about? Tell me in one or two sentences what you just learned.		1. No response or incorrect. 2. Recalls some events in random order. 3. Synthesizes succinctly, recalling main idea and details in sequence

Strategy	Questions	Student Response	Rubric
Questions Asks questions while reading to clarify meaning or extend the meaning.	What did you wonder about as you were reading? What questions did you ask yourself? What confusions did you have?		No response or an unrelated question. Literal question with short answer. Higher-order question that represents complex thinking about text.
Infers Reads "between the lines" to capture unstated, but implied information.	What did the author mean by _____? What made you think that? What were you thinking when the text said _____?		No response or "I don't know." Response is literal or not logical. Response is logical and shows inferential thinking.

Record Miscues and Self-Corrections

DISCUSSION PROMPTS FOR GUIDED READING
Source: Chesterfield County Public Schools, Curriculum Framework

Suggestion: During the discussion portion of your guided reading lesson, use one or two of the following question stems to stimulate discussion. Students need to be familiar with the language they will encounter on standardized tests.

Essential Questions: Clarifying
- In paragraph 4, the word ____ means...
- Use context clues to figure out the meaning of...
- What was confusing as you were reading?
- I was confused, so I...
- What is the meaning of ____?
- Which word means nearly the same thing as ___?
- Which word in line 3 gives you a clue about what ___ means?

Essential Questions: Making Connections
- How are the characters in the story the same or different?
- What do the characters have in common?
- What does the story remind you of?
- What connection can you make between these two books?
- What schema do you have for this topic?
- How did your connections help deepen your understanding of ___?

Essential Questions: Visualizing
- What words did the author use to help you make a mental image?
- Select a phrase that the author includes to help the readers visualize something important in the passage.
- After reading the story, what did you visualize?
- How did your visualization help you understand the story?

Essential Questions: Questioning
- Which question is answered in paragraph 1?
- What question does paragraph 2 answer?
- Which sentence shows that...?
- What event happened first? Next? Last?
- How does one character help another character?
- What is the setting at the beginning of the story?
- Which question presents the main problem in the story?
- I wonder...
- Write a question that you had while reading.

Essential Questions: Predicting
- At the end of the story, what will the characters likely do?
- What do you think the story will be about?
- Was your prediction confirmed or disconfirmed?

Essential Questions: Drawing Inferences
- Which of these would most likely cause...?
- Identify one cause and effect relationship from the story.
- How does the character feel at the end of the story?
- Why did the character do what he did in paragraph 3?
- Why did the author most likely include paragraph 4?
- Which is the best choice as a heading for paragraph 5?
- The author wrote this story/article to...
- What is the author's purpose for writing this story?
- The character is best described as ...
- How does the reader know that...?
- What conclusions can a reader make from this story?
- This sentence tells the reader that...
- If the author included ____, it would belong in paragraph...
- This article would most likely be found in a book titled...

Essential Questions: Determining Importance
- What is the story mainly about?
- The article is mostly about...
- What information best supports the idea...?
- What lesson does the character learn at the end of the story?
- Which paragraph could have the heading...
- The big idea in this story is...
- The most important thing to remember is...
- What caused ____ to happen?

Essential Questions: Synthesizing/Summarizing
- The main events in this story are...
- How did your thinking change as you were reading?

Grammar, DOL, and DWL

Aligned to the following TCRP Indicators:
1.1a, 1.3a, 1.4b, 1.5a, 2.4a, 3.1b, 3.4a, 3.4b

Purpose:

Daily Oral Language (DOL) is a useful way to introduce grammar rules, to reinforce grammar rules through repetition, and to scaffold the application of grammar rules. DOL teaches students 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 these rules as they write vs. after they have written.

Daily Written Language (DWL) is a meaningful routine for having students apply grammar skills, grammar rules, grammar terms, literary concepts, and academic terms they are learning and have previously learned. Applying these skills in writing reinforces, refines, clarifies, makes common, and embeds these skills, terms, and concepts into long-term memory. DWL tasks ideally are given 3 or more times a week along with a DOL sentence. DOL sentences and DWL tasks should be selected / created based on needs determined by student writing and/or on standards being explicitly taught in class.

Process:

* Recommended Length = 5-15 minutes at the start of class as a Do Now activity, four to five days a week

DOL Steps

1. Educator puts two sentences on board, chart paper, LCD, overhead. These sentences may come from a DOL book, be teacher generated, or from student work. Ideally, sentences are selected and embellished to meet student needs.
2. Students copy the sentences as they appear on the board. Students attempt to identify all errors and make all corrections above each error. It is important students see the correction, rather than an edit mark, so they can put the correction into memory.
3. Whole class correction led by 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 this opportunity to model and teach problem-solving skills for conventions whenever possible. The educator identifies and explains any corrections missed by learners.

DWL Steps

1. Educator generates tasks using the standards, skills, convention rules, and concepts previously reviewed in DOL. Include misconceptions you are seeing in student work as well as misconceptions tied to key standards.
2. Students complete task. Peer or partner problem-solving is encouraged, though each student should generate his/her own answer for the task.
3. Time permitting, educator takes multiple student answers, records all responses, and discusses correct answer with rationale.

Assessment Method:
- Observation and Analysis of Student Work
- Student's Writer's Workshop notes regarding conventions and rules
- Students writing samples with editing marks

Assessment Tool:
- Quizzes/Tests showing application of standard
- Authentic writing activities or assignments
- Benchmark or Interim Assessments

Resources:

- Teacher Reproducible Book List and DWL Ideas List + Sample DWL Quiz
- Printable Resources: englishisforeveryone.org
- DOL, DWL Packet Examples
- Good to Great (tied to genre writing)

Teacher Reproducible Book List

- *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

DWL Ideas List

1. *Create a sentence that:*
   - is a complex sentence
   - has a homophone
   - includes a proper noun
   - has a prepositional phrase

2. *Identify what part of speech each of the words below is:*
   - horse
   - tick
   - jump
   - friendly
   - an
   - he
   - John Ericson

3. *Label the following nouns (Pro=pronoun, PN=Proper Noun, N=regular noun or NOT=not a noun) and then label each as a person, place, thing, object, or concept/idea). Make any needed corrections to it to make the word correct.*
   - she
   - time
   - steve
   - ring
   - dance
   - hate
   - them
   - touch
   - if
   - high school

4. *Create a metaphor using hair and something to do with water. Then, write an explanation of the metaphor, identifying the two things being compared and explaining what the metaphor shows.*

5. *List the components of the exposition of a story.*

6. *Combine the following sentences: John loves hiking. John loves swimming. John loves sailing. John loves to do these things with his friends.*

DWL Ideas for Review

- Have them perform tasks prior to sharing out. For example, on task 1 ask students to underline the homophone and then write the alternate spelling(s) above the word. Then ask them to circle their prepositional phrase. Ask them to write either ind. (independent phrase) or dep (dependent phrase) above the appropriate parts of their sentence.
- Split the board into 4 sections and ask 4 students to write their DWL sentences up on the board for group correction.
- Have them pair/share their answers prior to sharing out, asking them to come to consensus on different answers.
- Use white boards to share out various parts of their DWL, for example, "Write the homophone you used in your sentence and underneath it write the other spellings for the word," "Define what a complex sentence is," and "Write the proper noun you used."
- Ask for a show of fingers for how many of something they found, labeled or identified (For example, "How many pronouns did you identify in the list of nouns?").
- Have a student put his/her sentence on an overhead and lead the class in reviewing and explaining the parts included. Stress that correctness isn't vital, instead the process of correcting it is. This must be done only when classroom culture is well established and safe.

Sample DWL Quiz
(given after a few weeks of DWL tasks and grammar mini-lessons)

- Complex, compound, and simple sentences
- Parallelism
- Personification
- Book Titles
- Alliteration

1. **In the space below, write a simple sentence that contains alliteration and parallelism. (3 points)**

2. **In the space below, write a compound sentence that contains alliteration and a book title. (3 points)**

3. **In the space below, write a complex sentence that includes parallelism. (2 points)**

4. **In the space below, write a simple sentence that includes personification. (2 points)**

IDEAS for DWL that will support my grade level standards and/or errors observed in student work:

-

-

Good to Great: Narrative

Name: _____

Narrative Writing Components	
Developed Plot Line → Description of events that push the story forward **Character Development** → Actions, dialogue, descriptions, and examples that describe the personality traits or physical traits of the characters **Setting Development** → Vivid descriptions of where and when the story takes place **Narrative Strategies** → Use of dialogue, suspense, and action **Organization** → Clear exposition, conflict, rising actions, climax, falling actions, & conclusion	**Effective Transitions** → Use of words that connect key ideas within sentences & paragraphs **Effective Tone/Voice** → Use of words that show mood and/or personal style **Sentence Fluency** → Use of different kind of sentences that flow well together **Word Choice** → Use of descriptive and precise language **Conventions** → Use of correct grammar, punctuation, spelling, capitalization, and usage

Student Good Writing →

_____

_____

_____

_____

_____

_____

Which **Writing Components** are strong in this students' writing?	Which one **Writing Component** could change this student's writing from good to great?

- _____ is strong in
  this students' writing because _____
  _____
  _____
 	
- Also, _____ is strong in
  this students' writing because _____
  _____
  _____
	- _____
	
	  should be the focus
	  component because
	  _____
	  _____
	  _____

Student GREAT Writing →

_____

_____

_____

_____

_____

_____

_____

Good to Great: Literary Response

Name: _____

Response to Literature Writing Components

Text Comprehension/Analysis → Demonstrates understanding of text with correct interpretations

Purpose → Responds accurately to the prompt, demonstrating a consistent purpose

Ideas → Gives examples or evidence from the text to support inferences; cites evidence correctly

Organization → Essay organized around several clear ideas related to the text

Effective Transitions → Use of words that connect key ideas within sentences & paragraphs

Effective Tone/Voice → Use of words that show mood and/or personal style

Sentence Fluency → Use of different kind of sentences that flow well together

Word Choice → Use of key words from the text that allow for skillful paraphrasing. NO PLAGARIZING the text!

Conventions → Use of correct grammar, punctuation, spelling, capitalization, and usage

Student Good Writing →

_____

_____

_____

_____

_____

_____

_____

Which **Writing Components** are strong in this students' writing?

- _____ is strong in this students' writing because _____

_____

_____

- Also, _____ is strong in this students' writing because _____

_____

_____

Which one **Writing Component** could change this student's writing from good to great?

- _____

should be the focus

component because

_____

_____

_____

Student GREAT Writing →

_____

_____

_____

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_____

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_____

_____

Good to Great: Persuasive

Name: _____

Persuasive Writing Components

Effective Persuasion → Defends a position; addresses reader's concerns, biases, & expectations
Purpose → Thesis is responsive to writing task; clear purpose and audience established
Ideas → Central idea with supports & explanations
Organization → Clear point of view, focus, and organizational around central ideas
Effective Transitions → Use of words that connect key ideas within sentences & paragraphs

Effective Tone/Voice → Use of words that show an appropriate persuasive tone
Sentence Fluency → Use of different kind of sentences that flow well together
Word Choice → Words carefully chosen to convincingly persuade the reader; word choices show knowledge about the topic (credibility)
Conventions → use of correct grammar, punctuation, spelling, capitalization, and usage

Student Good Writing →

_____
_____
_____
_____
_____
_____
_____

Which **Writing Components** are strong in this students' writing?

- _____ is strong in this students' writing because _____
_____
_____

- Also, _____ is strong in this students' writing because _____
_____
_____

Which one **Writing Component** could change this student's writing from good to great?

- _____ should be the focus component because
_____
_____
_____

Student GREAT Writing →

_____
_____
_____
_____
_____
_____
_____
_____

Chalk Talk

Aligned to the following TCRP Indicators: 3.3A, 3.3B, 3.3C, 3.4A

Purpose:

A chalk talk is a simple procedure to promote discussion and thoughtful contemplation—silently. A chalk talk is also an excellent way to promote awareness of patterns, problems, and to insure that all voices are heard.

Process:

(recommended time: 10 - 25 minutes)

1. **Formulate an important, open-ended question** that will provoke comments and responses.

2. **Provide plenty of chart paper and colored pencils and arrange a good space for participants to write and respond.** Write the question or topic in the middle of the paper in bold marker.

3. **Explain the chalk talk protocol** and answer any participant questions.

4. **Set-up norms for the chalk talk:** This technique only works if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.

5. **Allow 10-20 minutes for the chalk talk.** As facilitator, it's helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.

6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or "notice and wonder"). This part takes about 5 minutes.

7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

8. **Process debrief:** What was the experience like of "talking" silently?

Assessment Method:
- Journals
- Listening skills
- Educator observation of class discussion
- Writing task tied to learning objective

Assessment Tool:
- Exit ticket with task(s) demonstrating learning

Resources:

Appendix V:

Aspire Plan to Transition to

Common Core State Standards

Overview:
Knowing that at the end of the 2014-2015 school year California and Tennessee students will take new assessments based on the CCSS:
2012-2014 – Learning and Planning Year
2013-2014– Build Tools and Pilot Ideas as necessary around:

- IGs
- Pacing guides
- Assessments
- Text adoption (where appropriate)

2014-2015 – Use the tools

Work Done To Date and Notes on Work to Come:
Pacing Guides

- K-5 ELA Pacing Guides have been drafted and will be piloted in Memphis this coming school year (2013-2014) .
- K/1 Teachers in California who are interested can also pilot the draft Pacing Guides.
- 2-5 Teachers in California are advised to remain focused on the CST since that will be the test our students in CA take at the end of next year
- K-5 Math Pacing Guides in a PILOT will follow the Stepping Stones curriculum and guides. See http://www.origoeducation.com/steppingstones
- 6-12 Pacing Guides will be drafted in 2013-2014 once new texts have been adopted (where appropriate).
- Note, while teachers will pilot, we don't advise purchasing entire school sets of any curriculum until we have run the pilots and vetted the options.

Assessments

- K-5 ELA and Math Common FORMATIVE Assessments will be written over the course of this coming year and piloted in Memphis as they are written
- Since, in California, all of our students will take the CST in the spring of 2014, teachers will not use these assessments this year. Interested K/1 Teachers may pilot them. *(Would like to outsource this – Funding? Who? When?)*
- 6-12 Assessments will be drafted in 2013-2014. *(Would like to outsource this –Funding? Who? When?)*
- All K-12 Summative or "Pre CCSS" tests like our current "Pre CST" tests will be drafted after many more of the release questions and sample assessments are available.

Instructional Guidelines

- We will make any/all revisions to the IGs in 2013-2014.
- We anticipate that the IGs may not need an enormous overhaul but they will need to emphasize some IGs more than others in order to align with the CCSS goals.

2013-2014 Goals:
By June 2014 (for implementation across Aspire in Fall 2014):

- Content Coach Teams have a shared language and deep understanding of CCSS
- Aspire IG's are aligned w/ CCSS
- Aspire Pacing Guides are aligned w/ CCSS
- Aspire assessments will be aligned w/ CCSS assessments
- Exploration and piloting of texts to adopt. (Unwise to purchase whole school sets of curriculum until after the first CCSS results are back and we can

analyze. Please see the table of optional curriculum attached separately.)
- Summer Training for New and Veteran Teachers on CCSS

Action Step	Timeline (target date)	Roles (RAPID)	Resources Needed	Specifics of Implementation	Measures of success
Build Coach Capacity...help coaches become and feel like experts on CCSS	• Check-in Jan 2014 • Aim for on or before April 2014 coach meeting	R: CC coaches I: all coaches A: JN/MP D: CC Coaches P: CC Coaches	• Materials, time for PD, PD budget	• CCSS Leads will work with Coach Directors to use Regional and Common Coach meeting time for coaches to learn about CCSS • Run strategic pilots	• Coach confidence and ability to lead PD about CCSS • Resources readily available and easy to find on the Purple Planet
CCSS Driver at each site	• June 2013	Principals and coaches recommend/ nominate	• CCSS Driver job description • Budget	• CCSS Coaches: email Principals w/ timeline and selection criteria • Make selection criteria	• Job description and criteria complete and approved • Budget allocated
	• Aug. 2014 on onward	R: CC Coaches I: all coaches A: JN/MP D: CC Coaches P: CC Coaches		• Principal nominate Common Core Drivers by July 1st, 2013 • Develop CCSS Driver PD meeting calendar for 2013-2014 • Meet twice in first semester 2013-2014 school year • Run strategic pilots • Share current CCSS articles w/ sites	• We have CCSS Drivers at each site (2 for secondary – 1 ELA & 1 Math) • CCSS Drivers meet and understand their role for 2013-2014 school year

Action Step	Timeline (target date)	Lead Person(s)	Resources Needed	Specifics of Implementation	Measures of success
	-Present to July 2013	All coaches	• IGs, CCSS	• Do an initial revision of IG's and map current IGs to CC Shifts as able • If possible, focus on particular IG's at NTT that are well-aligned w/ the CC Shifts	• IG's are better aligned w/ CCSS
Revise IG's	• July 2013 to April 1, 2014	R: CC coaches I: all Coaches, teachers, principals A: ED D: JN/MP P: all Coaches	• IGs, CCSS	• Complete IG revisions including addition of meta-cognitive reflection • Have a focus group outside of coach team that would advise the revision process (buy in, not surprised) – maybe meet twice with this advisory panel of leads/principals • Change name of IG's to AIM (if agreed by all – collaborative process) • A brainstorm session for how best to communicate changes to the seasoned teachers/school – CC Driver drives the work • Communicate revisions to schools • Create systems to onboard all teachers (via CCSS Driver) • ID common IGs across disciplines • Establish foundational IG's • Set up monthly PD times at each site for CC Driver and possibly a coach to present • Identify what we can learn from our Memphis schools' early work in K-5	• IG's are revised by June 2014 • IG name is finalized • Sites begin implementing plan for on-boarding of new "IG's"
	April 1, 2014 to May 31, 2014	R: CC coaches I: all coaches, teachers, principals A: JN/MP D: CC Coaches P: all Coaches		• Deliver new AIM product to K-5 and 6-12 teachers • Provide sample schedules that show how AIMs can be implemented	• Sites begin implementing plan for on-boarding of new "IG's"
Action Step	**Timeline (target date)**	**Lead Person(s)**	**Resources Needed**	**Specifics of Implementation**	**Measures of success**
Revise Pacing Guides**	• April 2014- June 2014	R: CC coaches I: all coaches,	• New texts	• Identify what we can learn from our Memphis schools' early work in K-5	• Pacing Guides are better aligned w/ CCSS

Action Step	Timeline (target date)	Lead Person(s)	Resources Needed	Specifics of Implementation	Measures of success
	• First deep CCSS revision by June 2014	teachers, principals A: JN/MP D: CC Coaches P: all Coaches	• Current Pacing Guides and • CCSS Assessments	• Prioritize where to start • Explore and pilot possible texts to adopt • Teams discuss proposed changes • Agree on roles in the work • Set timeline	after revision process • Pacing Guides are revised by June 2014
Develop the Assessments**	• Draft 1 by June 2014 used in 2014-2015 • Revise by June 2015 for use in 2015-2016	• ED: item bank w/ CC Coaches • Assessment designing: RAPID TBD in Oct	• Revised Pacing Guides and • CCSS Assessments • Assessment banks	• Purchase an assessment Item Bank • Pilot some of the formative assessments that our Memphis schools will use • Use data base of test questions • Released CCSS assessments or questions	• Interims/Benchmarks are better aligned w/ CCSS after revision process • Interims/Benchmarks are revised by June 2014 • Even better aligned in June 2015
Aspire-Wide PD on CCSS	• From 2013 Lead Retreat onward	R: CC coaches I: CC Drivers, all coaches, teachers, principals A: ED D: CIA/CC Coach P: CC Drivers, all Coaches	• CCSS	• Strategically use PD time to build teacher/Lead capacity with and understanding of CCSS • NTT 2013: Ben does PD around CCSS and Domain 2 • At least 1 Follow up Training on CCSS Shifts • Consider SEL and growth mindset in students for Aspire-wide PD days • CCSS Drivers lead PD 1x/month at sites • (For 2014 school year: Cohorts/ PLC's: led by veterans/master teachers)	• 2-4 Aspire Wide PD's get good feedback from teachers • Teachers feel more comfortable w/ CCSS • Initial shifts in practice begin • Resources readily available and easy to find on the Purple Planet
Text/Materials Adoption	• Beginning June 2013 and onward	R: CC Coach I: Teachers, all coaches, KK A: ED D: MP/JN P: CC Coach	• Text/Material options • Adoption Process for each content and elementary/ secondary	• Vet curriculum that is aligned w/ Common Core • Create and implement adoption process (use 6-12 Math/Science process as a starting point)	• Process established • Aligned texts and materials in K-12 Math and K-12 ELA • Site-level buy-in • Teacher use adopted texts/ materials
Common Core Messaging to create buy-in	• 2013 Summer Lead Retreat and onward	R: CC coaches I: CC Drivers, all coaches, teachers, principals A: ED D: CIA/CC Coach		• Address change management and build leaders' capacity to manage change • Reinforce the ways that CCSS is aligned w/ AIR (shrink the change) • Share plan	• Teammate Survey • PD Surveys

		P: ED, CC Drivers, all Coaches				
LDC/MDC Incubation	• Begin June 2013 through June 2014	**MDC** R: CIA I: all Coaches A: ED/AF D: CIA P: all coaches, teachers	**LDC** R: CIA I: JG A: ED, principal, AF D: CIA, JG P: CIA, teachers		• Incubate LDC/MDC at selected sites • Participate in LDC/MDC collaboration • LDC: create CCSS aligned units of study using the LDC planning modules	• Level of rigor of LDC modules after peer jurying • MDC?
Pilot Teachers	• Fall 2013- Spring 2014	**Parameters:** R: ED I: A: D: ED P:	**Teacher Selection and running the process:** R: CC Coaches A: ED P: CC Coaches and teachers I:Principals, teachers D: Area Supes		• K/1 pilots at various sites • Other sites/teachers at ED discretion	•

**It will be imperative that the whole coach team participate in developing and co-writing each of these pieces. This means CCSS Leads cannot do the work alone and that coaches cannot take a backseat. It will be a collaborative effort. This might look like an entire K-5 (or 6-12) content team sitting down to look at an IG (or Pacing Guide) and talking thoroughly about how to better align it w/ CCSS. The CCSS Lead will then take those notes that represent everyone's voice and type them up and send them out for more feedback.

Other Questions:

- What is the role of Area Sups & Principals?
- Who is driving the development of Area Sups & Principals?
- Who, how, when on communicating ownership structure? Attach to this document?

- **Who will write assessments? Outsource? Funding?**

RAPID Decision-Making Roles Explanation:

- **"R"** stands for "recommender"—the person who initiates or drives the process. The "R" is the "go to" person who sticks with the process from start to finish, ensures that others understand what they need to do, and keep things moving along. In other words, the "R" does most of the work to secure the decision.

- **"I"** stands for "input." An "I" must be consulted before a decision is made. Although an "I" has the right to be heard, he or she does not have a vote or a veto. Including someone as an "I" says that the organization values his or her opinion.

- **"A"** stands for an individual who needs to "agree with" or "approve" a decision. An "A" is essentially an "I" with more power; an "A" has a vote and a veto. Naming someone an "A" means that the organization needs their support. Generally, the more people with an "A," the more time and effort it takes to make a decision.

- **"D"** means "decide." The "D" has final authority, and is the only individual who can commit the organization to action—hiring someone, spending money, or making a legally-binding agreement. Things get done only after the "D" gives the okay. Generally, the "D" is one person. But if, for example, a board of directors has a parliamentary voting structure, then the "D" would mean the group of people who constitute the winning vote.

- **"P"** stands for "perform." This is a person who carries out the decision once it has been made. Often, an individual who is a "P" is also an "I." You've no doubt heard at least one person say something like, "This is a mess. If only they had asked me before they decided. I could have told them . . ." It's unlikely that a "P" who is also an "I" will feel the need to say that.

Appendix VI:

Mapping of Previous ELD Standards

to Instructional Guidelines

Map of English Language Development Standards to Aspire Instructional Guidelines

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

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

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

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

Appendix VII:
Aspire 504 Procedures

Part I: Quick and Basic 504 Process Procedures

Pre-Meeting Process Steps (Before any meeting takes place)

1) Referral comes in from SST/RtI/Parent OR annual 504 is due
2) Parent Information and Permission forms sent home and returned (within 10 school days of receiving referral)
3) Data gathered on disability and impact on educational access
4) Meeting Scheduled (within 30 days of permission received back from parents)
5) Parent Invite Sent and Returned (Invite sent at least 14 days prior to meeting)

504 Eligibility Determination Meeting Process Steps (done at least each 3yr)

1) Necessary identifying information filled out on student and team
2) Purpose of the meeting discussed: initial, review (at least every 3 years) or dismissal
3) Due Process rights given, discussed if necessary and signed for by parent
4) Review of data/evidence of disability
5) Review of data/evidence of impact of disability on a major life function
6) Eligibility decision: do they qualify for a 504? Yes or no.
7) Parent agreement or disagreement (refer to Director of Student Services)
8) Signatures and documentation, next 504 scheduled
9) Accommodation plan created (checklist for this in next section)
10) Record student's 504 status in PowerSchool (see "Logging 504s in PowerSchool OM Guide")

504 Accommodation Plan Process Steps (done at least annually)

1) Necessary identifying information filled out on student and team
2) Purpose of plan checked (initial or review)
3) Due Process rights given, discussed if necessary and signed for by parent
4) Data/Information Reviewed
5) Write the plan
6) Parent agreement or disagreement (refer to Director of Student Services)
7) Signatures and documentation
8) Plan implementation, progress monitoring and review scheduled

Discipline Steps for Students with 504s

1) Student with 504 referred for discipline
2) Determine if Manifestation Determination documentation necessary
3) Determine if behavior part of/because of the student's qualifying disability
4) Review 504 Plan for student
5) Gather data on repeat behaviors
6) Determine if behavior is result of 504 not being correctly implemented
7) If discipline is related to disability/poor 504 implementation, address concerns with 504 meeting/plan
8) If discipline not related to disability, document steps and continue with normal school procedures

Need more information on any of these steps? Check out the other process and procedure guides!

Section 504 Process and Procedure Guide: Introduction

Let's be honest, 504s can be complicated, confusing and often anxiety producing. The goal of this guide is to give step by step directions for the 504 process to alleviate these things on a basic level. The 504 decision process will still be a difficult one as each student's needs will be different, but 504 compliance is directly related to how well a school follows proper procedures during the 504 process.

What this guide will not do, what no guide can do, is tell you exactly when a child will qualify for a 504 or what accommodations to give to a child based on their particular disability. Each child is different and his or her disability may affect them differently. For example, two girls with ADHD in second grade may have drastically different needs. One may be able to access her education with basic classroom accommodations, the other may require more significant accommodations and a 504 plan.

The final decision around what 504 protections may be required rests on your 504 team and their experience as educators, which is one of the strengths you bring to this process.

Please see the next page for the sections of this guide, but as always, if you have a particular concern, complicated 504s, questions about your SST process or anything else, please contact the Aspire Director of Student Services and we will be happy to help!

Part I: Basic 504 Process Procedures

The basic steps in the 504 process for those of you who feel confident in your ability to administer 504s

Part II: Detailed 504 Process Procedures

504 process steps broken down into their detailed components for new 504 administrators or those who are in need of a 504 refresher.

The process is color-coded according to the following scheme.

Pages 1-3, 7	**Pre - 504 Meeting Process Steps**
Pages 4-6	**504 Eligibility Determination Meeting Process Steps**
Pages 8-10	**504 Accommodation Plan Process Steps**

Part I: Quick and Basic 504 Process Procedures

Pre-Meeting Process Steps (Before any meeting takes place)

1) Referral comes in from SST/RtI/Parent OR annual 504 is due
2) Parent Information and Permission forms sent home and returned (within 10 school days of receiving referral)
3) Data gathered on disability and impact on educational access
4) Meeting Scheduled (within 30 days of permission received back from parents)
5) Parent Invite Sent and Returned (Invite sent at least 14 days prior to meeting)

504 Eligibility Determination Meeting Process Steps (done at least each 3yr)

1) Necessary identifying information filled out on student and team
2) Purpose of the meeting discussed: initial, review (at least every 3 years) or dismissal
3) Due Process rights given, discussed if necessary and signed for by parent
4) Review of data/evidence of disability
5) Review of data/evidence of impact of disability on a major life function
6) Eligibility decision: do they qualify for a 504? Yes or no.
7) Parent agreement or disagreement (refer to Director of Student Services)
8) Signatures and documentation, next 504 scheduled
9) Accommodation plan created (checklist for this in next section)
10) Record student's 504 status in PowerSchool (see "Logging 504s in PowerSchool OM Guide")

504 Accommodation Plan Process Steps (done at least annually)

1) Necessary identifying information filled out on student and team
2) Purpose of plan checked (initial or review)
3) Due Process rights given, discussed if necessary and signed for by parent
4) Data/Information Reviewed
5) Write the plan
6) Parent agreement or disagreement (refer to Director of Student Services)
7) Signatures and documentation
8) Plan implementation, progress monitoring and review scheduled

Discipline Steps for Students with 504s

1) Student with 504 referred for discipline
2) Determine if Manifestation Determination documentation necessary
3) Determine if behavior part of/because of the student's qualifying disability
4) Review 504 Plan for student
5) Gather data on repeat behaviors
6) Determine if behavior is result of 504 not being correctly implemented
7) If discipline is related to disability/poor 504 implementation, address concerns with 504 meeting/plan
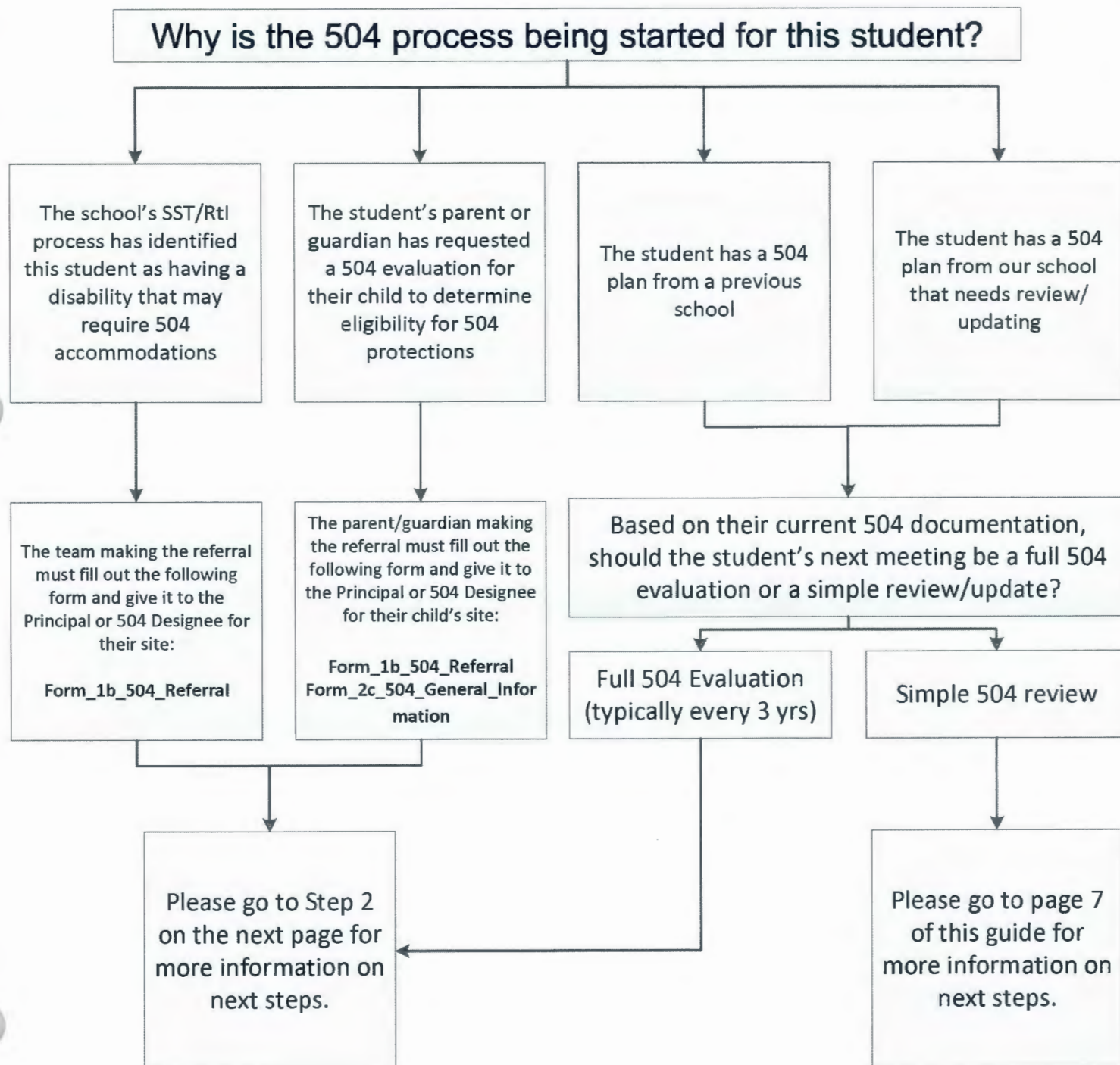8) If discipline not related to disability, document steps and continue with normal school procedures

Need more information on any of these steps? Check out the other process and procedure guides!

Pre - 504 Meeting Process Steps

There are actually steps before you jump into a 504 meeting for a student. The Pre-Meeting Process steps are typically related to referrals and permissions and are <u>vital</u> to the 504 documentation process.

Step 1: 504 Referral

Why is the 504 process being started for this student?

| The school's SST/RtI process has identified this student as having a disability that may require 504 accommodations | The student's parent or guardian has requested a 504 evaluation for their child to determine eligibility for 504 protections | The student has a 504 plan from a previous school | The student has a 504 plan from our school that needs review/ updating |

The team making the referral must fill out the following form and give it to the Principal or 504 Designee for their site:

Form_1b_504_Referral

The parent/guardian making the referral must fill out the following form and give it to the Principal or 504 Designee for their child's site:

Form_1b_504_Referral
Form_2c_504_General_Infor mation

Based on their current 504 documentation, should the student's next meeting be a full 504 evaluation or a simple review/update?

| Full 504 Evaluation (typically every 3 yrs) | Simple 504 review |

Please go to Step 2 on the next page for more information on next steps.

Please go to page 7 of this guide for more information on next steps.

Step 2: Determine Evaluation Evidence Needed

Once the 504 designee receives the referral for new 504s/notice of an existing 504 evaluation, he/she must determine what types of evaluative materials are needed for the 504 team to effectively determine eligibility.

- Transcripts/Grades/Test Scores   - Attendance   - Classroom observations   - Teacher Reports   - Educational reports

- Non-classroom observations (cafeteria, play-yard, etc.)   - Discipline data

- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)

- Information from outside professionals familiar with student (must have signed Authorization from parent)

Step 3: Parent Permission for Evaluation

The 504 designee has **10 school days** from time of referral/notice to send the following to the parents to get permission for specific evaluation evidence and speak to outside professionals. Documents should be in parents' primary language:

Form_2a_504_Parent_Permission
Form_2c_504_General_Information
Form_2d_504_Release_of_Information

| Parent/Guardian returns forms with permission to evaluate | Parent/Guardian returns forms, but does not give permission to evaluate | Parent/Guardian does not return forms |

Step 4: Meeting Scheduling and Parent Invitation

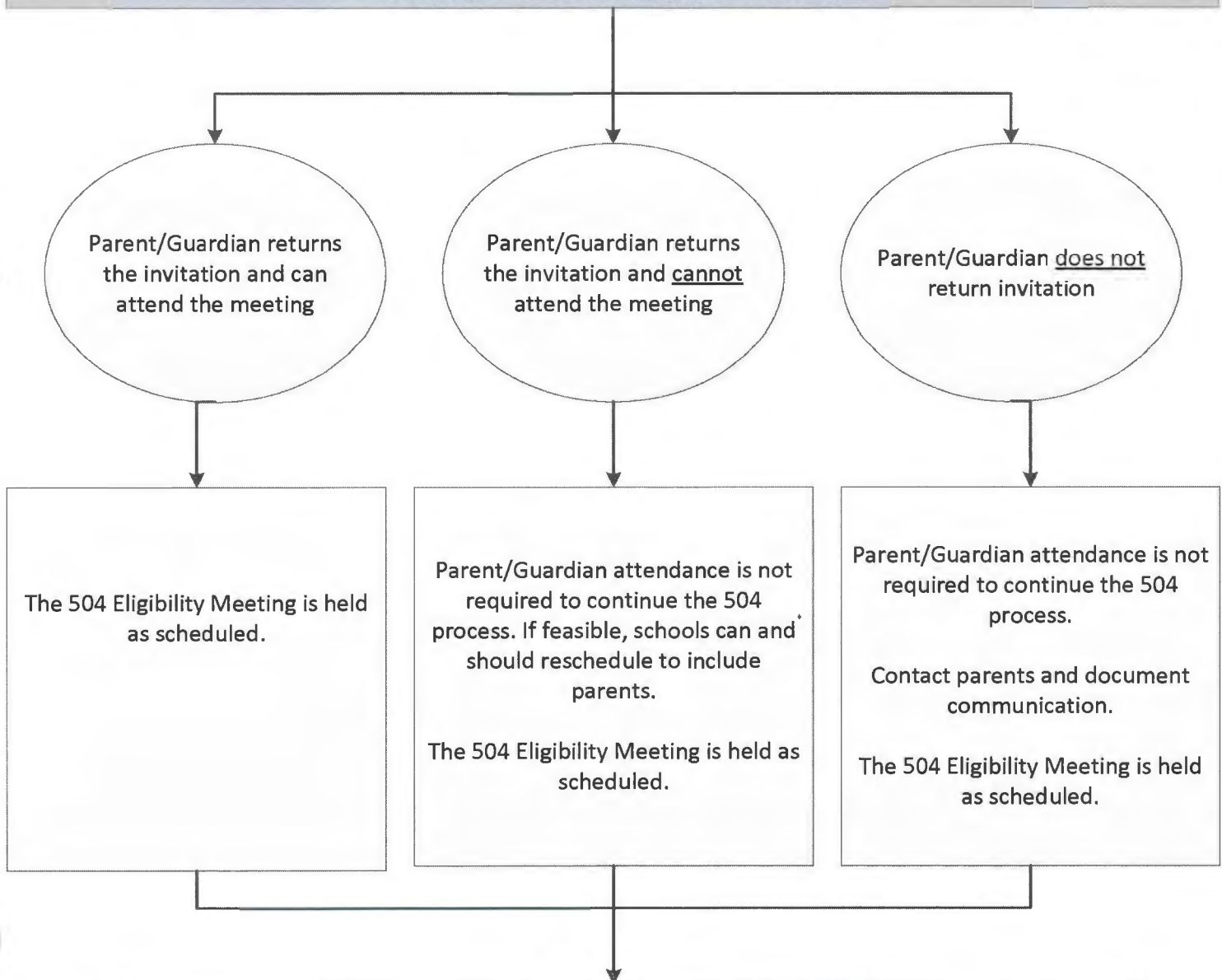|		
Once the parent returns the form to the school, schedule the 504 Team to meet for a 504 Eligibility Determination. Meeting should be scheduled for within **30 school days** of receiving permission to evaluate. Send an invite to the parent/guardian using the following form: **Form_4_504_Parent_Invite**	Evaluation for a 504 Plan and protections **cannot occur** without parental consent. Send the following form to the parents: **Form_2e_504_Parent_Permission _Refusal** Continue to support the child using regular school-based accommodations. Place copies of all documents in 504 evaluation folder for the student.	Evaluation for a 504 Plan and protections **cannot occur** without parental consent. Document attempts to contact parents. At **30 days**, send the following to the parents: **Form_2e_504_Parent_Permission _Refusal** Continue to support the child using regular school-based accommodations. Place copies of all documents in 504 evaluation folder for the student.

Step 5: Gather Data on Disability and Impact on Educational Access

Between time permission to evaluate is given by parent and before the 504 meeting, members of the 504 teams should gather pertinent data about the child's educational access. Examples of data include, but are not limited to:

- Transcripts/Grades/Test Scores   - Attendance   - Classroom observations   - Teacher Reports

- Non-classroom observations (cafeteria, play-yard, etc.)   - Discipline data   - Educational reports

- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)

- Information from outside professionals familiar with student (must have signed Authorization from parent)

Step 6: Final Scheduling the Meeting

Parent/Guardian returns the invitation and can attend the meeting

Parent/Guardian returns the invitation and cannot attend the meeting

Parent/Guardian does not return invitation

The 504 Eligibility Meeting is held as scheduled.

Parent/Guardian attendance is not required to continue the 504 process. If feasible, schools can and should reschedule to include parents.

The 504 Eligibility Meeting is held as scheduled.

Parent/Guardian attendance is not required to continue the 504 process.

Contact parents and document communication.

The 504 Eligibility Meeting is held as scheduled.

Go to Page 4 for 504 Eligibility Determination Meeting Process

504 Eligibility Determination Meeting Process Steps

The Basics of 504 Eligibility Determinations:

The 504 Team meets and uses Form_5a_504_Eligibility Determination to determine whether or not there is **documented evidence** of the following:

1) The student has a <u>diagnosed disability</u>

AND

2) This disability <u>directly</u> and <u>substantially</u> affects the students ability to <u>access</u> school activities or curriculum

If you have questions about the basics of 504 eligibility, please contact the Director of Student Services! You are not alone ☺

For <u>all</u> 504 Eligibility Determinations, the following form should be used:

Form_5a_504_Eligibility_Determination_form

Step 1: Fill Out Necessary Identifying Information

Fill out student information, 504 Team members in attendance (including parents, students, non-Aspire staff)

Step 2: Check correct box for the purpose of the meeting

Initial Evaluation	Review Evaluation	Removal/Dismissal Evaluation
The student has never had a 504 or was exited from a previous 504.	The student has a 504, but is being evaluated to see if they still qualify. This should be done at least every 3 years.	It is believed the student may no longer qualify for a 504.

Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights

This form prints out at the end of Form_5a_504_Eligibility document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5a_504_Eligibility_Determination that they have received their Due Process Rights

Continue to page 5

Step 4: Review the Evidence of Disability

Evidence does not support presence of disability	Evidence supports presence of disability in the past, but not currently Note: Does not include disabilities that are current, but episodic, such as epilepsy	Evidence supports current presence of one or more disabilities

Student is not eligible for a current 504

Student may be eligible for a 504

Fill out "Part I: Determination of Impairment" on Form_5a_504_Eligibility

Fill out "Part I: Determination of Impairment" on Form_5a_504_Eligibility

Attach copies of evidence to 504 documentation

Attach copies of evidence to 504 documentation

Skip to Eligibility Step 6

Step 5: Review Evidence of Impact of Disability on a Major Life Function

In reviewing the evidence, the 504 team must determine whether or not the evidence shows that the disability substantially affects a major life function compared to that of the average student in the general population.

Additionally, the impact must have been in evidence for at least 6 months

Evidence shows disability does not substantially affect a major life function	Evidence shows disability substantially affects a major life function

Student is not eligible for a current 504

Student may be eligible for a 504

Fill out "Part II: Determination of Impact to Major Life Function" on Form_5a_504_Eligibility

Fill out "Part II: Determination of Impact to Major Life Function" on Form_5a_504_Eligibility

Attach copies of evidence to 504 documentation

Attach copies of evidence to 504 documentation

Continue to Page 6

Step 6: 504 Eligibility Decision

The 504 Team determines that the student <u>meets both</u> eligibility criteria and therefore is eligible for 504 protections and a 504 plan. **Check the appropriate box.**

The 504 Team determines that the student <u>does not meet **both**</u> eligibility criteria and therefore is <u>not</u> eligible for 504 protections and a 504 plan. **Check the appropriate box.**

Parents agree with the 504 Team's decision

Parents <u>disagree</u> with the 504 Team's decision

Parents <u>disagree</u> with the 504 Team's decision

Parents agree with the 504 Team's decision

Continue to accommodate for student utilizing normal school-based accommodations

Refer the parent to the Director of Student Services immediately

Contact the Director of Student Services after the meeting to discuss and pass on copies of documentation

Step 7: Signatures and Documentation

- Dates for future review are determined
- All parties sign the 504 document.
- Copies of all 504 documentation is kept on file for the student in both the student's cumulative file and a separate 504 file.

Parents refuse to sign 504 Evaluation document. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student's cum file and separate 504 file. Refer parents to the Direct of Student Services

Continue to page 8 for 504 Accommodation Plan if student qualifies for a 504

504 Accommodation Plan Review Process Steps

For students who need their 504 plan reviewed, but do not require a full 504 evaluation update, the following steps should be taken to review the 504 plan and determine changes.

Pre-504 Meeting Step 2: Meeting Scheduling and Parent Invitation

1) The 504 team schedules a 504 Plan Review.
2) Send an invite to the parent/guardian using the following form:

Form_4_504_Parent_Invite

Pre-504 Meeting Step 3: Gather Data on Accommodation Implementation and Successes/Concerns

Members of the 504 teams should gather pertinent data about the current 504 accommodations written into the student's plan and the success of those accommodations. Examples of data include, but are not limited to:

- Transcripts/Grades/Test Scores   - Attendance   - Classroom observations   - Teacher Reports

- Non-classroom observations (cafeteria, play-yard, etc.)   - Discipline data   - Educational reports

- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)

Pre-504 Meeting Step 6: Final Scheduling the Meeting

Parent/Guardian returns the invitation and can attend the meeting	Parent/Guardian returns the invitation and cannot attend the meeting	Parent/Guardian does not return invitation
The 504 Plan Review Meeting is held as scheduled.	Parent/Guardian attendance is not required to continue the 504 process. If feasible, schools can and should reschedule to include parents. The 504 Plan Review Meeting is held as scheduled.	Parent/Guardian attendance is not required to continue the 504 process. Contact parents and document communication. The 504 Plan Review Meeting is held as scheduled.

Go to Page 8 for 504 Accommodation Plan Process Steps

504 Accommodation Plan Process Steps

The Basics of 504 Accommodation Plans:

1) Accommodations should be specific to the identified student and his/her disability(ies)

2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)

3) Accommodations must alleviate barriers to student access of education

4) Accommodations are not required to address specific academic achievement

If you have questions about the basics of 504 accommodations, please contact the Director of Student Services! You are not alone ☺

For all 504 Accommodation Plans, the following form should be used:

Form_5b_504_Plan

Step 1: Fill Out Necessary Identifying Information

Fill out student information, 504 Team members in attendance (including parents, students, non-Aspire staff)

Step 2: Check correct box for the purpose of the meeting

Initial Plan	**Review Plan**
The student was just found eligible for a 504 and needs an accommodation plan created	The student has a plan, but the plan needs to be reviewed (Should occur at least 1x per year)

Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights

This form prints out at the end of Form_5b_504_Plan document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5b_504_Plan that they have received their Due Process Rights

Continue to page 9

Step 4: Data/Information Reviewed

The 504 team reviews data/evidence for each proposed/current accommodation and determines what accommodations are necessary to help ameliorate the student's disability's affect on his/her access to education. Accommodations must be grounded in data in order to ensure proper progress monitoring.

Step 5: Writing the Plan

The Basics of 504 Accommodation Plans:

1) Accommodations should be specific to the identified student and his/her disability(ies) and based on data

2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)

3) Accommodations must alleviate barriers to student access of education

4) Accommodations are not required to address specific academic achievement

---

The 504 team writes an accommodation plan based on recommendations from the team and available and pertinent evidence from other sources.

Parents agree with the 504 accommodation plan as written

Parents disagree with the 504 accommodation plan as written

Continue to accommodate for student utilizing normal school-based accommodations

Refer the parent to the Director of Student Services immediately

Contact the Director of Student Services after the meeting to discuss and pass on copies of documentation

Step 5: Signatures

All parties sign the 504 document. Copies of all 504 documentation is kept on file for the student in both the student's cumulative file and a separate 504 file.

Parents refuse to sign 504 accommodation plan. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student's cum file and separate 504 file. Refer parents to the Direct of Student Services.

Continue to page 10

Part II: Detailed 504 Process Procedures

Step 6: Plan Implementation

Once the plan has been written and signed by the team, it needs to be implemented as written. The steps for implementation include:

1) Holding a team meeting to inform all necessary staff of their role in implementation and giving them a copy of the 504 accommodation plan only

2) Training staff on necessary accommodations that require it (ex: how to use an epi-pen or necessary procedures if a student has a seizure)

3) Provide teachers and staff with necessary resources to create/maintain accommodations (ex: if teacher needs to wear an FM transmitter for a student with limited hearing, providing the equipment to the teacher).

Step 7: Progress Monitoring/Review

Part of the accommodation plan is also the progress monitoring/review of the plan AND it's implementation. Scheduled reviews should be written into the 504 plan.

When the deadline for progress monitoring/review is coming up, go to page 1 of this guide:

Pre-504 Meeting Step 1: 504 Referral

Pick the following choice

```
The student has a 504
plan from our school
that needs review/
updating
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Appendix VIII:
Proof of LEA SELPA Membership

Agreement Number: 2687

Fiscal Year: 2010-2011 Ongoing

STANDARD AGREEMENT
OR
MEMORANDUM OF UNDERSTANDING

SECTION I Agreement initiated by: El Dorado County Charter SELPA   (To be completed by **Program**)

Firm Name: ASPIRE Eres Academy
Name: Elise Darwish, CEO or designee
Address: 1936 Courtland Ave.
           Oakland, CA 94601

e-mail: elise.darwish@aspirepublicschools.org

	FD	RS	PY	OB	GO	FC	L1	L2	Dollar Amount
If expense agreement, Charge to:									
If expense agreement Charge to:									
If expense agreement Charge to:									
If revenue agreement income to:				Non-Financial					
If revenue agreement income to:									$
								Income Total	
								Expense Total	

Please verify and check off that the following elements are incorporated in the agreement:
A.   Clear definition of services to be provided   ☒
B.   Beginning and ending dates of service (not to exceed single fiscal year, if possible)
C.   Amount of charge for agreement:
     1.   Total amount
     2.   Terms of payment (single or multiple payment, submission of invoice[s]) and when payments are to be made –
D.   Secure Program Authorizations prior to each payment?   Yes ☐ No ☐
E.   If supplemental information from program will be submitted to Accounts Payable/Accounts Receivable prior to payment/billing, please note instructions:

Legal Review Requested?	Certificate of Insurance?	County Board Action Requested?
Yes ☐ No: ☒	Yes ☐ No: ☒	Yes ☐ No: ☒

Unit Supervisor authorization to enter contract.

Signature: *Jimmy Quintman*   Date   May 19, 2011

Please circle your designated Program Accountant.
Tricia Kowalski ☐ – Kerre Smith ☒ – Jennifer Weston ☐ – Sue Thorne ☐

AGREEMENT FOR PARTICIPATION

EL DORADO COUNTY CHARTER SELPA

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee makes recommendations to the CEO Council on fiscal and policy matters.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Director. Each Charter School is entitled to select one

representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools ("Local Plan") as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

LEA MEMBER RESPONSIBILITIES AND DUTIES:

Each LEA agrees that it is subject to the following nondelegable responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.

B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;

C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;

D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;

E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;

F. Provide facilities as required to house the programs conducted by the LEA;

G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;

H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;

I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;

J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;

K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;

L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;

M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;

N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;

O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;

P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;

Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;

R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.

S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.

T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section 47605(b)(5)(I). Annual submission shall be made annually, no later than January 31st. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective

actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.

U. An LEA Member contracting for external Services, consistent with definition.... shall do so only with duly licensed and authorized entity or individual. The contract for Services executed by the LEA Member and the external consultant or contractor shall include a clause stating the contractor or consultant agrees to defend and indemnify the LEA Member, and the SELPA, RLA, the Superintendent, and other Indemnified Parties in response to any claim arising from the contractor's or consultant's actual or alleged failure to provide Services in conformity with these obligations.

With respect to external services and/or Student placements, the LEA Member shall affirmatively monitor, assess, and to the extent necessary, intervene or manage such external placements or Services in conformity to ensure that the LEA Member's Obligations to the Student are still being met.

AU/RLA DUTIES AND RESPONSIBILITIES:

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;

B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;

C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;

D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education

4

Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;

E.   Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;

F.   Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:

     1.   Monitoring the application of eligibility criteria throughout the Local Plan area;

     2.   Coordinating the implementation of the transportation for special education pupils;

     3.   Coordinating the system of data collection, management, and evaluation;

     4.   Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;

     5.   Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;

     6.   Developing interagency referral and placement procedures; and,

     7.   Evaluating the effectiveness of special education programs.

G.   Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees at meetings;

H.   Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;

I.   Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;

J.   Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:

     1.   Complaint issues;

     2.   Hearing issues; and

     3.   Identification of appropriate programs for specific pupils.

K.   Perform other services reasonable and necessary to the administration and coordination of the Plan;

L.   Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.

M.   Schedule a public hearing at the El Dorado County Office of Education for purposes

     of adopting the Annual Service Plan and Budget Plan.

PROVISIONS OF THE AGREEMENT

A.   Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.

B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.

C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.

D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
   1. Prior initial written notice of intended termination to the RLA of at least one year, and
   2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

   The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
   1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
   2. final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.

E. Funding received by a charter is subject to the elements of the allocation plan. The allocation plan is updated on an annual basis and approved by CEO council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.

F. In accordance with their needs the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.

G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.

H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.

I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter

enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.

J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.

K. The Charter Executive Committee shall review and make Allocation Plan recommendations. The Allocation Plan defines the distribution of funds within the SELPA. CEO Council shall approve all changes. There is a legal requirement for a public hearing and adoption of an annual service and budget plan. This shall be done annually by the El Dorado County Board of Education. This document shall be provided to the CEO Council as an information item.

WARRANTIES AND REPRESENTATIONS:

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for non-public agency or non-public school purposes for the benefit of children served.

STANDARD OF CONDUCT

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

RESERVATION OF RIGHTS

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or , demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

FULL DISCLOSURE

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.

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This revised agreement replaces the original participation agreement and is entered into for the 2010-11 fiscal year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 19th day of May, 2011

CHARTER SCHOOL APPROVAL

ASPIRE Eres Academy

Date: _6-14-11_
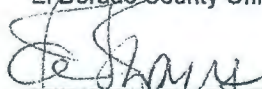
Elise Darwish, CEO
ASPIRE Eres Academy

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL
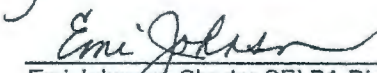
Date: _____

Vicki L. Barber, Ed.D., Superintendent
El Dorado County Office of Education

Date: _8/19/11_

Terena Mares, Deputy Superintendent
El Dorado County Office of Education

Date: _6-15-11_

Emi Johnson, Charter SELPA Director
El Dorado County Office of Education

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El Dorado County Charter SELPA

Charter Education SELPA Flow Chart

EDCOE COUNTY SUPERINTENDENT
(Serves as SELPA General Administrator)

CHARTER CEO COUNCIL
(SELPA Governing Body that Reviews and Approves the Local Plan and the SELPA's governing policies and procedures)

CHARTER EXECUTIVE COMMITTEE
(Selected representatives from Council charged with operational governance of SELPA and Member Issues)

SELPA DIRECTOR
(EDCOE Employee/Administrator, performing Day-to-Day Administrative and Support Services)

CHARTER SPECIAL ED. STEERING COMMITTEE
(Advisory Committee to Director and Committee on general issues of important to SELPA operation and services – No Binding Authority)

CAC
(Parent advisory committee on special education issues – No Binding Authority; not subject to quorum or other requirements

Appendix IX:
Board of Directors Biographies

Aspire Public Schools Board of Directors Biographies

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. 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 & CEO, IntegraMed Fertility

A member of the Aspire board since 2003, Mr. Hughson is President & CEO, IntegraMed Fertility where he is responsible for vision and strategy as well oversight for the company's day-to-day operations. Recently, Mr. Hughson was President of the Healthcare Group of educational institutions at DeVry, Inc. He serves as Chairman of the Board of Chamberlain College of Nursing and as Vice Chairman of the Board of Ross University. 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, Board Chair, Educator & Administrator

Beth Hunkapiller 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. 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, President & CEO (Retired) of State Farm General insurance

Greg Jones is the President & CEO (Retired) of State Farm General Insurance. 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 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. Mr. Jones earned his B.A. degree in business from Franklin University and his M.A. degree in 1981 from Hood College.

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. 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. He holds a BA in Sociology from Stanford University and an MBA from the Wharton School of Finance.

Louise Muhlfeld Patterson, Human Resources Executive

Louise Muhlfeld 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 for 14 years. 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. 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, Kearny Venture Partners

Dick Spalding is a managing director of KVP. He has been investing in and advising private companies for more than 30 years. Prior to KVP, Mr. Spalding was Vice President and the first CFO at Portal Software. He was previously an observer to the board at Align Technology, and currently serves as an observer to the board at Kai Pharmaceuticals and is a director and co-founder of SpinalMotion. He holds an A.B. with honors from Harvard College and a J.D. with honors from Columbia Law School.

Appendix X:

Proof of Tax-exempt Status

Internal Revenue Service

Date: January 24, 2006

ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
426 17TH ST # 200
OAKLAND   CA 94612-2820

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
   Ms. Lumpkins # 31-08344
   Customer Service Representative
Toll Free Telephone Number:
   877-829-5500
Federal Identification Number:
   94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.
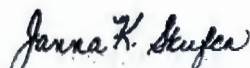
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Janna K. Skufca

Janna K. Skufca, Director, TE/GE
Customer Account Services

Appendix XI:

Aspire Articles of Incorporation, Bylaws, and Conflict of Interest Code

2158316

A0742630

CERTIFICATE OF AMENDMENT AND RESTATEMENT
OF THE
ARTICLES OF INCORPORATION

James Willcox and _James Cleveland_ certify that:

1. They are the Chief Executive Officer and the Secretary, respectively, of Aspire Public Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are hereby amended and restated as set forth in the attached Articles of Incorporation, which are incorporated by this reference as if set forth in full in this Certificate.

3. The foregoing amendment and restatement has been duly approved by this corporation's Board of Directors.

4. This corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true of our own knowledge.

DATED: 6/20/2013 , 2013

_____
James Willcox, Chief Executive Officer

DATED: 6/20/2013 , 2013

_____
James Cleveland, Secretary

ARTICLES OF INCORPORATION
OF
ASPIRE PUBLIC SCHOOLS

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal revenue law (the "Code"), including and not limited to operating and managing public charter schools.

ARTICLE III

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member (if any) of this corporation, or to the benefit of any private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax-exempt status under Section 501(c)(3) of the Code.
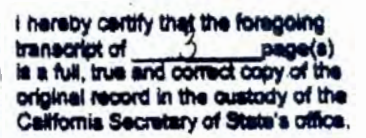
AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,
a California Nonprofit Public Benefit Corporation

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   Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 5.5   Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 5.6   Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

Section 5.7   Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

Section 5.8   Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

Section 5.9   Non-Discrimination

This Corporation shall not discriminate on the basis of race, religion, national origin, gender, age or sexual orientation in hiring, firing or admissions.

ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 6.1   Place of Meetings

Meetings shall be conducted at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been identified notice in compliance with the provisions of the Ralph M. Brown Act.

Section 6.2   Meetings; Annual Meeting

All meetings of the Board of Directors, including the Annual Meeting, shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The Annual Meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

Section 6.3   Regular Meetings

Regular meetings of the Board of Directors, including the Annual Meeting, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

Section 6.4   Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the President, or any two (2) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

Section 6.5   Quorum

During open session, a majority of the directors then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of

a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 6.6   Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act are followed:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Corporation's schools operate;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.7   Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 7.1 Place of Board of Directors Meetings

Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 7.2 Meetings by Telephone or Other Telecommunications Equipment

Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(i) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting;

(ii) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 7.3 Annual and Regular Meetings

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors shall hold an annual meeting, regular, and special meetings for purposes of organization and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 7.4 Authority to Call Special Meetings

Special meeting of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President or the Secretary, but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special meeting exists.

Section 7.5   Notice of Meetings

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

Section 7.6 Waiver of Notice and Consent to Hold Meetings

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

Section 7.7 Action Without Meeting

Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

ARTICLE 8: COMMITTEES

Section 8.1   Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of two (2) or more

Directors, and only of directors, to serve at the pleasure of the Board. Meetings of committees pursuant to Article 6 of these bylaws shall comply with the provisions of the Ralph M. Brown Act, including those provisions concerning advisory committees as set forth therein. Minutes of each such meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

Section 8.2   Executive Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

Section 8.3   Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. Directors who are also employees of the Corporation may not serve on the Compensation Committee. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on

its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

Section 8.4   Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

Section 8.5   Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

Section 8.6   Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

ARTICLE 9: OFFICERS

Section 9.1   Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.

Section 9.2   Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

Section 9.3   Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

Section 9.4   Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 9.5   Vacancies in Office

A vacancy in any Office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

Section 9.6   Responsibilities of Officers

(a) Chief Executive Officer (CEO). The CEO has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall be empowered to act, speak for, or otherwise represent the Corporation between meetings of the Board. The CEO shal 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 10: RECORDS AND REPORTS

Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

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

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

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

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

(e) Any transaction during the previous fiscal year involving more than $50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than $50,000; and

(f) Any other information required under these Bylaws.

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

Section 10.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of $2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate. For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.

ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 11.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

Section 11.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 12.1 Contracts with Directors and Officers

(a) No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest

are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

(b) The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

Section 12.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

ARTICLE 13: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

ARTICLE 14: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Section 15.1 Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine

gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

Section 15.2 Electronic Transmission

Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Amended and Restated Bylaws consisting of sixteen (16) pages and the following one (1) page exhibit were adopted as the Bylaws of the Corporation by the Directors of the Corporation on _____, 2012, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on _____, 2012.

By: _____
Its: Interim Secretary

EXHIBIT A

MEMBERS OF THE BOARD OF DIRECTORS

Name	Term Expires Annual Meeting
Jonathan Garfinkel	2015
Bill Hughson	2013
Beth Hunkapiller	2016
Greg Jones	2016
Melvin J. Kaplan	2013
Steven L. Merrill	2014
Louise M. Patterson	2015
Richard C. Spalding	2014

CONFLICT-OF-INTEREST CODE FOR THE

ASPIRE PUBLIC SCHOOLS

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Aspire Public Schools ("Aspire")**

Individuals holding designated positions shall file their statements of economic interests with **Aspire**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the Members of the Board, and the Chief Executive Officer/President, **Aspire** shall make and retain copies and forward the originals to the Fair Political Practices Commission. All other statements will be retained by **Aspire**.

APPENDIX A
DESIGNATED POSITIONS

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.

Appendix XII:

Uniform Complaint Procedures

Uniform Complaint Procedure Policy

The Board of Directors of Aspire Public Schools ("Aspire") recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs.

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees.

This document presents information about how Aspire Public School processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy Aspire Public Schools shall assist the complainant in the filing of the complaint.

Programs or activities in which Aspire Public Schools receives state or federal funding may include:

- Adult Education
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Special Education Programs
- Safety Planning Requirements

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE, or equivalent in the State of Tennessee.)

The responsibilities of the Aspire Public Schools

Aspire Public Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if Aspire Public Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Aspire Public Schools to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

In California:
Aspire Public Schools
ATTN: Director of Student Services
1001 – 22nd Avenue, Suite 100
Oakland, CA 94606

In Tennessee:
Aspire Public Schools
ATTN: Executive Director
516 Tennessee St., Ste. 406
Memphis, TN 38103

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

Filing a complaint with the Aspire Public Schools

Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a

program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Aspire Public Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

    (i) the findings of fact based on the evidence gathered,

(ii) conclusion of law,
(iii) disposition of the complaint,
(iv) the rationale for such disposition,
(v) corrective actions, if any are warranted,
(vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and
(vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Aspire reserves the right to modify locations for receipt of forms as necessary.

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.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What remedy or action do you suggest?

_____
_____
_____
_____

Signature_____

Date_____

Date received by Aspire Home Office _____

Appendix XIII:

Discrimination and Harassment Policy

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.

ADMINISTRATIVE REGULATIONS
ASPIRE PUBLIC SCHOOLS

Students: Discrimination and Harassment

NO:	5145.7
PAGE:	Page 1 of 2
EFFECTIVE:	June, 2002
REVISED:	July, 2009
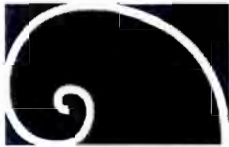
Discrimination/Harassment Complaint Procedure

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

How to File a Complaint

Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

Procedures

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
    * The student who is complaining
    * The person accused
    * Anyone who saw the incident or conduct take place
    * Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
    * The Chief Executive Officer or designee
    * The parent/guardian of the student who complained
    * The parent/guardian of the person accused of the discrimination or harassing conduct
    * The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- Child protective agencies responsible for investigating child abuse reports
- Legal counsel for Aspire

4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. In reaching a decision about the complaint, the principal or designee may take into account:
   - Statements made by the persons identified above
   - The details and consistency of each person's account
   - Evidence of how the complaining student reacted to the incident
   - Evidence of past instances of discrimination or harassment by the accused person
   - Evidence of past complaints

6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
   - How the misconduct affected one or more students' education
   - The type, frequency, and duration of the misconduct
   - The number of persons involved
   - The age and sex of the person accused of harassment
   - The subject(s) of harassment
   - The place and situation where the incident occurred
   - Other incidents at the school, including incidents of discrimination/harassment

7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.

8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.

9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Appendix XIV:
Principal Biography

Ms. Emily Murphy – Principal
Aspire ERES Academy

Ms. Emily Murphy has been leading schools since 2007 in DC and in Boston. She is a New Leaders Fellow and taught for four years in Washington DC and Compton, where she was voted "Teacher of the Year" by the faculty in 2004. In both schools, her students made significant academic gains in English Language Arts, her subject area of expertise. She is a Teach For America alumna and has done training for incoming corps members in both Philadelphia and Los Angeles. Ms. Murphy holds a BA in English from Duke University, an MA in Education Policy and Management from Harvard, and an MA in Administration through the New Leaders for New Schools program.

Appendix XV:
Educator Evaluation Tools

Aspire Instructional Rubric (AIR)

2013-2014

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

Aspire Instructional Rubric (AIR)

2013-2014

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

Aspire Instructional Rubric (AIR)

2013-2014

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 a specific level of cognition (Bloom's Level) or content. AND Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content. OR Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) include both a specific level of cognition (Bloom's Level) and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	All of level 3 and.... Learning objective(s) exceed level of cognitive demand (Bloom's Level) required by content standards.
	B) Measurability of learning objectives through summative assessments	Culminating lesson assessment does not measure the independent mastery of the learning objective(s).	Culminating lesson assessment measures the independent mastery of the learning objective(s) but only uses general criteria for measuring success.	Culminating lesson assessment measures the independent mastery of the learning objective(s) and uses specific criteria for measuring success.	All of level 3 and... AND Is measured by multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). 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.	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. 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.	The teacher inconsistently plans cognitively engaging learning experiences at students' various ZPD levels throughout the lesson cycle. OR 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.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not 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.	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. AND The teacher cites instructional strategies to meet the needs of individual students.
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 the whole class of students.	The teacher identifies some prerequisite knowledge and skills to achieve the standard/learning objective(s), but key prerequisite knowledge may not be identified. OR The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for the whole class 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 includes strategies to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student content 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 content 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 content 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 content misconceptions.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	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.	Different types 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 toward student mastery of the learning objective(s).	All of level 3 and... The formative assessments are differentiated to yield actionable data about subgroups of students.
	B) Planned response to formative assessment data	The teacher has not planned to adjust instruction based on the data from formative assessments.	The teacher inconsistently plans to adjust instruction based on the 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 articulates how students will be involved in establishing next steps.

Aspire Instructional Rubric (AIR)

2013-2014

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 demonstrate high behavioral expectations that support the classroom's academic environment.
	B. Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. 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.	Classroom exhibits no need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. 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, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. 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 and support student growth. 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.	Student interactions are polite and respectful, and students support each other's learning. 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 implement 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 implemented, resulting in the loss of instructional time.	The teacher has established and implements routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

Aspire Instructional Rubric (AIR)

2013-2014

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 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. AND Students are able to articulate what they are expected to learn.	All of level 3 and... Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B. Connections to prior and future learning experiences	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior *or* future learning. OR The teacher makes connections to prior *and* future learning but the 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.	The teacher facilitates as students build connections between the current learning objective(s) and their prior *and* future learning.
	C. Criteria for success	The teacher does not mention 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 needs of subgroups or an individual student, the teacher adapts 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 standard/learning objectives.	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 the standard/learning objective(s).

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A. Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is not used.	The teacher poses questions to a small number of students. 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 their own or other students' understanding of the content.
	B. Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. 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... Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective.
	D. Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.	All of level 3 and... Students choose, adapt, or create materials to extend learning.

Aspire Instructional Rubric (AIR)

2013-2014

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 different techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.	All of level 3 and... The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).
	B. Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson. 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).	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). 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 opportunities for self-monitoring exercises that do not move students towards mastery of the learning objective(s).	The teacher provides and students engage in self-monitoring exercises that move students towards mastery of the objective(s).	All of level 3 and ... Students judge their own performance relative to success criteria and specifically identify further steps in learning.

Aspire Instructional Rubric (AIR)

2013-2014

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 somewhat 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 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 does not make suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved OR how the teacher's practice can be improved in future lessons.	The teacher makes specific suggestions about how the lesson could be improved AND how the teacher's practice can be improved in future lessons.	All of level 3 and... The teacher predicts how the improvements will advance student learning in future lessons.
	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.

Aspire Instructional Rubric (AIR)

2013-2014

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.

Aspire Instructional Rubric (AIR)

2013-2014

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.

Aspire Instructional Rubric (AIR)

2013-2014

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.

Aspire Principal Performance Rubric

February 2013

Domain 1: Leadership, Vision and Culture	
Standards	**Indicators**
1.1 Embraces a shared vision of academic success for every student	A) Maintains a school-wide focus on high standards of achievement
	B) Creates a strong learning culture that communicates "college for certain"
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to the situations and context of the school
	B) Develops new leaders and provides leadership opportunities as appropriate
	C) Designs and utilizes effective forms of formal and informal communication
1.3 Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment
	B) Establishes a culture of respect and rapport which supports students' emotional safety
	C) Creates and inclusive and positive school culture that values diversity and meets the needs of all students
1.4 Allocates resources effectively to support student learning goals	A) Maintains a balanced budget focused on improving student achievement
	B) Manages time and prioritizes effectively
Domain 2: People Management	
2.1 Strategically recruits, hires, and retains most qualified staff	A) Attracts and selects effective teammates
	B) Mentors, develops and retains staff
2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals
	B) Builds a collaborative, well-functioning team
	C) Manages conflict
Domain 3: Instructional Leadership	
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of Aspire Instructional Guidelines (IG's)
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in the TCRP Aspire Instructional Rubric (AIR)
3.2 Provides coaching, supervision and evaluation of teachers	A) Uses teacher observation and feedback to increase student achievement
	B) Provides support to teachers in developing instructional plans
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement
	B) Regularly analyzes data and engages in data talks
3.4 Provides effective data driven professional development aligned with staff needs and school-wide goals	A) Provides professional development related to growth goals
	B) Actively participates in providing professional development
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom level programs and practices are in place to help students meet individual achievement needs when data indicate interventions are needed

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	B) Ensures that appropriate school-level and classroom level programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 plan

Aspire Principal Performance Rubric

Domain 4: Professional Responsibilities	
Standards	Indicators
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) 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

Domain 1: Leadership, Vision and Culture

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Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Embraces a shared vision of academic success for every student	A) Maintains a 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 standard 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 and models that focus in all activities
	B) 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; no artifacts or systems reflect the vision	Little time is spent sharing the vision; student behavior is somewhat reflective of a "college for certain" culture; few artifacts and systems 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	Vision is shared by all constituents and frequently referenced; student behavior is reflective of an effective learning community; creative artifacts and systems communicate with all constituents about going to college
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to the situation and the context of the school	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	Uses a number of leadership strategies skillfully; exercises good judgment about the appropriate management style to use	Uses a variety of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use
	B) Develops new leaders and provides leadership opportunities as appropriate	Does not identify leaders at school site; provides no opportunities for teachers or staff to lead	Provides some opportunities for teachers or staff to lead	Allows most staff an opportunity to lead	Delegates and collaborates as a way to train and motivate new leaders; staff feels empowered in formal and informal ways
	C) Designs and utilizes effective forms of formal and informal communication	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

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Domain 1: Leadership, Vision and Culture

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment	Student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful.	Student discipline policy is handled inconsistently, but student behavior is orderly most of the time. School environment feels safe and respectful.	Student discipline policy is handled consistently. School environment feels safe and respectful.	Student discipline policy is handled consistently. Student behavior is reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus.
	B) Establishes a culture of respect and rapport which supports students' emotional safety	Interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students OR students exhibit disrespect for the principal.	Interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students OR students inconsistently exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of students AND students exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of student. AND Students exhibit respect for the principal AND The principal's interactions demonstrate a positive rapport with individual students.
	C) Creates an inclusive and positive school culture that values diversity and meets the needs of all students	Demonstrates limited awareness of the impact of diversity on student learning; does not help staff to navigate strengths and challenges provided by diverse students or perspectives; does not engage in courageous conversations about biases or has a limited skill set in addressing biased language and behaviors	Recognizes the impact of diversity on student learning; attempts to create a learning environment that is supportive of all students; develops some systems to support diverse student needs; seeks opportunities or reactively engages in courageous conversations about diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; engages staff in addressing learning needs and challenges originating from diversity and difference and creates systems to address these needs; develops staff capacity to engage in courageous conversations about how diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; Builds staff capacity to provide and lead supports for diverse groups; builds the school's and community's collective capacity by initiating direct conversations about culture and diversity; recognizes and integrates the learning opportunities that come from a diverse community

Domain 1: Leadership, Vision and Culture

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
1.4 Allocates resources effectively to support student learning goals	A) Maintains a balanced budget focused on improving student achievement	Does not manage budget effectively; budget does not meet bottom line; does not understand the basics of the budget nor makes any effort to learn.	Attempts to manage budget effectively to meet bottom line, is slightly over budget; understands basic principles of budget management	Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds ways to increase revenues and decrease costs as much as possible	Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds creative ways to maximize revenue and minimize costs; works with staff and community to match priorities with spending.
	B) Manages time and prioritizes 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

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Domain 2: People Management

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Strategically recruits, hires, and retains most qualified staff	A.) Attracts and selects effective teammates	Identifies or selects candidates based on inappropriate criteria; does 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 school site; selects staff that represents a balanced mix of strengths and styles
	B) Mentors, develops and retains staff	Does not implement strategies to assess professional goals; does not create and implement processes to mentor new teachers and staff	Implements strategies to assess staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support	Consistently implements strategies to assess and support staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support	Consistently implements strategies to assess and staff professional goals and provides differentiated support; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support
2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals	Sets unclear expectations with staff; does not create PLP goals; staff performance is not monitored regularly; resists discussing results and metrics with staff; consistently underperforming staff are not placed on improvement plans	Creates PLP's for some but not all staff; places consistently underperforming staff on improvement plans but not in a timely manner and lacks sufficient data documentation OR does not follow-through with implementation of plan	Creates PLP's for all staff aligned to AIR, school goals, or Aspire Must Achieves; consistently places underperforming staff on improvement plans using sufficient evidence AND provides appropriate support	Creates a culture of accountability; creates individual PLP goals for all staff that align to Aspire AIR, school goals, and Aspire Must Achieves; creates improvement plans for underperforming staff based on multiple sources of evidence with sufficient supplemental documentation AND provides appropriate support
	B) 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 but lacks a culture of shared accountability; some but not all staff feel part of the team	Enables frequent collaboration among staff members; uses individuals' strengths effectively; creates a culture of shared accountability	Creates a culture of collaboration and mutual support; uses individual strengths effectively; fosters employee skills in team-building; creates a strong culture of shared accountability
	C) Manages conflict	Has little awareness of potential problems and/or areas of conflict with the school; does not have processes to resolve problems or areas of conflict OR	Demonstrates awareness of potential problems and/or areas of conflict with the school; has some processes in place to resolve problems and/or areas of	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts and does so consistently to result	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts skillfully and does

Domain 2: People Management

		does so inconsistently	conflict	in the best interest of students and the school	so consistently to result in the best interest of students and the school AND develops the capacity of all school staff to manage conflict effectively
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Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of Aspire Instructional Guidelines	Does not understand Aspire Instructional Guidelines or has no vision for implementation of Aspire IG's; does not use IG's in coaching teachers	Is aware of Aspire IG's and has some vision for implementation; occasionally uses Aspire IG's in coaching teachers	Understands Aspire IG's and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of Aspire IG's and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses the to coach teachers
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in the TCRP Aspire Instructional Rubric (AIR)	Does not understand Aspire Instructional Rubric or has no vision for implementation of TCRP AIR; does not use AIR in coaching teachers	Is aware of Aspire Instructional Rubric and has some vision for implementation; occasionally uses the TCRP AIR in coaching teachers	Understands the TCRP AIR and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of TCRP AIR and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses the to coach teachers

Domain 3: Instructional Leadership

Standard	Indicators	Level I	Level II	Level III	Level IV
3.2 Provides coaching, supervision and evaluation of teachers	A) Uses teacher observation and feedback to increase student achievement	Spends very little time in classrooms observing teachers OR conducts less than 3 mini observations and 1 formal observation per teacher OR observes teachers but does not follow-up with teachers	Observes and provides informal feedback (including follow-up with teachers) for most teachers at least monthly AND provides teachers with feedback for at least 3 mini observations and 1 formal observation aligned with TCRP Aspire Instructional Rubric	Maintains a regular schedule of classroom observations spending an average of one hour per day in classrooms and ensuring that every teacher is substantively observed at least weekly during the school year AND provides teachers with timely written feedback about observations (including follow-up) in a way that is aligned with the TCRP AIR AND provides teachers with feedback for at least 3 mini observations and 1 formal observation aligned with the TCRP AIR	Maintains a regular schedule of classroom observations and ensures that all teachers are substantively observed at least weekly during the school year AND observation times and topics are geared towards educators' professional development goals; explicitly links observations to educators' personalized learning plans, TCRP AIR, school goals, student achievement data and Aspire Must Achieves in a continuous way AND uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) aligned to Aspire AIR beyond 3 mini observations and 1 formal observation
	B) Provides support to teachers in developing instructional plans	Does not participate in planning with teachers; does not provide teachers with feedback on lesson plans	Participates in planning with teachers, but does so inconsistently or does not make a valuable contribution to the planning process; inconsistently provides feedback on lesson plans or does not provide meaningful feedback	Participates in planning with teachers regularly; consistently provides meaningful feedback on lesson plans	Participates in planning with teachers regularly; consistently provides feedback on lesson plans to advance teacher effectiveness on the Aspire Instructional Rubric (AIR)

Domain 3: Instructional Leadership

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement	Attempts to establish written achievement goals at the school level but does not complete the task or does so partially	Establishes written achievement goals at the school level	Establishes written achievement goals at the school level and regularly refers to these goals and reminds faculty and staff of these goals	All staff, faculty, families and students are aware of student achievements goals including times when goals are refined as data is accumulated
	B) Regularly analyzes data and engages in data talks	Does not use data in making decisions or coaching teachers; does not make data available to staff; does not engage in regular data talks	Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data with staff	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 and regularly conducts Cycles 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 by subgroups to reinforce school goals and guide daily activities AND regularly conducts and participates in Cycles of Inquiry
3.4 Provides effective data driven professional development aligned with staff needs and school-wide goals	A) Provides professional development related to growth goals	Attempts to ensure that job-embedded professional development is provided to teachers but does not complete the task or does so partially	Ensures that job-embedded professional development is provided to teachers	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals AND continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on teacher growth goals

Domain 3: Instructional Leadership

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Standard	Indicators	Level I	Level II	Level III	Level IV
	B) Actively participates in providing professional development	Displays little or no evidence of new learning or sharing that learning with colleagues	Occasionally devotes faculty meetings to professional development and shares personal learning experience with colleagues but relies on others to lead each professional development opportunity	Regularly engages staff in professional development AND personally leads professional development at various times throughout the school year	Regularly engages staff in professional development AND is an active participant in professional development by leading or collaboratively conducting professional development with teachers or other experts
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed	Attempts to ensure that programs and practices, such as RTI, are in place for individuals who are not making adequate progress, but does not complete the task or does so partially	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that students are successfully completing these programs	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that students are successfully completing these programs AND continually expands the options for individual students to make adequate progress
	B) Ensures that appropriate programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 Plan	Attempts to ensure that programs and practices are in place for students with IEPs or 504s, but does not complete the task or does so partially; out of compliance	Ensures that programs and practices are in place for students with IEPs or 504s; accommodations are implemented inconsistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs; ensures that appropriate accommodations are implemented consistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs AND continually expands the options for individual students to make adequate progress AND ensures that accommodations are implemented consistently and modified as needed

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Acceptance of feedback	The principal is resistant to feedback from supervisors or colleagues for use in improving practice.	The principal accepts feedback from supervisors and colleagues for use in improving practice.	The principal welcomes feedback from supervisors and colleagues for use in improving practice.	The principal seeks out feedback from supervisors and colleagues for use in improving practice.
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 principal avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The principal participates in professional community activities as required, maintaining cordial relationships with colleagues.	The principal actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The principal makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The principal resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The principal applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The principal 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 principal 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 principal demonstrates little commitment to supporting shared agreements that support student learning.	The principal adheres to shared agreements that support student learning.	The principal contributes to and actively endorses shared agreements that support student learning.	The principal assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Domain 4: Professional Responsibilities

February 2013

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 principal has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The principal displays a moderate level of ethics and professionalism in dealing with colleagues.	The principal displays a high level of ethics and professionalism in dealings with both colleagues and students.	The principal displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The principal inconsistently complies with school and CMO policies and timelines.	The principal complies with school and CMO policies and timelines, doing just enough to "get by."	The principal fully supports and complies with school and CMO policies and timelines.	The principal assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.

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Domain 5: Partnerships, Family and Community

February 2013

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 principal provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The principal adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The principal initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The principal 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 principal does not respond, or regularly responds insensitively to parent concerns about students.	The principal responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The principal responds to parent concerns in a timely and culturally respectful manner.	The principal 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 principal makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The principal makes modest and partially successful attempts to engage families in the instructional program.	The principal efforts to engage families in the instructional program are frequent and successful.	The principal'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 principal does not provide parents with strategies to support their child's success and college- readiness.	The principal provides parents with limited strategies to support their child's success and college-readiness.	The principal provides parents with several strategies to support their child's success and college- readiness including resources outside of the school.	The principal 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.

Domain 5: Partnerships, Family and Community

February 2013

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	B) Knowledge of community resources	The principal 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 principal 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 principal 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 principal 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 principal is unaware of resources and therefore unable to support students accessing resources.	The principal refers students to other adults in the school to support students in accessing resources.	The principal supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The principal 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.

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Appendix XVI:
Aspire Health and Safety Plan

COMPREHENSIVE SCHOOL SAFETY PLAN
Table of Contents

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, and 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)

- o *Definition of Terrorist Threat:* includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in:
  - death
  - great bodily injury to another person, or
  - property damage in excess of one thousand dollars ($1,000.00),
  - with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:
  - his or her own safety,
  - his or her immediate family's safety,
  - the protection of school property, and/or
  - the personal property of the person threatened or of his or her immediate family.
- **Electronic Signaling Device:** Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- *Note:* Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

Expulsion

Expulsion is the involuntary removal of a student from all schools and programs of Aspire for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Aspire Board of Directors – Executive Committee ("Aspire Executive Committee").

In the event that a student is recommended for expulsion from Aspire, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. Aspire will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The Aspire Executive Committee, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Aspire Executive Committee's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses:

Category I – Mandatory Expulsion
Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the Aspire Executive Committee **must expel** the student.
- Possessing, selling or otherwise furnishing a firearm when an Aspire employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion
Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless particular circumstances render it inappropriate.
- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended
In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The Aspire Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, Aspire may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Aspire Public Schools ("Aspire") is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. Aspire will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities. Furthermore, all programs and activities at Aspire shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

Students
All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards should be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure." Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure."

Aspire's "Anti-Discrimination and Anti-Harassment Policy" and the "Discrimination/Harassment Student/Parent Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be mailed to parents/guardians.

Employees – Sexual Harassment

Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Aspire will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions
   (1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.
   (2) Unwelcome Conduct of a Sexual Nature.
      (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
      (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
      (c) Aspire prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. *Sexual Harassment Prohibited*
    (1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
        (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
        (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
        (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.
    (2) Specific Prohibitions--Administrators and Supervisors.
        (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
        (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
    (3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.
    (4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. *Reporting, Investigation, and Sanctions*
    (1) It is the express policy of Aspire to encourage victims of sexual harassment to report such claims. Aspire understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Aspire should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.
        (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.
        (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.
        (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.
    (2) Every reported complaint of harassment will be investigated promptly and thoroughly by Aspire. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the

investigation is completed, Aspire will notify the complainant of the results of the investigation. Aspire will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Aspire will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. *Filing Complaints with State and Federal Agencies*

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

Employees – All Other Kinds of Discrimination or Harassment

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

Complaint Procedure

Aspire's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as

detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Aspire will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If Aspire determines that prohibited harassment or other conduct that violates an Aspire policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Liability for Harassment
Any employee of Aspire, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Aspire does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Aspire reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

PREVENTION OF CHILD ABUSE POLICY
Aspire is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

Reporting Suspected Abuse/Neglect
While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Aspire's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Aspire must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

Reporting Problems at the School Site
Aspire maintains zero tolerance for abuse. Every member of any Aspire community must participate actively in the protection of its students.

All Aspire schools will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future Aspire employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any Aspire premises, he or she is required to immediately report their observations to the principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- "private time" with students,
- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

Aspire will cooperate will any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS

All Aspire employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all Aspire employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Alcohol, Tobacco, and Controlled Substances

All Aspire employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

Transportation of Students

Aspire employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;

b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;

c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;

d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;

e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;

f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and

g) Whenever possible, two Aspire employees should collectively engage in the transportation activity.

Language

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of Aspire's health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

Gifts

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

Attire

Employees must be appropriately and professionally dressed in presence of students. Each school may adopt its own dress code for employees and employees will be expected to follow that code.

Behavior

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

Physical contact with students

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:
- Handshakes;
- "High Fives" or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but are not limited to:
- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

All Aspire employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,
- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,

- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

Appendix XVIa:
Emergency Preparedness Plan

ERES ACADEMY

EMERGENCY PREPAREDNESS PLANS

AND PROCEDURES FOR DRILLS

Notes to Guest Teachers:

1. Our classroom emergency cards/rosters are located:

_____

_____

2. Other notes:

_____

_____

Fire Drill

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. Principal will alert staff through the intercom and will inspect all classrooms to ensure students are out with Yadira/Rosa. _upstairs & Gk_ _Emily -downstairs classroom_
4. Gerson will unlock the front gate. Office staff will unlock side front gate.
5. Elvira and Lupe will walk out to Safety Spot at FAMSA parking lot to organize.   _McGill_
6. Staff will immediately leave the school grounds by following their pre-arranged exit path (Stanford and Music through the front office door/ Downstairs through side gate/4-8 through the front gate.)   _LC_
7. Students should leave the room in a single file and stay in their class group along pre-arranged exit path (see map) to their designated spot in the FAMSA parking lot.
8. Teachers are responsible for bringing student's emergency cards binder as well as a green and red piece of construction paper with them. Teachers will do a head count and hold up the green paper if all students are accounted for, and hold the red paper if a student who should be in their class is unaccounted for.
9. All teachers, students, and staff should remain outside of the school until they have been given the clear signal from the administrator.

Earthquake Drill

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 will make an announcement over the intercom to evacuate the building, or will give an "all clear" signal in case of drills over the intercom.
7. Staff to follow emergency procedures previously described in the fire drill procedures.

If outdoors:
1. Move away from buildings, poles, windows, and overhead wires (use the lower level wall of the playground area for cover)
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 aftershocks.
5. Staff to follow emergency procedures previously described.

Civil Defense Drill (Lockdown/ Shooting)

At the sound of the "Alert" signal: **(Principal will call "Code Yellow" over the intercom)**
If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:
> All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
> Students need to position themselves away from the windows.
> Teachers should lock their classroom doors and close their blinds immediately.
> Teachers need to take roll and are responsible for letting the office know they are missing of have extra students in their classroom by placing the green paper from the emergency folder if all students are present, or red if any are missing/have any extra students.
> Children on the playground or library will return to their assigned classrooms. However, if they are with an assigned intervention teacher, that teacher is responsible for keeping them in their classroom if it is a secure room.
> Office Manager will place a call home informing families of incident.
> Each teacher will stay in the classroom with his/her students.
> Teachers need to make sure they have access to the classroom copy of the students' emergency cards.
> The Building Manager will report to the school office for instructions.

At the "All Clear" signal: **(Office Manager will call "All Clear" over the intercom)**
> 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.

Appendix XVII:

Suspension and Expulsion Policies

Aspire Suspension and Expulsion Procedures

Suspension

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

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

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

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 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. 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.

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) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

or (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k) 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.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or 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. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

   A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

   B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

   C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.

   D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   A. A message, text, sound, or image.

   B. A post on a social network Internet Web site including, but not limited to:

      i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

In addition to the grounds specified above, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5.

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code.

- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

- Made terroristic threats against school officials or school property.

- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and

signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).

   The total number of days for which a student maybe suspended from school shall not exceed 20 school days in any school year. 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. Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

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

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

   When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note**: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

4. **Suspension Conference-** Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

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

Appeals Process

A student or the student's parents guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his her school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.

- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

Expulsion

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

Except for single acts of a grave nature, expulsion should only be used when:
- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- a student has accumulated 20 or more days of suspension in a school year
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

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

  Mandatory Expulsion does not require a second finding of fact.
  - Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
  - Brandishing a knife at another person
  - Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
  - Committing or attempting to commit a sexual assault or committing a sexual battery
  - Possessing an explosive

- **Mandatory Recommendation for Expulsion**

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

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

- **Permissive Expulsion- requires a second finding of fact**

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

Special Procedures for the Consideration of Expulsion of Students with Disabilities

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

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. These 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/504 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 previously been developed,
   i. review the behavioral intervention plan,
   ii. and modify it, as necessary, to address the behavior; and

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Aspire Public Schools agree otherwise.

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

The CEO or designee (Director of Special Education) may remove a student to an interim alternative educational setting for not more than forty-five (45) days

without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

    a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

    b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

    c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
   The student's interim alternative educational setting shall be determined by the student's IEP team.

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

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

       a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Aspire school's administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

       b) The parent has requested an evaluation of the child.

       c) The child's teacher, or other Aspire school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other Aspire administrative personnel.

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

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

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

Appendix XVIII:

Evidence of Insurance Coverage

charterSAFE

POLICY TERM

EFFECTIVE DATE
July 1, 2013 12:01 am

EXPIRATION DATE
July 1, 2014 12:01 am

Attn: Jennifer Chu
PO Box 969, Weimar, CA 95736
(888) 901-0004 / F (530) 236-9569

NAMED INSURED

Aspire Public Schools
1001 22nd Avenue
Oakland, CA 94606

COVERAGE PROVIDED BY

COVERAGE PROVIDER A: CALIFORNIA CHARTER SCHOOLS JPA
COVERAGE PROVIDER B: TRAVELERS INSURANCE COMPANY
COVERAGE PROVIDER C: SAFETY NATIONAL CASUALTY CORPORATION
COVERAGE PROVIDER D: SCOTTSDALE INSURANCE COMPANY
COVERAGE PROVIDER E: LLOYDS OF LONDON
COVERAGE PROVIDER F: ARCH INSURANCE COMPANY
COVERAGE PROVIDER G: LEXINGTON INSURANCE

CO Ltr	TYPE OF COVERAGE			LIMITS	
A,B	**PROPERTY** ☒ Building ☒ Personal Property ☒ Builders Risk ☒ Property in Transit ☒ Extra Expense ☒ Ordinance or Law **Valuation:** ☒ Replacement Cost ☐ Actual cash value **Deductible:** $1,000 PER OCCURRENCE			BUILDING CONTENTS ELECTRONIC DATA PROCESSING BUILDERS RISK EXTRA EXPENSE	$ 107,167,395 $ 3,953,086 $ 2,987,745 $ 2,500,000 $ 1,000,000
A	**GENERAL LIABILITY - LAYER 1** ☒ COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) ☒ SEXUAL ABUSE (CLAIMS MADE) **Exposure Basis:** 12,553 Students			PER OCCURRENCE DAMAGE TO RENTED PREMISES PREMISES MED PAY (per person) PREMISES MED PAY (per occurrence) PERSONAL & ADV INJURY	$ 1,000,000 $ 1,000,000 $ 10,000 $ 50,000 $ 1,000,000
A	**GENERAL LIABILITY - LAYER 2** ☒ COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) ☒ SEXUAL ABUSE (CLAIMS MADE) **Exposure Basis:** 12,553 Students			PER OCCURRENCE JPA MEMBERS' ANNUAL AGGREGATE	$ 9,000,000 $ 18,000,000
A	**AUTOMOBILE LIABILITY** ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS ☒ HIRED AUTOS ☒ NON-OWNED AUTOS			COMBINED SINGLE LIMIT (Per Accident) PROPERTY DAMAGE (Per accident) UNINSURED/UNDERINSURED (per accident) AUTO MED PAY (per person) AUTO MED PAY (per accident)	$ 10,000,000 $ 10,000,000 $ 10,000,000 $ 10,000 $ 50,000
A	**CRIME** ☒ MONEY & SECURITIES ☒ FORGERY OR ALTERATION ☒ EMPLOYEE DISHONESTY			EMPLOYEE DISHONESTY FORGERY OR ALTERATION MONEY & SECURITIES	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	**EDUCATORS' LEGAL LIABILITY** ☒ ERRORS & OMISSIONS **Deductible:** $25,000.00 per occurrence			PER OCCURRENCE/PER CLAIM	$ 1,000,000
D	**PROFESSIONAL LIABILITY - LAYER 1** ☒ DIRECTORS & OFFICERS & COMPANY (D&O) ☒ EMPLOYMENT PRACTICE LIABILITY (EPLI) ☒ FIDUCIARY LIABILITY **Deductibles (per claim):** DIRECTORS & OFFICERS & COMPANY (D&O): $25,000 EMPLOYMENT PRACTICE LIABILITY: $25,000			PER CLAIM AGGREGATE COSTS, CHARGES AND EXPENSES AGG. ANNUAL MEMBER MAXIMUM AGGREGATE	$ 1,000,000 $ 1,000,000 $ 2,000,000
A	**PROFESSIONAL LIABILITY - LAYER 2** ☒ DIRECTORS & OFFICERS & COMPANY (D&O) ☒ EMPLOYMENT PRACTICE LIABILITY (EPLI)			PER CLAIM ANNUAL MEMBER MAXIMUM AGGREGATE	$ 9,000,000 $ 18,000,000
A	**EMPLOYEE BENEFITS LIABILITY**			PER OCCURRENCE	$ 1,000,000
G	**EXCESS LIABILITY** ☒ GENERAL LIABILITY ☒ AUTO LIABILITY ☒ EDUCATORS' LEGAL LIABILITY ☒ EMPLOYEE BENEFITS LIAIBLITY ☒ EMPLOYERS' LIABILITY ☒ D&O ☒ EPLI			PER OCCURRENCE JPA MEMBERS' ANNUAL AGGREGATE LIMIT	$ 15,000,000 $ 15,000,000
A, C	**WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY** **Exposure Basis:** 1,232 Employees $60,223,520.00 Annual Payroll			WORKERS' COMPENATION E.L. PER ACCIDENT E.L. DISEASE - PER EMPLOYEE E.L. DISEASE - POLICY LIMIT	STATUTORY $ 5,000,000 $ 5,000,000 $ 5,000,000
A, E	**DOMESTIC TERRORISM**			PER CLAIM & JPA MEMBERS' ANNUAL AGG.	$ 5,000,000
F	**STUDENT ACCIDENT** **Exposure Basis:** 12,553 Students			PER ACCIDENT ACCIDENTAL DEATH & DISMEMBERMENT AGGREGATE LIMIT PER LOCATION	$ 25,000 $ 5,000 $ 250,000

ISSUED ON: July 17, 2013

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INSURED SCHOOLS AND LOCATIONS

Aspire Public Schools

1001 22nd Avenue
Oakland, CA 94606
        1001 22nd Avenue, Oakland, CA 94606

Aspire 66th Avenue Project

1009 66th Avenue
Oakland, CA 94608
     1009 66th Avenue, Oakland, CA 94608

Aspire Alexander Twilight College Preparatory Academy

2360 El Camino Avenue
Sacramento, CA 95281
     2360 El Camino Avenue, Sacramento, CA 95281

Aspire Alexander Twilight Secondary Academy

2360 El Camino Avenue
Sacramento, CA 95281
     2360 El Camino Avenue, Sacramento, CA 95281

Aspire Antonio Maria Lugo Academy

2665 Clarendon
Huntington Park, CA 90255
     2665 Clarendon, Huntington Park, CA 90255

Aspire APEX Academy

444 N. American St
Stockton, CA 95202
     444 N. American St, Stockton, CA 95202

Aspire Benjamin Holt College Preparatory Academy

3293 East Morada Lane
Stockton, CA 95212
     3293 East Morada Lane, Stockton, CA 95212

Aspire Berkeley Maynard Academy

6200 San Pablo Avenue
Oakland, CA 94608
     6200 San Pablo Avenue, Oakland, CA 94608

Aspire California College Preparatory Academy

2125 Jefferson Avenue
Berkeley, CA 94703
     2125 Jefferson Avenue, Berkeley, CA 94703

Aspire Capitol Heights Academy

2520 33rd Street
Sacramento, CA 95817
     2520 33rd Street, Sacramento, CA 95817

Aspire Centennial College Preparatory Academy

2079 Saturn Avenue
Huntington Park, CA 90255
     2071 Saturn Avenue, Huntington Park, CA 90255

Aspire Clarendon Elementary School

6720 S. Alameda Street
Huntington Park, CA 90255
     6720 S. Alameda Street, Huntington Park, CA 90255

Aspire College Academy

8030 Atherton Street
Oakland, CA 94605
     8030 Atherton Street, Oakland, CA 94605

Aspire Downtown Stockton Preparatory Academy
444 N. American
Stockton, CA 95202
444 N. American, Stockton, CA 95202

Aspire East Palo Alto Charter School
1286 Runnymede Street
East Palo Alto, CA 94303
1286 Runnymede Street, East Palo Alto, CA 94303

Aspire East Palo Alto Phoenix Academy
1039 Garden Street
Palo Alto, CA 94303
1039 Garden Street, Palo Alto, CA 94303

Aspire ERES Academy
1936 Courtland Avenue
Oakland, CA 94601
1936 Courtland Avenue, Oakland, CA 94601

Aspire Firestone Academy
8929 Kauffman Avenue
South Gate, CA 90280
8929 Kauffman Avenue, South Gate, CA 90280

Aspire Gateway Academy
8929 Kauffman Avenue
South Gate, CA 90280
8929 Kauffman Avenue, South Gate, CA 90280

Aspire Golden State College Preparatory Academy
1009 66th Avenue
Oakland, CA 94621
1009 66th Avenue, Oakland, CA 94621

Aspire Huntington Park Charter School
6005 Stafford Avenue
Huntington Park, CA 90255
6005 Stafford Avenue, Huntington Park, CA 90255

Aspire Inskeep Academy
123 W. 59th Street
Los Angeles, CA 90003
123 W. 59th Street, Los Angeles, CA 90003

Aspire Junior Collegiate Academy
6720 S. Alameda Street
Huntington Park, CA 90255
6720 S. Alameda Street, Huntington Park, CA 90255

Aspire Langston Hughes Academy
2050 West Lane
Stockton, CA 95205
2050 West Lane, Stockton, CA 95205

Aspire Lionel Wilson College Preparatory Academy
400 105th Avenue
Oakland, CA 94603
400 105th Avenue, Oakland, CA 94603

Aspire Millsmont Academy

3200 62nd Avenue

Oakland, CA 94605-1614

 3200 62nd Avenue, Oakland, CA 94605-1614

Aspire Monarch Academy

1445 101st Avenue

Oakland, CA 94603

 1445 101st Avenue, Oakland, CA 94603

Aspire Pacific Academy

2565 58th Street

Huntington Park, CA 90255

 2565 58th Street, Huntington Park, CA 90255

Aspire Port City Academy

2040 West Lane

Stockton, CA 95205

 2040 West Lane, Stockton, CA 95205

Aspire Ollin Academy

2540 East 58th Street

Huntington Park, CA 90255

 2540 East 58th Street, Huntington Park, CA 90255

Aspire River Oaks Charter School

1801 Pyrenees Avenue

Stockton, CA 95210

 1801 Pyrenees Avenue, Stockton, CA 95210

Aspire Rosa Parks Academy

1930 South D. Street

Stockton, CA 95206

 1930 South D. Street, Stockton, CA 95206

Aspire Slauson Academy

123 W. 59th Street

Los Angeles, CA 90003

 123 W. 59th Street, Los Angeles, CA 90003

Aspire Summit Charter Academy

2036 E. Hatch Road

Modesto, CA 95351

 2036 E. Hatch Road, Modesto, CA 95351

Aspire Tate Academy

123 W. 59th Street

Los Angeles, CA 90003

 123 W. 59th Street, Los Angeles, CA 90003

Aspire Titan Academy

6724 South Alameda Street

Huntington Park, CA 90255

 6724 South Alameda Street, Huntington Park, CA 90255

Aspire University Charter School

3313 Coffee Road

Modesto, CA 95355

 3313 Coffee Road, Modesto, CA 95355

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Aspire Vanguard College Preparatory Academy
5255 First Street
Empire, CA 95319
        5255 First Street, Empire, CA 95319

Aspire Vincent Shalvey Academy
10038 Hwy 99 E. Frontage Road
Stockton, CA 95212
        10038 Hwy 99 E. Frontage Road, Stockton, CA 95212

SCHEDULE OF VEHICLES

None Reported

TOTAL VEHICLE VALUES: $0

Appendix XIX:
School Financials

Three Year Budget

		2013-2014 Submitted Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget	Notes
Revenues						
State	State aid - principal apportionment	$776,733	$874,010	$906,224	$939,181	See revenue assumptions below
	State aid - education protection account	$243,320	$236,820	$242,956	$249,234	See revenue assumptions below
	Lottery	$33,162	$33,593	$34,366	$35,225	See revenue assumptions below
	Mandate block grant	$5,168	$3,015	$3,084	$3,161	See revenue assumptions below
	ASES grant	$150,000	$150,000	$150,000	$150,000	Assumed flat amount based on current funding
	SB740 facility grant	$3,969	$3,969	$3,969	$3,969	Assumed flat amount based on current funding
	State SpEd	$101,171	$102,992	$105,361	$107,995	See revenue assumptions below; Includes EDCOE transfers
	State nutrition	$8,096	$8,241	$8,282	$8,298	Estimated based on historical amounts & projected inflation
Federal	Title I/II/III	$100,194	$100,194	$100,194	$100,194	Assumed flat amount based on current funding
	CSFIG facility grant	$69,492	$69,492	$69,492	$69,492	Assumed flat amount based on current funding
	Federal SpEd	$30,002	$25,841	$26,435	$27,096	See revenue assumptions below
	Federal nutrition	$117,760	$122,821	$123,424	$123,666	Estimated based on historical amounts & projected inflation
	Other federal	$4,500	-	-	-	Assume no other federal revenues
Local	In lieu of property taxes	$339,279	$369,295	$369,295	$369,295	See revenue assumptions below
	Local nutrition	$4,315	$4,909	$4,933	$4,942	Estimated based on historical amounts & projected inflation
	Other local	-	-	-	-	Assume no other local revenues
	Revenues - Total	**$1,987,161**	**$2,105,192**	**$2,148,015**	**$2,191,748**	
Expenses - Personnel						
	Certificated salaries	$845,598	$848,080	$857,586	$869,025	See staffing details below
	Classified salaries	$242,862	$300,083	$306,985	$314,659	See staffing details below
	Benefits & payroll taxes	$281,801	$300,629	$321,735	$344,707	See expense assumptions below
	Expenses - Personnel	**$1,370,261**	**$1,448,792**	**$1,486,305**	**$1,528,392**	
Expenses - Operating						
Supplies	Books	$9,786	$9,962	$10,191	$10,446	Estimated based on historical amounts & projected inflation
	Materials	$47,389	$48,242	$49,352	$50,585	Estimated based on historical amounts & projected inflation
	Computers, equipment, & furniture	$15,400	$15,677	$16,038	$16,439	Estimated based on historical amounts & projected inflation
	Food services	$128,241	$132,405	$133,055	$133,315	Estimated based on historical amounts & projected inflation
Services	Travel & conferences	$6,750	$6,872	$7,030	$7,205	Estimated based on historical amounts & projected inflation
	Dues & subscriptions	$2,600	$2,647	$2,708	$2,775	Estimated based on historical amounts & projected inflation
	Insurance	$8,880	$9,040	$9,248	$9,479	Estimated based on historical amounts & projected inflation
	Utilities	$29,000	$29,522	$30,201	$30,956	Estimated based on historical amounts & projected inflation
	Rent	$97,948	$99,711	$102,004	$104,555	Estimated based on historical amounts & projected inflation
	Leases	$19,360	$19,708	$20,162	$20,666	Estimated based on historical amounts & projected inflation
	Professional services	$61,562	$62,670	$64,112	$65,714	Estimated based on historical amounts & projected inflation
	Authorizer oversight fees	$13,320	$14,801	$15,185	$15,577	See expense assumptions below
	Communciations	$6,607	$6,726	$6,881	$7,053	Estimated based on historical amounts & projected inflation
	Special education charges	$21,545	$21,933	$22,437	$22,998	Estimated based on historical amounts & projected inflation
Depreciation	Depreciation	$42,810	$42,810	$42,810	$42,810	Estimated based on historical amounts
Other Outgo	Home office contribution	$115,665	$113,185	$115,928	$118,740	See expense assumptions below
	Facility allocation contribution	-	-	-	-	See expense assumptions below
	Expenses - Operating	**$626,863**	**$635,910**	**$647,340**	**$659,313**	
	Expenses - Total	**$1,997,123**	**$2,084,703**	**$2,133,645**	**$2,187,705**	
Surplus/(Deficit)		**-$9,962**	**$20,489**	**$14,370**	**$4,042**	
	Beginning Fund Balance	$59,818	$49,856	$70,345	$84,715	
	Ending Fund Balance	$49,856	$70,345	$84,715	$88,757	

Three Year Budget

	2013-2014 Submitted Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget	Notes
Students					
Total enrollment	222	222	222	222	
Attendance rate	97.0%	97.0%	97.0%	97.0%	Estimated based on historical amounts
Total ADA	215	215	215	215	
%Free meal	88.7%	88.7%	88.7%	88.7%	Estimated based on historical amounts
% Reduced meal	5.4%	5.4%	5.4%	5.4%	Estimated based on historical amounts
%ELL	58.0%	58.0%	58.0%	58.0%	Estimated based on historical amounts
%Unduplicated	94.1%	94.1%	94.1%	94.1%	Estimated based on historical amounts
Enrollment*					
Kindergarten	22	22	22	22	
1st grade	22	22	22	22	
2nd grade	22	22	22	22	
3rd grade	22	22	22	22	
4th grade	26	26	26	26	
5th grade	26	26	26	26	
6th grade	26	26	26	26	
7th grade	28	28	28	28	
8th grade	28	28	28	28	
9th grade					
10th grade					
11th grade					
12th grade					
Total enrollment	222	222	222	222	

*Note: We are actively searching for a new facility for ERES. If we find a facility, we would expand to 2 sections per grade level.

Staff				
1110 Cert. Teachers		12.7	12.7	12.7
1200 Cert. Support		1.3	1.3	1.3
1300 Cert. Admin		1.0	1.0	1.0
2100 Instructional Aides		5.5	5.5	5.5
2200 Class. Support		-	-	-
2300 Class. Admin		-	-	-
2400 Clerical/Office Staff		1.7	1.7	1.7
2900 Class. Other		4.1	4.1	4.1
Total FTEs		26.3	26.3	26.3

Three Year Budget

		2013-2014 Submitted Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget	Notes
Revenue Assumptions						
LCFF	COLA		1.8%	2.3%	2.5%	School Services estimates
	Base grant per ADA - K-3		$6,952	$7,077	$7,240	School Services estimates
	Base grant per ADA - 4-6		$7,056	$7,183	$7,348	School Services estimates
	Base grant per ADA - 7-8		$7,266	$7,397	$7,567	School Services estimates
	Base grant per ADA - 9-12		$8,419	$8,570	$8,767	School Services estimates
	Grade level supplement % - K-3		10.4%	10.4%	10.4%	School Services estimates
	Grade level supplement % - 9-12		2.6%	2.6%	2.6%	School Services estimates
	Supplemental grant %		20.0%	20.0%	20.0%	School Services estimates
	Concentration grant threshold %		55.0%	55.0%	55.0%	School Services estimates
	Local district unduplicated %		79.9%	79.9%	79.9%	CDE estimates
	Concentration grant %		50.0%	50.0%	50.0%	School Services estimates
	LCFF gap funded %		4.4%	5.5%	5.5%	School Services estimates
EPA	% of total LCFF funding		16.0%	16.0%	16.0%	CSDC estimates
In Lieu	Amount per ADA - K-12		$1,715	$1,715	$1,715	2012-2013 P2 rate
Lottery	Amount per ADA - K-12		$156	$160	$164	School Services estimates
Mandate	Amount per ADA - K-8		$14	$14	$15	School Services estimates
	Amount per ADA - 9-12		$42	$43	$44	School Services estimates
SpEd	State special education funding rate (per ADA)		$500	$512	$524	EDCOE 2013-2014 estimates
	State mental health funding rate (per ADA)		$20	$20	$21	EDCOE 2013-2014 estimates
	Federal special education funding rate (per ADA)		$120	$123	$126	EDCOE 2013-2014 estimates
Expense Assumptions						
COLA	COLA		1.80%	2.30%	2.50%	Match revenue COLA
Benefits	STRS %		8.25%	8.75%	9.25%	CALSTRS estimates, 0.5% increase per year
	PERS %		11.94%	12.44%	12.94%	CALPERS estimates, 0.5% increase per year
	Medicare %		1.45%	1.45%	1.45%	No change to current rate
	OASDI %		6.20%	6.20%	6.20%	No change to current rate
	Other benefits costs %		2.75%	2.75%	2.75%	No change to current rate
	Healthcare average per eligible employee		$7,700	$8,470	$9,317	8% increase per year
Other	Authorizer oversight fees		1.00%	1.00%	1.00%	1% oversight fee (on LCFF revenues)
	Home office contribution		7.00%	7.00%	7.00%	% of ongoing state and federal revenues
	Facility allocation contribution		0.00%	0.00%	0.00%	% of ongoing state and federal revenues
	Special Education general fund contribution per ADA		$150	$150	$150	Estimated based on historical amounts

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Cash Flow - 2014-2015

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		$ 50,000	$ 242,340	$ 169,199	$ 171,238	$ 116,056	$ 83,154	$ 199,021	$ 177,963	$ 164,204	$ 193,622	$ 214,908	$ 103,921	$ 43,920	
Revenues															
State															
State aid - principal apportionment	$ 874,010	$ 43,700	$ 43,700	$ 78,661	$ 78,661	$ 78,661	$ 78,661	$ 78,661	$ 78,661	$ 78,661	$ 48,770	$ 1,573	$ -	$ 185,640	$ 874,010
State aid - education protection account	$ 236,820	$ -	$ -	$ 59,205	$ -	$ -	$ 59,205	$ -	$ -	$ 59,205	$ -	$ -	$ 59,205	$ -	$ 236,820
Lottery	$ 33,593	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,398	$ -	$ -	$ 8,398	$ -	$ -	$ 16,797	$ 33,593
Mandate block grant	$ 3,015	$ -	$ -	$ -	$ -	$ 3,015	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,015
ASES grant	$ 150,000	$ -	$ -	$ -	$ -	$ -	$ 52,500	$ -	$ -	$ -	$ 37,500	$ -	$ -	$ 60,000	$ 150,000
SB740 facility grant	$ 3,969	$ -	$ -	$ -	$ 1,985	$ -	$ -	$ -	$ -	$ 1,488	$ -	$ -	$ -	$ 496	$ 3,969
State SpEd	$ 102,992	$ 5,150	$ 5,150	$ 9,269	$ 9,269	$ 9,269	$ 9,269	$ 9,269	$ 9,269	$ 9,269	$ 5,747	$ 185	$ -	$ 21,876	$ 102,992
State nutrition	$ 8,241	$ -	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ 749	$ -	$ 8,241
Total State	$ 1,412,640	$ 48,850	$ 49,599	$ 147,884	$ 90,664	$ 91,694	$ 200,384	$ 97,078	$ 88,679	$ 149,373	$ 101,164	$ 2,508	$ 59,954	$ 284,808	$ 1,412,640
Federal															
Title I/II/III	$ 100,194	$ -	$ -	$ -	$ -	$ -	$ 40,078	$ -	$ -	$ -	$ 40,078	$ -	$ -	$ 20,039	$ 100,194
CSFIG facility grant	$ 69,492	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ -	$ 69,492
Federal SpEd	$ 25,841	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,460	$ -	$ -	$ -	$ 6,460	$ -	$ 12,920	$ 25,841
Federal nutrition	$ 122,821	$ -	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ 11,166	$ -	$ 122,821
Other federal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Federal	$ 318,348	$ 5,791	$ 16,957	$ 16,957	$ 16,957	$ 16,957	$ 57,034	$ 23,417	$ 16,957	$ 16,957	$ 57,034	$ 23,417	$ 16,957	$ 32,959	$ 318,348
Local															
In lieu of property taxes	$ 369,295	$ 22,158	$ 44,315	$ 29,544	$ 29,544	$ 29,544	$ 29,544	$ 29,544	$ 51,701	$ 25,851	$ 25,851	$ 25,851	$ 25,851	$ -	$ 369,295
Local nutrition	$ 4,909	$ -	$ 446	$ 446	$ 446	$ 446	$ 446	$ 446	$ 446	$ 446	$ 446	$ 446	$ 446	$ -	$ 4,909
Other local	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Local	$ 374,204	$ 22,158	$ 44,762	$ 29,990	$ 29,990	$ 29,990	$ 29,990	$ 29,990	$ 52,148	$ 26,297	$ 26,297	$ 26,297	$ 26,297	$ -	$ 374,204
Total Revenue	$ 2,105,192	$ 76,799	$ 111,318	$ 194,831	$ 137,610	$ 138,641	$ 287,408	$ 150,484	$ 157,783	$ 192,626	$ 184,495	$ 52,221	$ 103,208	$ 317,787	$ 2,105,192
Expenses															
(1000) Certificated Salaries	$ 848,080	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 67,846	$ 33,923	$ 848,080
(2000) Classified Salaries	$ 300,083	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 24,007	$ 12,003	$ 300,083
(3000) Employee Benefits	$ 300,629	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 24,050	$ 12,025	$ 300,629
(4000) Books/Supplies	$ 206,286	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 16,503	$ 8,251	$ 206,286
(5000) Services/Other Operating Exp	$ 273,630	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 21,890	$ 10,945	$ 273,630
(6000) Capital Outlay	$ 42,810	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 1,712	$ 42,810
(7000) All Other Outgo	$ 113,185	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 9,055	$ 4,527	$ 113,185
Total Expenses	$ 2,084,703	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 166,776	$ 83,388	$ 2,084,703
Surplus/(Deficit)	$ 20,489	$ (89,977)	$ (55,459)	$ 28,055	$ (29,166)	$ (28,136)	$ 120,632	$ (16,292)	$ (8,993)	$ 25,850	$ 17,719	$ (114,555)	$ (63,569)	$ 234,379	$ 20,489
Accounts Receivables															
Apportionment AR	$ 200,000	$ 200,000												$ -	$ -
Other AR	$ 100,000	$ 100,000												$ -	$ -
Depreciation (Add back)	$ 42,810	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ -	$ -
Liabilities															
Short-term Payables	$ (85,000)	$ (21,250)	$ (21,250)	$ (21,250)	$ (21,250)									$ -	$ -
CDE Revolving Loans	$ (50,000)			$ (8,333)	$ (8,333)	$ (8,333)	$ (8,333)	$ (8,333)	$ (8,333)					$ -	$ -
Other Current Debt (RANs)		•												$ -	$ -
Home Office Support (2)														$ -	$ -
Ending Cash Balance		$ 242,340	$ 169,199	$ 171,238	$ 116,056	$ 83,154	$ 199,021	$ 177,963	$ 164,204	$ 193,622	$ 214,908	$ 103,921	$ 43,920		

Cash Flow Assumptions

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
State aid - principal apportionment	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State aid - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	50.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	0.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	40.0%
SB740 facility grant	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	50.0%
Federal nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other federal	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
In lieu of property taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%	0.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Local nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	4.0%

Cash Flow - 2015-2016

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		$ 43,920	$ 252,244	$ 177,380	$ 188,947	$ 141,759	$ 116,518	$ 241,510	$ 228,385	$ 222,217	$ 252,427	$ 271,981	$ 157,350	$ 95,029	
Revenues															
State															
State aid - principal apportionment	$ 906,224	$ 45,311	$ 45,311	$ 81,560	$ 81,560	$ 81,560	$ 81,560	$ 81,560	$ 81,560	$ 81,560	$ 50,567	$ 1,631	$ -	$ 192,482	$ 906,224
State aid - education protection account	$ 242,956	$ -	$ -	$ 60,739	$ -	$ -	$ 60,739	$ -	$ -	$ 60,739	$ -	$ -	$ 60,739	$ -	$ 242,956
Lottery	$ 34,366	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,591	$ -	$ -	$ 8,591	$ -	$ -	$ 17,183	$ 34,366
Mandate block grant	$ 3,084	$ -	$ -	$ -	$ -	$ 3,084	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,084
ASES grant	$ 150,000	$ -	$ -	$ -	$ -	$ -	$ 52,500	$ -	$ -	$ -	$ 37,500	$ -	$ -	$ 60,000	$ 150,000
SB740 facility grant	$ 3,969	$ -	$ -	$ -	$ 1,985	$ -	$ -	$ -	$ -	$ 1,488	$ -	$ -	$ -	$ 496	$ 3,969
State SpEd	$ 105,361	$ 5,266	$ 5,268	$ 9,482	$ 9,482	$ 9,482	$ 9,482	$ 9,482	$ 9,482	$ 9,482	$ 5,879	$ 190	$ -	$ 22,379	$ 105,361
State nutrition	$ 8,282	$ -	$ 753	$ 753	$ 753	$ 753	$ 753	$ 753	$ 753	$ 753	$ 753	$ 753	$ 753	$ -	$ 8,282
Total State	$ 1,454,242	$ 50,579	$ 51,332	$ 152,535	$ 93,780	$ 94,880	$ 205,035	$ 100,387	$ 91,796	$ 154,023	$ 103,291	$ 2,574	$ 61,492	$ 292,540	$ 1,454,242
Federal															
Title I/II/III	$ 100,194	$ -	$ -	$ -	$ -	$ -	$ 40,078	$ -	$ -	$ -	$ 40,078	$ -	$ -	$ 20,039	$ 100,194
CSFIG facility grant	$ 69,492	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ -	$ 69,492
Federal SpEd	$ 26,435	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,609	$ -	$ -	$ -	$ 6,609	$ -	$ 13,218	$ 26,435
Federal nutrition	$ 123,424	$ -	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ 11,220	$ -	$ 123,424
Other federal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Federal	$ 319,545	$ 5,791	$ 17,011	$ 17,011	$ 17,011	$ 17,011	$ 57,089	$ 23,620	$ 17,011	$ 17,011	$ 57,089	$ 23,620	$ 17,011	$ 33,256	$ 319,545
Local															
In lieu of property taxes	$ 369,295	$ 22,158	$ 44,315	$ 29,544	$ 29,544	$ 29,544	$ 29,544	$ 29,544	$ 51,701	$ 25,851	$ 25,851	$ 25,851	$ 25,851	$ -	$ 369,295
Local nutrition	$ 4,933	$ -	$ 448	$ 448	$ 448	$ 448	$ 448	$ 448	$ 448	$ 448	$ 448	$ 448	$ 448	$ -	$ 4,933
Other local	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Local	$ 374,228	$ 22,158	$ 44,764	$ 29,992	$ 29,992	$ 29,992	$ 29,992	$ 29,992	$ 52,150	$ 26,299	$ 26,299	$ 26,299	$ 26,299	$ -	$ 374,228
Total Revenue	$ 2,148,015	$ 78,528	$ 113,107	$ 199,538	$ 140,783	$ 141,883	$ 292,116	$ 153,999	$ 160,957	$ 197,333	$ 186,679	$ 52,493	$ 104,802	$ 325,796	$ 2,148,015
Expenses															
(1000) Certificated Salaries	$ 857,586	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 68,607	$ 34,303	$ 857,586
(2000) Classified Salaries	$ 306,985	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 24,559	$ 12,279	$ 306,985
(3000) Employee Benefits	$ 321,735	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 25,739	$ 12,869	$ 321,735
(4000) Books/Supplies	$ 208,635	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 16,691	$ 8,345	$ 208,635
(5000) Services/Other Operating Exp	$ 279,966	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 22,397	$ 11,199	$ 279,966
(6000) Capital Outlay	$ 42,810	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 1,712	$ 42,810
(7000) All Other Outgo	$ 115,928	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 9,274	$ 4,637	$ 115,928
Total Expenses	$ 2,133,645	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 170,692	$ 85,346	$ 2,133,645
Surplus/(Deficit)	$ 14,370	$ (92,164)	$ (57,584)	$ 28,846	$ (29,908)	$ (28,809)	$ 121,424	$ (16,692)	$ (9,735)	$ 26,642	$ 15,987	$ (118,199)	$ (65,889)	$ 240,450	$ 14,370
Accounts Receivables															
Apportionment AR	$ 185,640	$ 185,640												$ -	$ -
Other AR	$ 132,127	$ 132,127												$ -	$ -
Depreciation (Add back)	$ 42,810	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ -	$ -
Liabilities															
Short-term Payables	$ (83,388)	$ (20,847)	$ (20,847)	$ (20,847)	$ (20,847)									$ -	$ -
CDE Revolving Loans	$ -													$ -	$ -
Other Current Debt (RANs)	$ -													$ -	$ -
Home Office Support (2)	$ -													$ -	$ -
Ending Cash Balance		$ 252,244	$ 177,380	$ 188,947	$ 141,759	$ 116,518	$ 241,510	$ 228,385	$ 222,217	$ 252,427	$ 271,981	$ 157,350	$ 95,029		

Cash Flow Assumptions

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
State aid - principal apportionment	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State aid - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	50.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	0.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	40.0%
SB740 facility grant	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	50.0%
Federal nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other federal	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
In lieu of property taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%	0.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Local nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	4.0%

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Cash Flow - 2016-2017

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		$ 95,029	$ 308,347	$ 230,473	$ 242,022	$ 193,248	$ 166,986	$ 292,450	$ 278,608	$ 271,343	$ 302,024	$ 319,479	$ 200,777	$ 135,724	
Revenues															
State															
State aid - principal apportionment	$ 939,181	$ 46,959	$ 46,959	$ 84,526	$ 84,526	$ 84,526	$ 84,526	$ 84,526	$ 84,526	$ 84,526	$ 52,406	$ 1,691	$ -	$ 199,482	$ 939,181
State aid - education protection account	$ 249,234	$ -	$ -	$ 62,308	$ -	$ -	$ 62,308	$ -	$ -	$ 62,308	$ -	$ -	$ 62,308	$ -	$ 249,234
Lottery	$ 35,225	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,806	$ -	$ -	$ 8,806	$ -	$ -	$ 17,612	$ 35,225
Mandate block grant	$ 3,161	$ -	$ -	$ -	$ -	$ 3,161	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,161
ASES grant	$ 150,000	$ -	$ -	$ -	$ -	$ -	$ 52,500	$ -	$ -	$ -	$ 37,500	$ -	$ -	$ 60,000	$ 150,000
SB740 facility grant	$ 3,969	$ -	$ -	$ -	$ 1,985	$ -	$ -	$ -	$ -	$ 1,488	$ -	$ -	$ -	$ 496	$ 3,969
State SpEd	$ 107,995	$ 5,400	$ 5,400	$ 9,720	$ 9,720	$ 9,720	$ 9,720	$ 9,720	$ 9,720	$ 9,720	$ 6,026	$ 194	$ -	$ 22,938	$ 107,995
State nutrition	$ 8,298	$ -	$ 754	$ 754	$ 754	$ 754	$ 754	$ 754	$ 754	$ 754	$ 754	$ 754	$ 754	$ -	$ 8,298
Total State	$ 1,497,063	$ 52,359	$ 53,113	$ 157,309	$ 96,985	$ 98,161	$ 209,809	$ 103,806	$ 95,000	$ 158,797	$ 105,493	$ 2,639	$ 63,063	$ 300,529	$ 1,497,063
Federal															
Title I/II/III	$ 100,194	$ -	$ -	$ -	$ -	$ -	$ 40,078	$ -	$ -	$ -	$ 40,078	$ -	$ -	$ 20,039	$ 100,194
CSFIG facility grant	$ 69,492	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ 5,791	$ -	$ 69,492
Federal SpEd	$ 27,096	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,774	$ -	$ -	$ -	$ 6,774	$ -	$ 13,548	$ 27,096
Federal nutrition	$ 123,666	$ -	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ 11,242	$ -	$ 123,666
Other federal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Federal	$ 320,448	$ 5,791	$ 17,033	$ 17,033	$ 17,033	$ 17,033	$ 57,111	$ 23,807	$ 17,033	$ 17,033	$ 57,111	$ 23,807	$ 17,033	$ 33,587	$ 320,448
Local															
In lieu of property taxes	$ 369,295	$ 22,158	$ 44,315	$ 29,544	$ 29,544	$ 29,544	$ 29,544	$ 29,544	$ 51,701	$ 25,851	$ 25,851	$ 25,851	$ 25,851	$ -	$ 369,295
Local nutrition	$ 4,942	$ -	$ 449	$ 449	$ 449	$ 449	$ 449	$ 449	$ 449	$ 449	$ 449	$ 449	$ 449	$ -	$ 4,942
Other local	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Local	$ 374,238	$ 22,158	$ 44,765	$ 29,993	$ 29,993	$ 29,993	$ 29,993	$ 29,993	$ 52,151	$ 26,300	$ 26,300	$ 26,300	$ 26,300	$ -	$ 374,238
Total Revenue	$ 2,191,748	$ 80,308	$ 114,911	$ 204,335	$ 144,011	$ 145,188	$ 296,912	$ 157,607	$ 164,184	$ 202,130	$ 188,904	$ 52,747	$ 106,396	$ 334,116	$ 2,191,748
Expenses															
(1000) Certificated Salaries	$ 869,025	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 69,522	$ 34,761	$ 869,025
(2000) Classified Salaries	$ 314,659	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 25,173	$ 12,586	$ 314,659
(3000) Employee Benefits	$ 344,707	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 27,577	$ 13,788	$ 344,707
(4000) Books/Supplies	$ 210,785	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 16,863	$ 8,431	$ 210,785
(5000) Services/Other Operating Exp	$ 286,978	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 22,958	$ 11,479	$ 286,978
(6000) Capital Outlay	$ 42,810	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 3,425	$ 1,712	$ 42,810
(7000) All Other Outgo	$ 118,740	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 9,499	$ 4,750	$ 118,740
Total Expenses	$ 2,187,705	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 175,016	$ 87,508	$ 2,187,705
Surplus/(Deficit)	$ 4,042	$ (94,709)	$ (60,105)	$ 29,318	$ (31,005)	$ (29,829)	$ 121,896	$ (17,410)	$ (10,832)	$ 27,114	$ 13,887	$ (122,270)	$ (68,620)	$ 246,607	$ 4,042
Accounts Receivables															
Apportionment AR	$ 192,482	$ 192,482												$ -	$ -
Other AR	$ 133,314	$ 133,314												$ -	$ -
Depreciation (Add back)	$ 42,810	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568	$ 3,568		
Liabilities															
Short-term Payables	$ (85,346)	$ (21,336)	$ (21,336)	$ (21,336)	$ (21,336)									$ -	$ -
CDE Revolving Loans	$ -													$ -	$ -
Other Current Debt (RANs)	$ -													$ -	$ -
Home Office Support (2)	$ -													$ -	$ -
Ending Cash Balance		$ 308,347	$ 230,473	$ 242,022	$ 193,248	$ 166,986	$ 292,450	$ 278,608	$ 271,343	$ 302,024	$ 319,479	$ 200,777	$ 135,724		

Cash Flow Assumptions

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
State aid - principal apportionment	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State aid - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	50.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	0.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	40.0%
SB740 facility grant	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	50.0%
Federal nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other federal	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
In lieu of property taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%	0.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Local nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	4.0%

Appendix XX:
Fiscal Control Policies

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

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 stamps, doughnuts for your parent advisory council, a COD package, pizzas for a group of teachers who stayed to help you get ready for an evening event, etc. If you need to make a large purchase, do not use petty cash--issue a purchase order instead!

How to manage Petty Cash
In order to give someone petty cash you need:
1. A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
2. Signature of person receiving funds acknowledging receipt of money.
3. The reason for the reimbursement listed on the paper.
4. Your signature authorizing the transaction.
5. A record of the transaction in the Petty Cash Ledger

Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original Petty Cash Ledger and receipts are due to the Staff Accountant at the Home Office for the previous month by the 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 <u>less than $250</u> 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

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.

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)

ASPIRE
PUBLIC SCHOOLS
College for Certain

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?

[top]

ASPIRE PUBLIC SCHOOLS

RESOLUTION OF THE BOARD OF DIRECTORS

May 16, 2013

WHEREAS, the bylaws of Aspire Public Schools state that the General Corporate Powers and business affairs of the organization are to be managed under the direction of the Board of Directors;

WHEREAS, the bylaws of Aspire Public Schools provide that the Chief Executive Officer is the general manager responsible for the control, supervision and direction of the Corporation;

WHEREAS, the bylaws of Aspire Public Schools allow for the Chief Financial Officer to disburse funds of the Corporation as ordered by the Board of Directors.

WHEREAS, in the interest of proper internal control, each officer and employee should have clear instructions on the limits of their authority to execute contracts and purchase goods or services.

NOW THEREFORE, BE IT RESOLVED, that the Directors approve the following limits of authority as of the date recorded as follows:

- Chief Executive or Chief Financial Officer will have a limit of $250,000 .Transactions above this limit should be reviewed and approved by the Finance Committee of the Board or the entire Board. (Routine bi-monthly payroll transactions are approved as part of the annual budget)

- COO and VP of Finance will each have a limit of $200,000;

- CAO and CPO will each have a limit of $50,000;

- Vice Presidents, the Memphis Executive Director and Area Superintendents have a limit of $10,000. Transactions above this level will be approved by an executive with the correct level of authority;

- Directors and other non-officers will have limits set by the CFO not to exceed $10,000

- All leases, monthly benefit costs and similar recurring transactions that cost in excess of $120,000 annually should be reviewed and approved once annually by the Finance Committee of the Board or the entire Board.

I hereby certify that I am the current and duly empowered Secretary of Aspire Public Schools, that the foregoing Resolution was duly adopted by the Board of Directors of Aspire Public Schools at a meeting held on May 16, 2013, at which meeting a quorum was present and acting, that the Resolution is in full force and effect, that the same has not been modified or rescinded and is not contrary to any provision of the Articles of Incorporation or the Bylaws of Aspire.

Executed this 16th day of May, 2013 at Oakland, California.

_____
James Cleveland, Secretary

Appendix XXI:
Student Family Handbook

ASPIRE
PUBLIC SCHOOLS
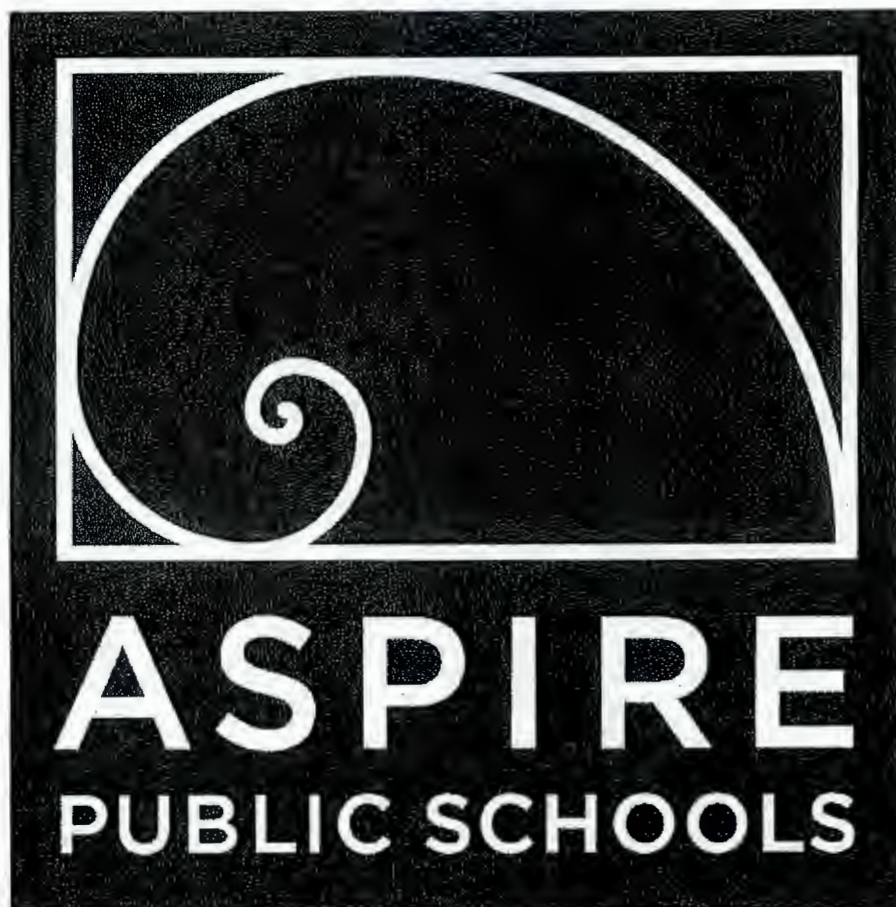
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**STUDENT FAMILY
HANDBOOK
2013-2014**

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 and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "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.

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ASPIRE PUBLIC SCHOOLS MISSION AND VISION

Vision:
Every student is prepared to earn a college degree.

Mission:
To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

ENROLLMENT
Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

Re-Enrollment

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

Intra-Aspire Transfers

An Intra-Aspire Transfer is when a student(s) is currently attending an Aspire school (has completed or will have completed at least a full school year at another Aspire school site) desires to attend another Aspire school. The Intra-Aspire transfer process does not guarantee a successful transfer. The student's enrollment in his her current school will be held until released by parents upon registration at another Aspire school.

The Intra-Aspire Transfer policy does not provide for students to transfer between Aspire schools mid-year. Families can only initiate Intra-Aspire Transfer requests during the annual open enrollment period; Intra-Aspire transfers are only considered during the regularly published lottery process. Students who receive transfers during the annual lottery process can move schools at the beginning of the next school year.

Those students that want to transfer between Aspire schools will need to mark the box re: **"Transfer my child to another Aspire school"** on the Re-enrollment form. The parent must then complete an **"Intra-Aspire Transfer Request"** form. Doing this will:

1. Hold their spot at the current school

2. Provide them with an enrollment priority to transfer to an alternate Aspire campus.

IMMUNIZATIONS

State law requires that for unconditional admission to school, all student under 18 shall be fully immunized according to the requirements of the State Department of Health Services. All entering students 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. Students 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 also preparation for entry into the world of employment. Just as the Aspire team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments.

Excused Absences

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 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 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 student is the custodial parent.
(7) Students 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 student'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.

"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.

Excessive Absences

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester or 7 unexcused absences per trimester to a failing grade for their courses at the marking period (grade of "F" or "NC").

Students with excessive absences may be referred to the school's Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include 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 or guardian informing them of this action. (Education Code §48260, 48261, 48262)

Local School's Student Attendance Review Team (SART)

The school's Student Attendance Review Team (SART) will hold a hearing with the parent 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.

NOTIFICATIONS OF TRUANCY

First Notification of Truancy or Excessive Absences
- Letter #1 sent regular and Certified Delivery Confirmation mail when a student has accrued **th ree (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, including withdrawal or expulsion recommendation.

Saturday Attendance Makeup School

In an effort to respond to the problems of student absences, a weekend "makeup" school program may operate to allow the students the opportunity to voluntarily participate as a means of making up missed instructional time. Students classified as truant may be assigned without parental permission. Parental permission shall be obtained for all non-truant students.

Assignment to Weekend "Makeup" School

Assignment of students to weekend "makeup" school (WMS) would be predicated on the following criteria:

(1) A student who has been labeled as truant may be assigned to WMS without parental permission.

(2) A student who has a recorded absences may attend the WMS with parental permission

As long as the WMS does not last more than 240 minutes and students are dismissed by 12 noon in order for them to be able to go home for lunch, then the school is not obligated to offer breakfast or lunch.

CAMPUS ENVIRONMENT

Notice of Regulations

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Behavior Management Cycle:

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- BE RESPONSIBLE, TO BE RESPECTFUL, AND TO BE SAFE by carrying yourself with respect and showing respect to others.
- ABIDE by all Federal, State, County, and City Laws.
- ABSTAIN from the possession, use or being under the influence of drugs (illegal or prescription) or alcohol.
- REFRAIN from the possessing or using of tobacco products or cigarettes.
- DESIST from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- KEEP AWAY from gang related activities, such as "throwing signs" and group intimidation or gang affiliation.
- MAINTAIN A PEACEFUL LEARNING ENVIRONMENT by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
- RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- DESIST from carrying beeper devices, music devices, and cell phones.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

School-wide Expectations for Student Success

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.

2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, hoods, or hoodies.

3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults.

4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting.

5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE'S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent guardian permission and notification of the School Office.

SUSPENSION

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

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

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

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panelon a recommendation for expulsion.

4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 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) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

or (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k) 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.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.

D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A. A message, text, sound, or image.

B. A post on a social network Internet Web site including, but not limited to:

   i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

   ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

      (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

      (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]

- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either

school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]

- Made terroristic threats against school officials or school property. [Education Code 48900.7]

- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (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 does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. **Suspension Conference-** Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

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

Appeals Process

A student or the student's parents guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his her school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.

- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

EXPULSION

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

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:
- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- a student has accumulated 20 or more days of suspension in a school year
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

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

  Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]
  - Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
  - Brandishing a knife at another person
  - Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
  - Committing or attempting to commit a sexual assault or committing a sexual battery
  - Possessing an explosive

- **Mandatory Recommendation for Expulsion**

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

  Mandatory Recommendation for Expulsion requires a second finding of fact.
  [Education Code 48915(a)]
  - Causing serious physical injury to another person, except in self-defense (Ed. Code 48900(a))
  - Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
  - Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis (Ed. Code 48900(c))
  - Robbery or extortion (Ed. Code 48900(g))
  - Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

- **Permissive Expulsion- requires a second finding of fact**

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

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, 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 or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

Possession of Weapons 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 support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potentials. Students are subject to disciplinary action, up to and including a recommendation for expulsion. 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 your local school principal.

Students found using or in possession of controlled substances will be suspended. Students found selling controlled substances will be recommended for expulsion.

Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be

taken away. Prohibited items will be returned only to a parent guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

Dress Code

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace

- To focus students away from clothing as a competition

- To symbolize our united effort on the road to college

- To develop and enhance a sense of school pride

- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's cleavage and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate will be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

Safety Before and After School

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding 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

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.

ACADEMICS

Graduation Requirements[1]
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 fail the class without notifying 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.

Aspire Grading

Students earn grades based on established performance levels as described on the next page. In pursuit of our college for certain mission, students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the 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.

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.

Drop Class Policy

Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:
- Student has taken and received credit for same class previously.
- Student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

No student will be allowed to drop a class after four (4) weeks of class unless:
- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

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. • Assumes active, alert leadership in learning activities.
A-	90	3.70	4.70	• 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	0.00	0.00	• 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	0.00	0.00	• Shows below average growth in understanding of the subject. • Receives consistently below-average marks on tests. • Does less than the average amount of assigned work, and seldom makes up work missed.
D-	60	0.00	0.00	• Shows below-average ability or initiative in learning and applying facts, principals, and skills. • Participates inadequately or ineffectively in learning activities.
F	<60	0.00	0.00	• Shows below average ability or initiative in critical thinking and creativity.

Academic Integrity

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 or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent guardian, but will not be withheld from a requesting school.

STUDENT LIFE

Activities

Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.

- Students participating in the program represent the school.

- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**

- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, AND

- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors; AND

- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

Athletics

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.

2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.

3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.

4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.

5. Students must pass a physical examination given by a medical doctor.

6. Students 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

Elementary school students are expected to attend the program every day. Middle school students may register to attend a minimum of 3 days per week or more. 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 or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

Employment of Students - Work Permit

While school and preparation for university must always be a student's first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

a) maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.

b) maintain, during the previous grading period (by quarter), at least a 2.0 GPA.

c) may not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students 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:

- Information on Minors and Employment , (http: www.dir.ca.gov/dlse/DLSE-CL.htm)

- Division of Labor Standards Summary Chart, (http: www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf)Chart

- Child Labor Laws 2000, (http: www.dir.ca.gov/dlse/ChildLaborPamphlet2000.html)

WORK PERMITS FAQ, (HTTP: WWW.CDE.CA.GOV/CI/CT/WE/WPFAQ.ASP)

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 students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

Agreement to Continue Student in Kindergarten

The law requires that both the school and the student's parent guardian must be in agreement that it is beneficial for the student to continue in kindergarten for not more than one additional year. A written agreement that complies with the requirements of Education Code § 46300 and 48011 shall be used to document this understanding between the parent guardian. A continuance agreement is required to be signed by the parent guardian near the admission anniversary date AND cannot exceed one year beyond the anniversary date (The month of June prior to the student's continuation in Kindergarten is recommended for signature). The date the parent(s) consented to the retention must be listed on the form as well (EC§ 46300, 48011).

Social-Emotional Counseling Programs

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact your school's counselor to determine specific protocols at your school site. Schools without a counselor cannot provide counseling services unless otherwise stipulated in an IEP or 504 document.

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 students. Additionally, S tudents 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. In some instances, students referred to the counseling team will be referred out for services and it is the responsibility of the student/parent to follow up on these referrals. Each counseling team makes referral determinations on a variety of factors, including applicable state and federal laws.

Referrals to Outside Resources

The counseling department maintains a list of outside agencies and resources to which parents and students can be referred for services as necessary. Parents who are interested in receiving this list should contact the school's counseling department or main office. This list reflects agencies and resources in the geographic area of the school and does not imply an endorsement of these agencies and/or resources by the school or Aspire.

Crisis

Social-emotional crisis includes, but is not limited to, times when a student discloses or expresses homicidal or suicidal ideation, desire to hurt self or others (including self-injury) and instances of child abuse. In these instances, Aspire schools follow a crisis protocol that may end with a student being evaluated by county mental health or other crisis response agency. Aspire Public Schools will make every effort to contact parents during crisis as appropriate, but must follow crisis protocols to protect the safety of all students and staff. Please contact the Director of Student and Family Support if you have questions or concerns about crisis response at 510-434-5000.

Consent and Confidentiality

Aspire complies with state and federal laws around consent and confidentiality for counseling services. In California, students ages 12 and over hold rights to their counseling records. Please contact the school counselor if you have questions or concerns about consent for counseling and confidentiality of the counseling record.

Alignment with the School Day

Counselors make every effort to pull students at times that are convenient for their students and are aligned with the academic needs of the student.

Termination of Services

As stated above, counseling services are not guaranteed. Services may be ended for a variety of reasons and with reasonable notice to parents/students. In these instances, referrals can be given, but the responsibility to follow up on these referrals falls with the parent/student. Additionally, students who repeatedly miss counseling service appointments for any reason may be dropped from 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

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

Childfind and Special Education Notification:

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special 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.

McKinney-Vento Reauthorization of 2002

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Director of Student and Family Supports at 510-434-5000.

Family Life HIV AIDS Education

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility.

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues. The Family Life and HIV AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents Guardians may contact the Principal if they would like to preview the classroom materials.

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 first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

Visitor Policy

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

Volunteers

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.

- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include: coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

Volunteer Drivers

- The driver must have a valid California Driver's License.

- The parent or adult driver must have a current **"Driver's Liability Insurance Statement"** on file in the school office with the following minimum coverage: $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) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

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 parenguardian, 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

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.

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

UNIFORM COMPLAINT POLICY 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, federal school safety planning requirements and issues related to the imposition of pupil fees.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.
This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates 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.

- Complaint: A complaint shall be presented in writing by way of an Aspire Community Complaint Form and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

- Mediation: Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and

if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education or to the Achievement School District in Tennessee, as applicable. With regards to issues concerning pupil fees, if there is a finding of merit then a remedy shall be provided to all affected pupils, parents, and guardians, including reasonable efforts for full reimbursement.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.

All forms may be mailed or delivered to:

In California:
Aspire Public Schools
ATTN: Community Complaint Officer
1001 – 22nd Avenue, Suite 100
Oakland, CA 94606

In Tennessee:
Aspire Public Schools
ATTN: Executive Director
516 Tennessee St., Ste. 406
Memphis, TN 38103

Aspire reserves the right to modify locations for receipt of forms as necessary.

Appendix XXII:

Leadership Team Biographies

Aspire Public Schools Senior Leadership Team Biographies

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. James joined the Aspire team as Chief Operating Officer in 2007. During his tenure at Aspire, the organization has more than doubled in size from 17 to 37 schools and grown to serve over 13,000 students across California and in Memphis, TN. Prior to joining the management team of Aspire, James 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, he served as a Principal at New Schools Venture Fund, a philanthropic organization founded to improve the educational opportunities for underserved students across the country. James 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 on the leadership team of 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 twenty-five years of experience in charter schools, traditional public schools and private schools, Elise was well-poised 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, Elise 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. Elise also coordinated instructional technology for San Carlos School District, managed Net Day, and implemented a Local Area Network and a Wide Area Network. She holds a B.S. in Early Childhood Education from the University of Illinois and a Master's Degree in Educational Administration from San Francisco State University.

James Cleveland, Chief Operating Officer

James has been involved in the education field for twenty years. He started his career at SCORE! Educational Centers, a start-up supplement education company focused on student success in the elementary grades, where he eventually became the National Director of Professional Development and Recruiting. James later co-created and was the Chief Operating Officer of InsideTrack, targeting college student success. He transitioned to Jumpstart in 2002 as the Executive Director of the Northeast Region, becoming Chief Operating Officer in 2004. In 2007, James was named CEO. In 2009 he was named one of Boston Business Journals 40 under 40 Honorees. He transitioned to the Stupski Foundation in 2011 as the Chief Talent and Administration Officer where he focused on national operations, organizational culture, and strategic and organizational planning. James holds a Bachelor of Science degree from Stanford University.

Heather Kirkpatrick, Chief People Officer

As the Chief People Officer, Heather supports all of Aspire's talent and development activities across the organization, including both Human Resources and parts of the Education team. 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 holds a B.A. from Barnard College, a Master's in Education from the Harvard Graduate School of Education, and a Ph.D. in Education from the Stanford University School of Education.

Chris Padula, Vice President of Advancement

Chris Padula joined Aspire Public Schools as Vice President of Advancement in 2012. In this role, he oversees development, communications, brand strategy, and government grants. Chris previously served as Executive Director, Western Region, at Jumpstart for Young Children, leading the organization's largest region serving 3,500 children annually. He also served on Jumpstart's national executive team. Prior to Jumpstart, Chris was Vice President of Development at the Hispanic Scholarship Fund (HSF), overseeing all national and regional fundraising and cause-marketing efforts for the $40 million/year national organization. He also served on HSF's executive leadership team. With nearly 15 years of non-profit and education experience, Chris also spent a decade working in corporate marketing and business development. Chris is a graduate of Bentley University in Waltham, MA.

Delphine Sherman, Vice President of Finance

Delphine Sherman is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field,

Delphine was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

Emmile Brack, Vice President of Technology

Emmile Brack joined Aspire Public Schools in October 2008 as the second team member of Team Godzilla, Aspire's data and technology solutions team. Since she has been with Aspire, she led multiple need-finding missions to identify pain points that technology can address and implemented key operational systems. As Vice President of Technology, Emmile leads the teams responsible for maintaining and improving Aspire's network, systems, and data infrastructure and implementing process and technology improvements. Prior to joining Aspire, Emmile spent 5 years in finance and operations consulting with firms, including Arthur Andersen, BearingPoint, and KPMG Consulting. She holds a Bachelor's degree in Finance from Santa Clara University and an MBA from The George Washington 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 English 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 an M.Ed.

Mary Welch, Area Superintendent - Central Valley

Mary Welch was the Founding Principal of Aspire's 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. Mary 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 well as a district coordinator of special education. While she was 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. Mary holds a BA in Liberal Studies from Cal State Fullerton, an MA in Special Education from Cal Poly, San Luis Obispo, and a Doctorate in Educational Leadership from the University of Southern California.

Allison Leslie, Memphis Executive Director

Alli Leslie joined the Aspire team as a middle school writing teacher at Aspire East Palo Alto Charter School (EPACS) in 2001. She served as a lead teacher and later the principal of EPACS until 2008. During her tenure as principal, she worked with the staff to increase the use of data to inform decisions. From 2004 to 2008, EPACS's Academic Performance Index (API) grew from 724 to 833 under her leadership. After her time as principal, Alli joined the home office staff as an Instructional Coach, then served as a founding team member of the Aspire Teacher Residency Program, co-leading the Instructional Coach team.Alli began her education career with Teach For America in Houston, Texas. She graduated from the University of California at San Diego with degrees in both Spanish and Literature and Writing. She earned her Texas teaching credentials at the University of St. Thomas and her California teaching credentials through the University of California State Teach program. During her first year as principal, Alli completed a Master's in Administration and earned her California administration credential at University of California at Berkeley, as a fellow in the Principal Leadership Institute.

Appendix XXIII:

Aspire Overview

Aspire Public Schools: three key things to remember

- **Top-performing** school system of its kind in California
  - We're CA's #1 large system serving 66% or more low-income students

- **Excellence and scale**
  - Serving roughly 13,500 students in 37 schools in 10 cities in 2 states (2013-14)

- **Our kids go to college**
  - 100% of our graduating seniors admitted to four-year college/university – College for Certain promise

ASPIRE
PUBLIC SCHOOLS

Aspire serves over 12,500 students in 35 schools across California...

Central Valley

Sacramento
- Aspire Alexander Twilight College Preparatory Academy (K–5)
- Aspire Alexander Twilight Secondary Academy (6–12)
- Aspire Capitol Heights Academy (K–5)

Stockton
- Aspire APEX Academy (6–9)
- Aspire Benjamin Holt College Preparatory Academy (6–12)
- Aspire Langston Hughes Academy (6–12)
- Aspire Port City Academy (K–6)
- Aspire River Oaks Charter School (K–8)
- Aspire Rosa Parks Academy (K–5)
- Aspire Vincent Shalvey Academy (K–5)

Modesto
- Aspire Summit Charter Academy (K–8)
- Aspire University Charter (K–5)
- Aspire Vanguard College Preparatory Academy (6–12)

Bay Area

Oakland
- Aspire Berkeley Maynard Academy (K–8)
- Aspire California College Preparatory Academy (9–12)
- Aspire College Academy (K–5) *charter shared with California College Prep Academy*
- Aspire ERES Academy (K–8)
- Aspire Golden State Prep Academy (6–12)
- Aspire Lionel Wilson College Preparatory Academy (6–12)
- Aspire Millsmont Academy (K–5)
- Aspire Monarch Academy (K–5)

East Palo Alto
- Aspire East Palo Alto Charter School (K–6)
- Aspire East Palo Alto Phoenix Academy (7–12)

Los Angeles
- Aspire Antonio Maria Lugo Academy (K–5)
- Aspire Centennial College Preparatory Academy (6–7)
- Aspire Firestone Academy (K–5)
- Aspire Gateway Academy (K–5)
- Aspire Huntington Park Charter School (K–5)
- Aspire Inskeep Academy (K–6)
- Aspire Junior Collegiate Academy (K–5)
- Aspire Ollin University Preparatory Academy (7–9)
- Aspire Pacific Academy (10–12)
- Aspire Slauson Academy (K–6)
- Aspire Tate Academy (K–6)
- Aspire Titan Academy (K–5)

Aspire Schools Serve High Needs Students

Aspire 2012-13 Student Enrollment
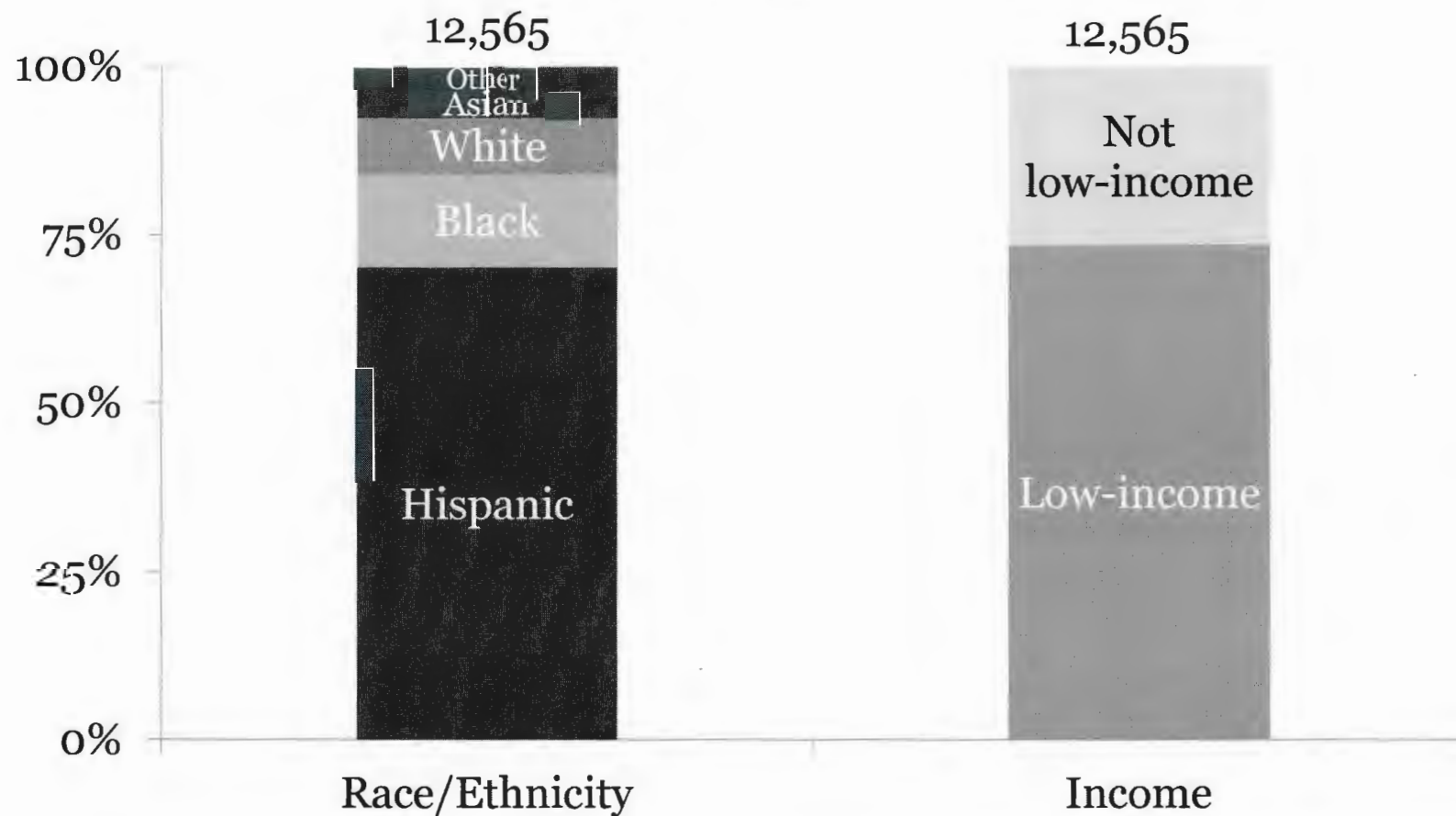
Aspire is the top performing school system of its kind in the state, with an API of 816 and 67% of schools above

Aspire-as-a-District Results

Average API

816

2012-2013 API axis: 850, 800, 750, 700, 650, 600, 550, 500, 450, 400

% of Schools Meeting CA's High Performing Schools Metric

67%

% of Schools Meeting the State API Target of 800 axis: 80%, 70%, 60%, 50%, 40%, 30%, 20%, 10%, 0%

Aspire ranks **#1** on both metrics when compared to districts with at least 25 schools who serve at least two-thirds low-income students
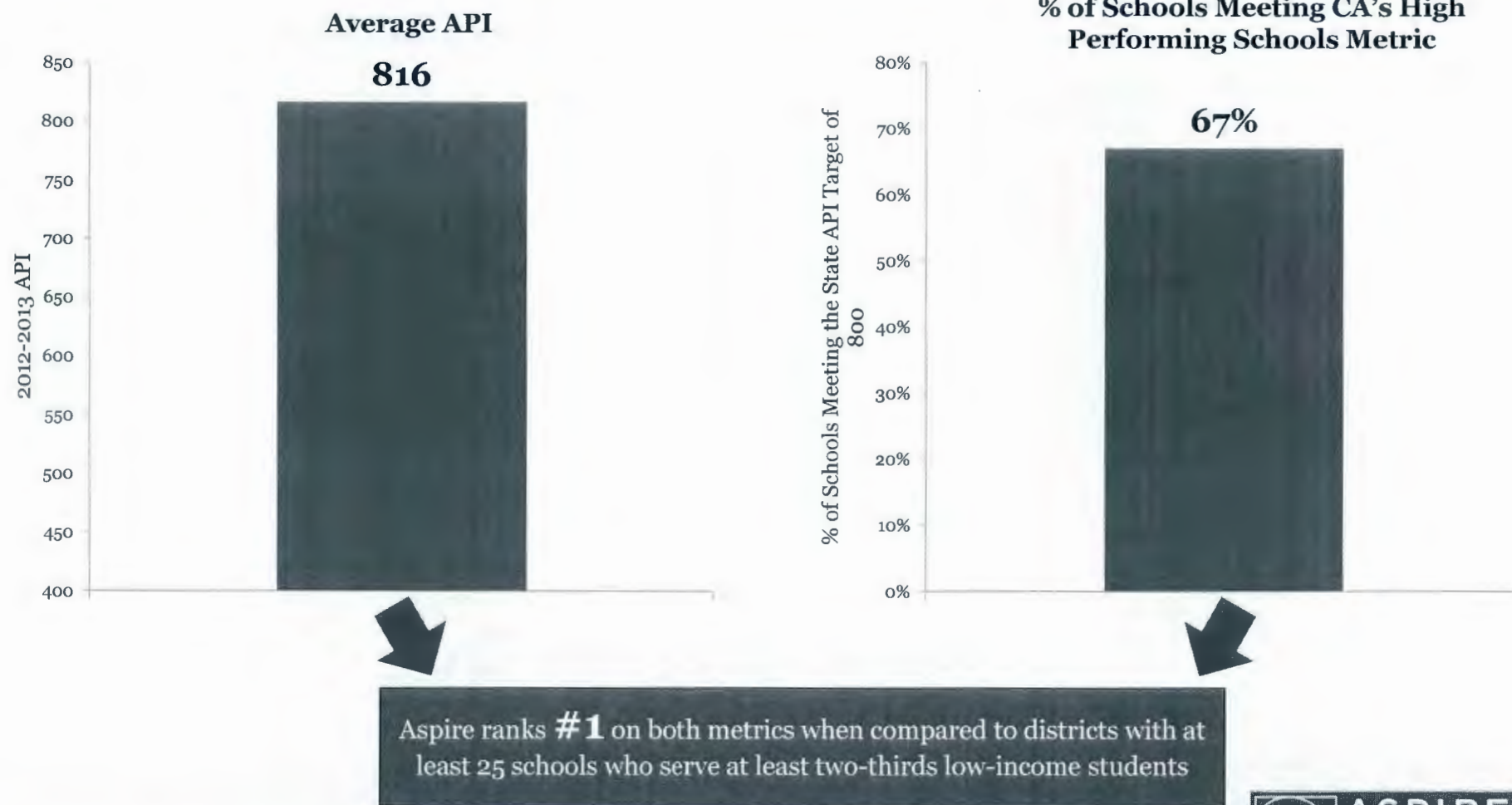
Note: At 816, Aspire Public Schools' API outperforms all districts in the state that have at least 25 schools and serve at least 2/3 low income students.
Source: CDE 2012-2013 Growth API Data File

ASPIRE
PUBLIC SCHOOLS

6

Aspire outperforms the state target for excellence

API 2013 Performance

800 = State Target for Excellence

CA: Low-income students average — 745 — % low-income students 100%

CA Overall — 789 — 69%

Aspire — 816 — 73%

Source: CDE 2012-2013 Growth API Data File

ASPIRE PUBLIC SCHOOLS
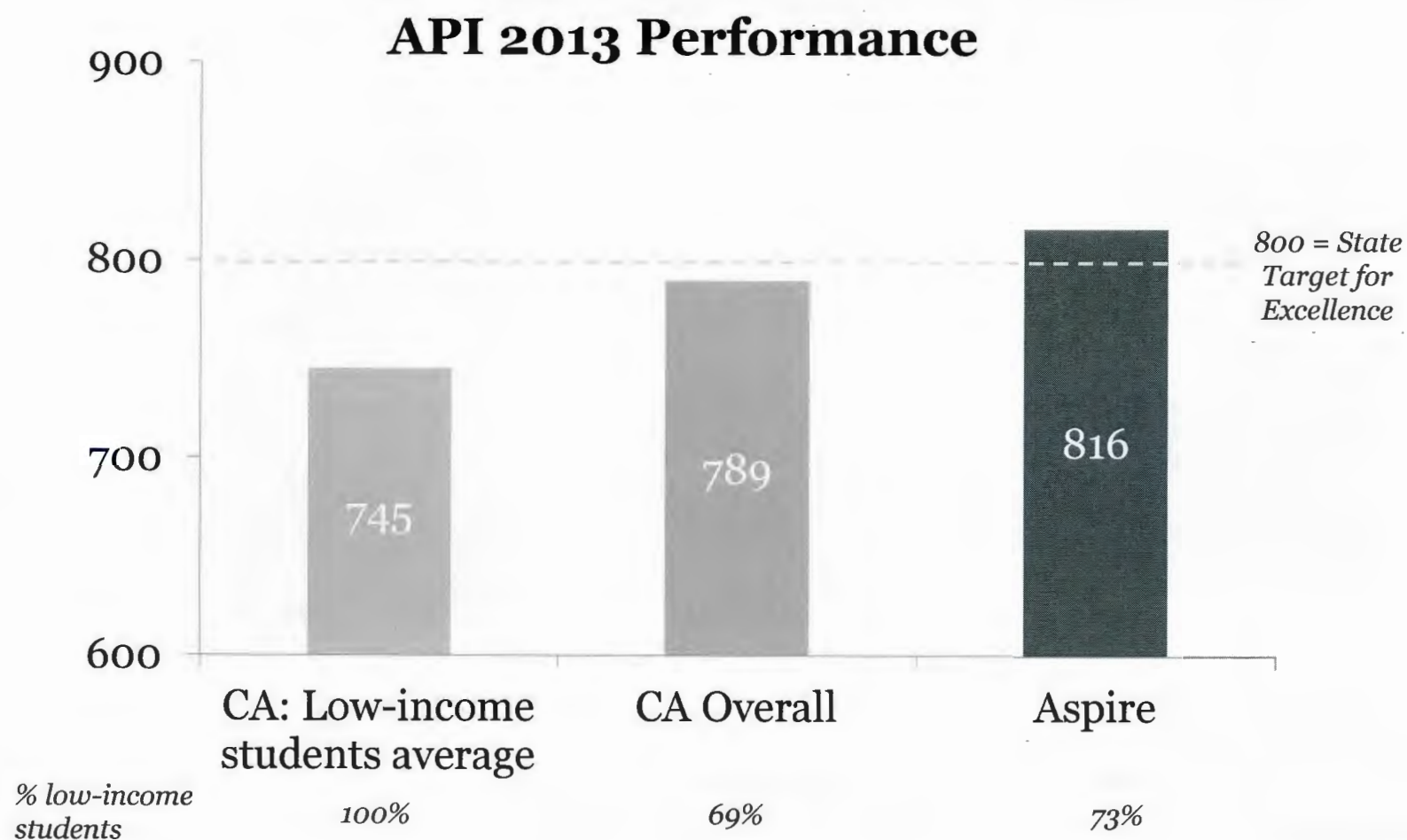
As we've grown, our results have improved

Legend: ■ Number of students — Average API
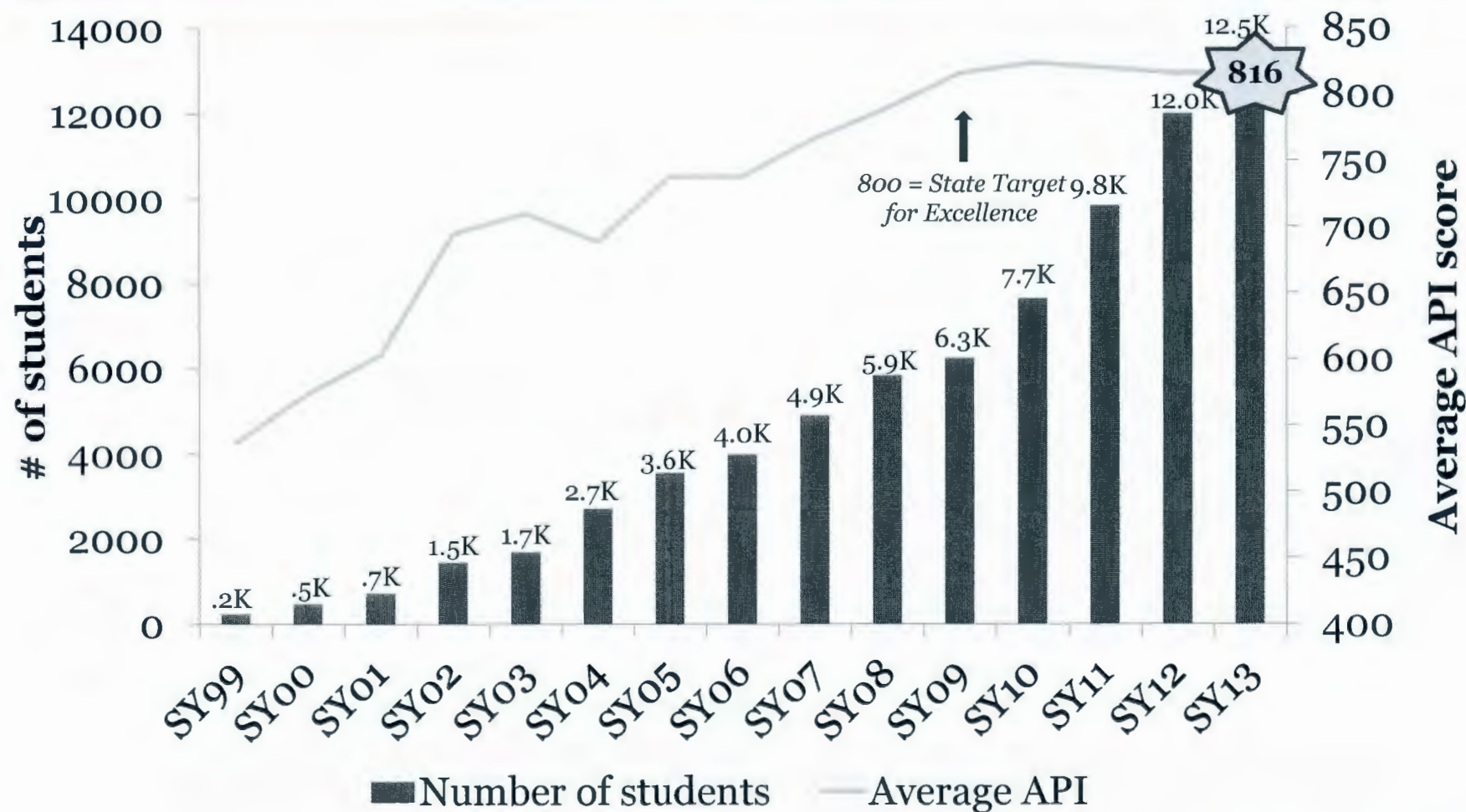
| # of schools | 1 | 2 | 3 | 6 | 7 | 9 | 9 | 14 | 15 | 17 | 21 | 25 | 30 | 35 |

Source: CDE 2012-2013 Growth API Data File

Our success hinges on a strong culture, deep investment in our teachers, and high expectations for students

Core Belief	What it Looks Like in Our Schools
• We must build a **College for Certain culture** in every classroom in every school	• Students immersed in college-going environment • Students earn college credits while in high school
• **Highly effective teachers** are the key to student success	• Cutting-edge support • Robust and ongoing feedback • Collaborative culture
• We must hold students to the **highest academic standards**	• College prep program for everyone • Student-led discussion • Academic rigor
• Underserved students need **more time on task** for college success	• Longer school day • Longer school year • Instructional minutes are precious
• Personalized **school communities** matter	• Ongoing personal relationships • Every student known by name
• We can and should help **transform local school systems**	• Collaboration with host districts • Proactive best practice sharing

ASPIRE
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Aspire PUBLIC SCHOOLS

ASPIRE PUBLIC SCHOOLS

College for Certain

Aspire÷ ERES Academy

RENEWAL CHARTER for the term July 1, 2014 through June 30, 2019

~~Charter Petition~~

~~Submitted: March 2009~~

~~For a term of July 1, 2009 – June 30, 2014~~

Original Charter Approved by Oakland Unified School District for the term July 1, 2009 – June 30, 2014

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ASPIRE ERES ACADEMY CHARTER: ASSURANCES~~AFFIRMATIONS/ASSURANCES~~

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The Aspire ERES Academy ("School") will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to: ~~As the authorized lead petitioner, I, Gloria Lee, hereby certify that the information submitted in this application for the establishment of a California public charter school, to be named Aspire: ERES Academy, located within the boundaries of the Oakland Unified School District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, the Charter School:~~

1. The School ~~S~~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)]

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

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

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4. The school ~~S~~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)].

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

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6. The School ~~S~~shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

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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 Sshall 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 Sshall 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 Sshall 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. [Ref. California Education Code Section 47605(l)]

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

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

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

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

16. The School Sshall 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 Sshall comply with all applicable portions of the No Child Left Behind Act.

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

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

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

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

22. The School Sshall 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.

Tatiana Epanchin-Troyan   DATE
Bay Area Superintendent, Aspire Public Schools

Lead Petitioner, Gloria Lee   Date:

I. ~~EXECUTIVE SUMMARY~~INTRODUCTION

Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire ERES Academy ("the School").
~~The petitioners seek to open and operate ERES Academy as a public charter school, ("School" or "Charter School") to prepare students for college, work, and citizenship. Our focus is on a student population that is currently under-served and under-represented in college.~~

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 37 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire's mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

The School has been chartered in the Oakland Unified School District ("the District") under the auspices of Aspire since 2009. The School has had an excellent academic record including meeting (or exceeding) its State API growth targets.

The School's present charter term is set to expire on June 30, 2014. The School complies with the legal requirements for renewal as set forth in Education Code § 47607(b) 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, both schoolwide and for all groups of pupils served by the charter school;

Year	API Growth Score	API Growth Target	Actual Growth	Met Growth Target Schoolwide and Subgroups
2012-13	831	A	+21	Yes
2011-12	812	+5	+47	Yes
2010-11	765	+5	+70	Yes
2009-10	695	B	N/A	N/A

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

Year	Statewide Ranking
2012-13	TBD
2011-12	5
2010-11	3
2009-10	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;

Year	Similar Schools Ranking
2012-13	TBD
2011-12	10
2010-11	7
2009-10	3

4. *(See: **http://dq.cde.ca.gov/dataquest/** for further information regarding the School's academic performance)*

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

The School is located at 1936 Courtland Avenue, Oakland, California 94601, where it holds a lease through the 2013-14 school year with the option to renew the lease at the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions the District to renew the charter for the School for a five-year period, from July 1, 2014 to June 30, 2019.

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.

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

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

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

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

- California Education Code Section 47601(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.

The School's Vision

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

The Spanish word "eres" literally translates to "you are" in English, but means much more. In its usage, it is a word of identity and of strength. And at our School, it is an acronym with meaning in both English and Spanish:

> Empowerment / Empoderamiento
> Responsibility / Responsabilidad
> Education / Educación
> Success / Suceder a

In choosing this name, the School's founding families convey our passion and commitment to enabling our students to develop strong self-identities as learners, as college-bound scholars, and as contributing citizens to a school community.

The School's Mission

The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized

learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

Target Population — Whom the School is Attempting to Educate

The School plans to serve approximately 220 students in grades K-8 upon opening, and up to 370 students in grades K-8 if the school is able to expand or locate a nearby facility large enough to accommodate a larger student body. The School aims to enroll students whose diversity is representative of the district's student population, and is primarily designed to serve students who are historically under-represented in college and who face barriers to college.

Educational Philosophy and Approach

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

How Learning Best Occurs

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

- Structures to support student learning, including: small school size and class sizes for a more personalized environment; longer school day, longer school year, and block scheduling to create more time to learn; and opportunity for teachers and students to build relationships over time through looping
- Research and reality-tested pedagogical strategies as encompassed in Instructional Guidelines, including direct instruction, guided instruction, and practice, in large groups, small groups and independently.
- A variety of carefully-selected, standards-aligned curriculum materials
- Consistent and frequent assessment using a variety of means, and regular feedback to maximize student engagement
- Support systems for students with different needs

Founding Group — Organizational Team

Aspire Public Schools has collaborated with a group of families from Oakland's Fruitvale neighborhood in crafting this new school. Aspire, a 501(c)(3) nonprofit public benefit corporation, is a pioneer and leader in California public education. Since its founding in 1998, Aspire has opened 21 high-quality, small, college-preparatory campuses

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throughout California, and has demonstrated the important role of charter schools in providing educational opportunities for California's diverse youth. Its schools have had consistently strong academic results, parents and teachers are highly satisfied, and the organization was named by Fast Company magazine as one of the top 20 social entrepreneurial organization in the country in four of the last five years. Aspire is widely regarded as one of the leading not-for-profit charter management organizations in the country.

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

Intent of the Charters Schools Act

The Charter Schools Act of 1992 states that:

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

a) *Improve pupil learning.*
b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
c) *Encourage the use of different and innovative teaching methods.*
d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*
—California Education Code Section 47601

The founders of the ERES Academy believe that the School will contribute to this legislative intent by providing an excellent educational environment for over 200 Oakland students, many of whom are currently academically not meeting their potential (intent a and b). The School also provides an additional K-8 choice in an area of the city where this family-oriented configuration is rare (intent e).

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 47605(b)(5)(A)(i)

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

- 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, an outstanding ~~well-trained~~ staff, high standards and expectations, extended instructional hours ~~and support,~~ and personalized learning opportunities~~, and early access to college-preparatory experiences~~. 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.~~By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.~~

~~TARGET POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO EDUCATION~~POPULATION TO BE SERVED BY THE SCHOOL

The School currently serves approximately 222 students in grades K-8. The school will also offer transitional Kindergarten. A summary of historical enrollment and demographics can be found in Appendix I as part of the OUSD Performance Report.
~~The School plans to serve approximately 220 students in grades K-8 upon opening, and up to 370 students in grades K-8 if the school is able to expand or locate a nearby facility large enough to accommodate a larger student body.~~

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According to demographic data compiled by the California Department of Education ("CDE"), the ~~Oakland Unified School~~ District ~~(the "District")~~ enrolled 46,431 students in ~~2007-08~~2012-13. Of these students, African Americans constitute 29.1% of the students, American Indians 0.3%, Asians 13.6%, Filipinos 0.8%, Hispanics 41.9%, Pacific Islanders 1.1% and Whites 9.2%. During the 2013-13 school year, students who spoke English as a second language made up 30.3% of the District student body. The School seeks to enroll a diverse population of students that reflects these demographics.~~30% were designated English Learners, and 68.5% were low income (i.e., eligible for Free/Reduced-price meals). These students represented the following ethnicities:~~

Student enrollment in OUSD, by ethnicity — 2007-08

Ethnicity	Percentage
■ American Indian	0.4%
▨ Asian	13.7%
□ Pacific Islander	1.1%
□ Filipino	0.7%
▨ Hispanic	36.6%
□ African American	36.2%
□ White	6.2%
□ Multiple/No response	5.1%
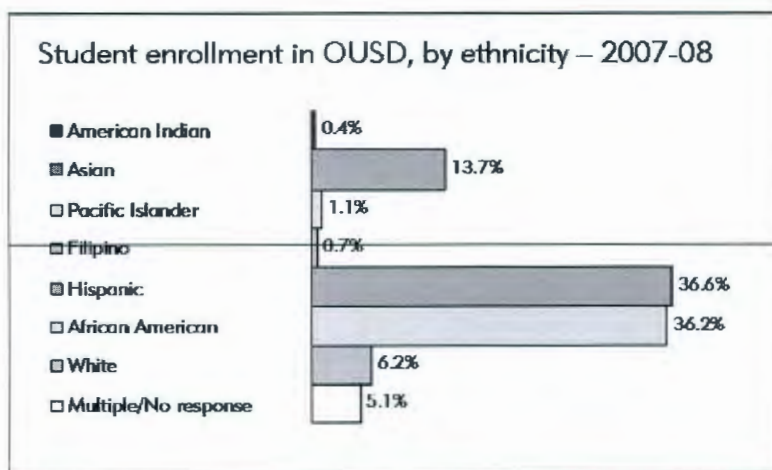
~~The School seeks to enroll a student body whose diversity represents the general population residing within the geographical boundaries of the District and community where the School is located.~~

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

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.

~~WHAT IT MEANS TO BE AN~~THE EDUCATED PERSON IN THE 21ST CENTURY

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

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

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

HOW LEARNING BEST OCCURS

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

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

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

Student learning best occurs when a school's structures, academic program, pedagogical strategies, curriculum standards and materials, assessments, culture, and support systems are all aligned towards the same, college-preparatory goal. Aspire's educational design, refined over the past ten years, has been proven effective in raising achievement rates for the School's target population. Examples include other Aspire schools in Oakland (e.g. Monarch Academy), East Palo Alto (e.g. East Palo Alto Charter School), Stockton (e.g. Rosa Parks Academy) and Los Angeles (e.g. Centennial). (see Appendix 1a for more data)

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

STRUCTURES TO SUPPORT LEARNING THE SCHOOL'S PROGRAM DESIGN ELEMENTS

Community

Aspire schools are small with approximately 45-60 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally. The School currently has fewer students per grade level than other Aspire schools because the size of the facility has constrained enrollment growth.

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

- *Small 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. Ideally, target enrollment for elementary campuses (K-8) is between 400 and 600 students.

~~*Small School* Size~~

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

~~*Small class sizes*~~

- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. The School's goal is a 20:1 student: teacher ratio in ~~grades~~ kindergarten through third grade, and no more than ~~29~~ 28:1 in ~~fourth through eighth grades~~ grades four through eight. Also, students in the 6th through 8th grade spend part of each day in advisory courses with a student-teacher ratio of approximately 25:1.

- *Looped Grouping:* In grades K-5, teachers strive to teach the same group of students for two years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher saves instructional time during the second year of instruction as she/he knows the individual student's strengths and weaknesses on the first day of school. Instruction can begin as soon as the school year does. Students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.

- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for several years, sometimes through graduation, and provides a support structure for students.

Learning Time

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

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

Longer school day

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. The School's 2013-14 Bell Schedule is attached in Appendix II. ~~With more time, teachers can delve into topics more deeply cover more topics. The School's day will be approximately seven hours and 10 minutes — or about 40 minutes more instruction each day than students in many traditional public schools receive. In addition, the school provides a robust after-school program which provides homework help, additional academic tutoring, and enrichment activities.~~

Longer school year

- *Longer School Year:* The School will provide 187 regular days of instruction, seven days more than traditional public schools provide, and twelve more than the legal minimum applicable for charter schools.[a] In addition, each year the School will hold three additional days of instruction on Saturdays. The School will commence its school year prior to September 30, during which parents are encouraged to attend specially-designed academic programs with their children. The School's 2013-14 Academic Calendar is attached in Appendix III.

- *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.

→ ~~See Appendix IIa for sample school year calendar~~

Classroom looping

~~In the elementary grades, students will "loop" in kindergarten/first grade, second grade/third grade and fourth grade/fifth grade; this means that students stay with the same classroom teacher for two grades. In the middle grades, teachers will be subject-specialized (humanities, math, science) and will teach that subject to all grades 6-8, creating another three-year loop by subject area. This allows teachers and students to have deep, continuous relationships. It also allows teachers to begin the second and third years with instructional knowledge about every student. Students can receive instruction on the first day of school, instead of spending time establishing rules and procedures. Furthermore, beginning in the 6th grade, each student is assigned to an advisory group of no more than 17 students that meets regularly with an adult advisor. The advisor acts as a bridge between the school and the students' other communities~~

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

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(e.g. family, work, clubs, social service agencies). The same group and their advisor stay together through their tenure at the school, and provides a support structure for students.

Block scheduling

For students in grades 6-8, 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.

Summer School and Inter-sessions

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

Pedagogical Strategies 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. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards. The Instructional Guidelines will be revised annually as more is learned about effectively implementing the CCSS. 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:

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

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

- *Explicit Instruction:* provides students a 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,

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students individually demonstrate their new skills or knowledge.~~wherein the teacher presents the lesson and students individually demonstrate their new skills or knowledge.~~ [3]

- *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.
- ~~Guided and Independent Practice: Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice opportunities will be concentrated immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material.~~
- *Problem Solving:* this method provides students ~~gives students~~ a step-by-step process for determining a solution.
- *Inquiry:* in this process, students are presented ~~s students~~ with a problem or question, ~~around which they~~and formulate and test theories to work towards a solution.
- *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.
- ~~Project-based Instruction: offers students the opportunity to apply learning to complex problems; students are required to conduct extended research, analyze and~~

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

synthesize information across subject areas, and develop written and oral end products. [+]

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

➔ For an example of subject-specific guidelines, see Appendix IIb for Aspire's K-5 and 6-12 ELA Instructional Guidelines Table of Contents.

Curriculum *Standards and Materials*

Aspire schools uses a combination of adopted programs and elements curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools. The specific CCSS curriculum materials will be determined through an organization-wide adoption process. For more details on Aspire's plan for transition to Common Core State Standards, please refer to Appendix V. The curriculum is deeply rooted in California state standards, and is intended to be simultaneously rigorous and relevant to students. The School's curriculum is clearly articulated as a K-8 system and includes language arts, mathematics, science, and social science. Other subjects essential to a healthy and balanced life are also covered through classes or programs in visual arts, music, health and nutrition, and physical education.

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

- *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. To help students develop strong literacy skills, Aspire uses a comprehensive language arts curriculum based on meeting students' personal reading and writing needs through individual and small group instruction using a variety of texts. Students progress through a series of guided reading lessons based on each student's instructional level. Open Court instructional materials also support the reading program. The writing instruction is based on Lucy Calkins's Writer's Workshop and the Six Traits of

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~~Writing from the North West Regional Laboratory: ideas, organization, voice, word choice, sentence fluency, and conventions.~~
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 may be supplemented with vocabulary and instruction based on the Six Traits of Writing.

- *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 as recommended by the CCSS.

  Throughout the K-8 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, our state adopted math materials, Harcourt Brace, Prentice Hall and California Preparatory Mathematics, can be interwoven with other real-life problems. These materials will also change or be updated with the realignment with the CCSS.

  A key tool in mathematics instruction is the 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

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the students have mastered a standard or need further instruction. Aspire is currently in the process of reviewing several vendors for CCSS aligned questions to create CCSS aligned assessments.

For example, the results of a standards-based assessment given in 6th grade might show that 90% of the students mastered Math Standard Number Sense CCSS: Apply and extend previous understandings of multiplication and division to divide fractions by fractions, but only 15% mastered Number Sense CCSS: Compute fluently with multi-digit numbers and find common factors and multiples. 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.

- *Mathematics*: The math curriculum is based on the California state standards for mathematics. Currently, the School uses the Harcourt Brace mathematics program for grades K-5 and College Preparatory Mathematics (CPM) curriculum for grades 6-8. The School also supplements with other materials from other sources in order to set expectations high and include real-life problems to create learning opportunities.

  - *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, scientific readings and local scientific resources such as guest speakers, field trips, and presentations.

- *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 currently uses the Full Option Science System (FOSS) as a curriculum resource and Holt Rinehart and Winston as its textbook.

- *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).

- *Spanish/Second Language:* Students in all grade levels will receive some Spanish instruction. Students will 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 work with Spanish texts to develop an understanding and appreciation of the various Spanish-speaking cultures. Additional Spanish instruction may also be provided after school.

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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.~~Art and music inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Dependent on budget availability, art and/or music may be offered as a separate class, integrated into core classroom thematic units, or offered as an after-school enrichment activity. Additional opportunities may also be provided through connections within the community.~~

- *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.

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- *Physical Eeducation*: Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing). ~~Students will be expected to develop their physical abilities and fitness. Dependent on budget availability, physical education may also be offered as a separate class, integrated into core classroom thematic units, or offered as an after-school enrichment activity. The School will administer the state and federally mandated physical fitness tests.~~
- ~~*Health:* Students will develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey will inform additional needed interventions.~~
- ~~*Technology*: Students will be expected to develop technological proficiency in basic use of personal computers and the internet. Students will be expected to utilize technology in ways that will prepare them for secondary education. The School will integrate technology skill development in core academic classes and as part of interdisciplinary projects, and dependent on budget, also offer technology classes as a Special Subject for a few hours each week.~~
- ~~*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 with one another.~~

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

→ Please see Appendices He-Hg for examples of curriculum materials for core academic subjects available on Aspire's Intranet, including examples of Pacing Guides, High-frequency Word Lists, and sample lesson plans.

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, Smarter Balance Assessment Consortium assesssment, CELDT and Physical Fitness Test)[5];

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

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

- Day-to-day assessments related to specific content or skills (running record for language arts; Open Court phonics, 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 grade level projects, Exhibitions, are designed by each school to reflect a deep exploration of a key grade level standard- for example a Physics standard, character analysis, media literacy- which include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

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[5] 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.

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Technology as a Tool

At Aspire, technology is used as a tool to provide students with additional opportunities for individualized learning. The School is a blended learning school that uses the classroom rotation model. Blended learning enables each student to have 30 minutes of literacy on computers daily and 30 minutes of math on computers daily. The classroom rotation model at the School creates a structure that supports more targeted guided reading and small group instruction in the classroom.

Aspire believes that blended learning will increase support for small group instruction, provide individualized learning opportunities and real-time feedback for students at school and home, and support students as they develop technology skills necessary to succeed in college and beyond.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	**ACTIONS TO ACHIEVE ANNUAL GOALS**
The School's teachers will be appropriately assigned and fully credentialed. Every pupil will have sufficient access to standards-aligned instructional materials. School facilities will be maintained in good repair.	On an annual basis, Aspire's credentials team will evaluate whether all the School's teachers are appropriately assigned and fully credentialed, and will take action if they are not. Each year, the School will report on whether every pupil will have sufficient access to

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standards-aligned instructional materials.

On an ongoing basis, facility maintenance needs will be assessed and resolved.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will adopt the Common Core State Standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency.	Aspire will proceed with its Common Core State Standards implementation plan, which includes revising curriculum, professional development, and assessments to align with the Common Core State Standards. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will promote parental involvement.	The School will provide parents with opportunities to get involved, such as Student Led Conferences, volunteer opportunities, membership on the Advisory School Council (ASC), regular family meetings, and school and staff evaluations.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

    A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)

    B. The Academic Performance Index (API)

    C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

    D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT

    E. EL reclassification rate

    F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

    G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide students with an	The School will track pupil achievement, as measured above, as applicable, on an annual

exceptional education.	basis. The data will be used to adapt targets and improve instruction.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:
   A. School attendance rates
   B. Chronic absenteeism rates
   C. Middle school dropout rates (EC §52052.1(a)(3))
   D. High school dropout rates
   E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.

State Priority #6. School climate, as measured by all of the following, as applicable:
   A. Pupil suspension rates
   B. Pupil expulsion rates
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS

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The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside providers, students will be provided with a broad course of study.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will track pupil outcomes in a broad course of study.	The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary.

CULTURE OF COLLEGE FOR CERTAIN

The School intends to establish a school culture in which students expect that they will attend and graduate from college. This culture of "College for Certain" will be cultivated through artifacts, rituals, language and stories. College-related artifacts will be pervasive throughout the school: classrooms will be named after colleges and universities and college banners and other college paraphernalia will adorn the walls. Routines and rituals will be designed to convey the discipline needed to be successful in college. Adults will use academic vocabulary on a daily basis. At Town Halls, various programs and rituals vividly remind students of what is possible. In grades 6-8, students will begin to learn about specific college options, as well as develop the habits required to succeed academically in college.

SUPPORT SYSTEMS FOR ALL STUDENTS

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

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. Once each trimester during Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and

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

Support for Under-Performing Students

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

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

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

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.[6] 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.

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

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Support for English Learners

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

- Home Language Survey

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

- 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 or tested within thirty days of initial enrollment[7] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.[8]

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:

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[7] 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.
[8] ~~The thirty-day requirement applies to students who are first enrolling in a California public school or who have not yet been CELDT tested. All others will be tested on an annual schedule based upon their last date of CELDT testing.~~

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

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

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement. The notice will include a description of the reclassification process and the parent's or guardians opportunity to participate, and encourage parents or guardians to participate in the reclassification procedure.

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

- 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 Language Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development (GLAD) training. The newly adopted English Language Development Standards will be mapped to Aspire's Instructional Guidelines. The mapping of the previous English Language Development Standards to Aspire's Instructional Guidelines is included in Appendix VI. This document will be updated as necessary to align with CCSS.The English Language Development Standards have been mapped to Aspire's Instructional Guidelines.

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

Ongoing Assessment of EL Students

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

Monitoring and Evaluation of Program Effectiveness

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

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

SUPPORT FOR ALL STUDENTS

Highly Qualified Teachers

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

Personalized Learning Plans

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

SUPPORT FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

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

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

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

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

Aspire strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students towards grade level and College Readiness

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outcomes. The RtI framework encourages an inclusive, flexible learning environment, encompassing and extending Aspire's data driven, student-focused approach to instruction. Aspire educators are encouraged to deepen coordination of instruction across all learning environments, including our grade level or core classrooms, intervention programs, specialized educational services and non-academic services.

SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

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

SUPPORT FOR STUDENTS WITH DISABILITIES

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

California Education Code Section 47642

Overview

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

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

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").

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

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

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

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

The School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all students with disabilities.
→ See Appendix IIk for Letter from the El Dorado County Office of Education SELPA Director.

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

More details around Aspire's 504 procedures and Enrollment Steps are attached in Appendix VII.
→ See Appendix III for Section 504 Process

Services for Students under the IDEIA

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

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

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

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

Aspire's educational program includes systems of intervention, 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 EL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

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

The identification process for students who would be eligible for special education services under IDEA begins when students have been accepted through the enrollment lottery and enrolled in the School. Through the process of "Child Find," each school fulfills the obligation of locating, evaluating, and identifying children with

disabilities who may be in need of special education. The Student Success Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education or other services.

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 school's RtI system.

LEA Member in EDCOE Charter SELPA

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

As the LEA, the School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective July 1, 2011. Proof of LEA SELPA membership status is attached in Appendix VIII. 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. Aspire Public Schools is an LEA member of the EDCOE SELPA.

The School shall participate as a member of the Aspire Public Schools LEA in the EDCOE SELPA in accordance with Education Code section 47641(a). All schools in the Aspire Public Schools LEA make the following assurances:
LEA Assurances
As required of LEA members within the EDCOE Charter SELPA, the School provides the following assurances:

- Free Appropriate Public Education – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
-
- Child Find – The School will assure that all students with disabilities are identified in accordance with the policies and procedures of the SELPA..
-
- Full Educational Opportunity – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
-

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- 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.~~and services in the general education environment in accordance with each student's IEP.~~

- Individualized Education Program (IEP) – The School will assure that an Individualized Education Program ~~("IEP")~~ is developed, reviewed and revised for each eligible student under the IDEIA.

- Assessments – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years~~, in accordance with the IDEIA~~, and more often if conditions warrant or requested by the student's parents or teacher, to determine eligibility and needs.~~ Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.~~

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

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

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, the Charter SELPA and or CDE. 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

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

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

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

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

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

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

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

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

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

College Readiness

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.

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.

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iii. ~~Measurable Pupil Outcomes And Methods To Measure Pupil Progress Toward Meeting Outcomes~~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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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

Effective January 1, 2013, per Senate Bill No. 1290, this bill would require those pupil outcomes to include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, which this bill would define.

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

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

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

- *Basic Skills:* Master at least grade level competency in the four core subjects: mathematics, science, social studies, and language arts (including reading, writing, listening and speaking);

- *Thinking Skills:* Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical

thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and

- *Life Skills:* Develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[10]

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

Please see specific measurable pupil outcomes below in Element C.

Student Outcomes

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

- **BASIC SKILLS**: master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.
- **THINKING SKILLS**: apply classroom learning to real-world experiences or problems in a relevant and valuable way in the four core subjects (ELA, math, science, social science) as well in interdisciplinary contexts, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).
- **LIFE SKILLS**: develop and demonstrate personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.[11]

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

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

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[10] 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.
[11] 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 ~~to Assess Pupil Progress Toward Meeting Outcomes~~**by Which Pupil Progress Toward Meeting Outcomes in Measured**

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

- 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:

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

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

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

OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	**ACTIONS TO ACHIEVE ANNUAL GOALS**	**MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT**
The School's teachers will be	Aspire's credentials team will	100% of teachers will be

| appropriately assigned and fully credentialed. Every pupil will have sufficient access to standards-aligned instructional materials. School facilities will be maintained in good repair. | evaluate whether all the School's teachers are appropriately assigned and fully credentialed, and will take action if they are not. The School will report on whether every pupil will have sufficient access to standards-aligned instructional materials. On an ongoing basis, facility maintenance needs will be assessed and resolved. | highly qualified per No Child Left Behind Act.

100% of students will have access to standards aligned materials as measured by school inventory.

100% of school facilities will be maintained and in good repair as measured by our facilities department. |

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will adopt the Common Core State Standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency.	Aspire will proceed with its Common Core State Standards implementation plan, which includes revising curriculum, professional development, and assessments to align with the Common Core State Standards. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners.	100% of teachers will attend professional development annually on Common Core State Standards including specialized segments for teaching English Learners.

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will promote parental involvement.	The School will provide parents with opportunities to get involved, such as Student Led Conferences, volunteer opportunities, membership on the Advisory School Council (ASC), regular family meetings, and school and staff evaluations.	90% of families will state that they are satisfied or very satisfied with their experience at the school via the family survey distributed annually.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- D. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- E. The Academic Performance Index (API)
- F. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- G. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- H. EL reclassification rate
- I. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- J. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.	All measures listed above.

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside providers, students will be provided with a broad course of study.	Principal to annually review course offerings to ensure broad course of study is available.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will track pupil outcomes in a broad course of study.	The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment	80% of students receive a C or better in all courses. (5 percentage point increase annually until target is met)

opportunities as necessary.		

EXHIBIT: TOOLS FOR MEASURING STUDENT OUTCOMES

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal % of students (average of all grades)
Language Arts (basic skills and thinking skills)	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (K-8)	2x a year	K – Level 3 1st – Level 18 2nd – Level 28 3rd – Level 38 4th – Level 40 5th – Level 50 6th – Level 60 7th – Level 70 8th – Level 80	09-10 60% 10-11 65% 11-12 70% 12-13 75% 13-14 80%
		Aspire's standards-based reading assessment (2-8)	3x a year	80% correct	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		Aspire's standards-based multiple choice writing assessment (2-8)	3x a year	90% correct	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		Aspire's standards-based writing assessment (2-8)	2x a year	3 out of a 4 point rubric	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		California Standards Test (2-8)	Once a year	Proficiency	09-10 30% 10-11 40% 11-12 50% 12-13 55% 13-14 60%
		Standards-based report card (K-8)	3x a year	3 out of 4	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
Science (basic skills and thinking	Students will be expected to: demonstrate understanding of scientific concepts and ideas through real-world applications; utilize scientific research and	Project-based assessments (K-8)	One per unit	Mastery based on unit-specific rubric	09-10 75% 10-11 80% 11-12 85% 12-13 90% 13-14 90%

~~skills)~~	~~inquiry methods to conduct investigations and problem-solve; and apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.~~	~~Standards-based report card (K-8)~~	~~3x a year~~	~~3 out of 4 on all standard~~	~~09-10 65%~~ ~~10-11 70%~~ ~~11-12 75%~~ ~~12-13 80%~~ ~~13-14 80%~~
~~Math (basic skills and thinking skills)~~	~~Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and 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 (K-8)~~	~~3x a year~~	~~90% correct~~	~~09-10 50%~~ ~~10-11 60%~~ ~~11-12 65%~~ ~~12-13 70%~~ ~~13-14 75%~~
		~~Math Assessment Collaborative problem-solving assessment (2-8)~~	~~Once a year~~	~~90% correct~~	~~09-10 60%~~ ~~10-11 70%~~ ~~11-12 75%~~ ~~12-13 80%~~ ~~13-14 85%~~
		~~Standards-based report card (K-8)~~	~~3x a year~~	~~3 out of 4 on all standards~~	~~09-10 65%~~ ~~10-11 70%~~ ~~11-12 75%~~ ~~12-13 80%~~ ~~13-14 80%~~
		~~California Standards Test (2-8)~~	~~Once a year~~	~~Proficiency~~	~~09-10 30%~~ ~~10-11 40%~~ ~~11-12 50%~~ ~~12-13 55%~~ ~~13-14 60%~~
~~Social Science (basic skills and thinking skills)~~	~~Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.~~	~~End of Unit Assessments (see social science units)~~	~~One per unit~~	~~Mastery based on unit specific rubric~~	~~09-10 75%~~ ~~10-11 80%~~ ~~11-12 85%~~ ~~12-13 90%~~ ~~13-14 90%~~
		~~California Standards Test (6-8)~~	~~Once a year~~	~~Proficiency~~	~~09-10 20%~~ ~~10-11 30%~~ ~~11-12 40%~~ ~~12-13 50%~~ ~~12-13 60%~~
		~~Standards-based report card (K-8)~~	~~3x a year~~	~~3 out of 4 on all standards~~	~~09-10 65%~~ ~~10-11 70%~~ ~~11-12 75%~~ ~~12-13 80%~~ ~~12-13 80%~~
~~Life Skills~~	~~Students will demonstrate skills of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity~~	~~Attendance rate~~	~~3x a year~~		~~95% ADA~~
		~~Office referrals~~	~~3x a year~~		~~Reduce by 50%~~

THE SCHOOL'S MEASURABLE PUPIL OUTCOMES

Measurable Pupil Outcomes	Assessment	Annual Target
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage growth TBD

MATH		
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage growth TBD
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 4 1 – 16 2 – 28 3 – 38 4 – 40 5 – 50 6 – 60 7 – 70 8 – 80	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot	Percent at 3 or 4	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher	Percent at 90%	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: 90% of families are satisfied: My child is getting a good education at this school	Annual Survey	Maintain 90% or higher
Annual Basis: All students with an IEP receive 100% of their required service minutes	Annual Meeting Data	Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached
Annual Basis: Increase percentage of students becoming reclassified English Language Proficient as measured by CELDT	Annual RFEP Data	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points

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* These will be clarified once students have taken the assessment for the first time

COLLECTING, ANALYZING, AND REPORTING DATA

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

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

- The Principal and other administrators will receive data on the 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 K-8, 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.

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 CCSS grade level standards. The papers are scored with other Aspire staff including teachers and instructional coaches to ensure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state, as well as the sample papers provided in the CCSS

standards. Benchmarks are set for every grade level. 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 papers 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.

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 the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- 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 School.

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

External Reporting

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

Assessment Modifications and Accommodations

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

School-wide Outcomes and Methods of Measurement

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

Reporting and Accountability

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

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

External Reporting

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

Use and Reporting of Data

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

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

Parents are informed about both their individual student's and the School's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Student Led Conferences conducted twice a year. At this time,

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they also develop, modify, or review their child's Personalized Learning Plan. At this time they find out about the progress of their student in all areas — academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly standards-based report cards.

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

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

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

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

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

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

District Visitation/Inspection

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

Response to Inquiries

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

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~~IV. Governance Structure~~ Element D: Governance Structure of School

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

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

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Aspire 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 School has been given written notice of the policy change.

Members of Aspire'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 the District'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.

Aspire will be solely responsible for the debts and obligations of the School.

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

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ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

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

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 conflicts code are attached in Appendix XI 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, gender identity, gender expression, 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.

Not-for-profit Public Benefit Corporation

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

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

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

Aspire complies with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter

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

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

Board of Directors

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

All Board meetings shall comply with the Brown Act.

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

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

Board of Directors Membership

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

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

Board Duties

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect all Aspire schools. Those duties include:
- Defining or refining the organization's mission, values and vision;
- Setting strategic direction;
- Adopting policies to ensure that Aspire is run effectively, legally, and ethically;
- Hiring, firing, overseeing, evaluating, and supporting the CEO;
- Monitoring the operational budget and finances for long-term viability; and
- Seeing that adequate funds are secured for the operating and capital needs of Aspire.

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

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:
- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

FAMILY AND COMMUNITY INVOLVEMENT

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of family 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 family and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and family members. 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 ASCs focus on the day-to-day concerns of each respective Aspire school.

ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

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

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

- School and staff evaluations – families 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 their families informed

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

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

▪ Advocacy – families 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 – families 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.

Advisory School Council

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School plans to create an Advisory School Council ("ASC"), which will consisting of 3 teachers and 3 parents (represented primary, intermediate, and middle grades), a community member, a representative from Oakland Community Organization (OCO), and the School Principal. The School's ASC will participate in developing school policies and will assist in engaging the community. The ASC members will include financial as well as academic expertise. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Additional Opportunities for 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:
- **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:* Aspire includes two parent representatives on the Advisory School 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

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Aspire ERES Academy Renewal Charter (2014-2019)
Charter Petition – Aspire Public Schools   13

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

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

▪ Advocacy – families 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 – families 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.

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- *Participation in school decision-making:* Aspire includes two parent representatives on the Advisory School 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

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Aspire ERES Academy Renewal Charter (2014-2019)
Charter Petition – Aspire Public Schools   13

assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School's behavior and academic expectations.

In addition, The School will expect families to invest 25 hours of volunteer service each year. The School will also provide a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending ASC meetings, serving on parent committees, fundraising, and communicating with other parents. A committee of parents will track volunteer hours and help find solutions for families who have difficulty meeting this commitment.

ADDRESSING FAMILY CONCERNS AND COMPLAINTS

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

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form. The revised Uniform Complaint Policy that was approved by the Board on September 4, 2013 can be found in Appendix XII. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination/Harassment Policy and Complaint Procedure, attached in Appendix XIII.

Aspire will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Aspire 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 complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Aspire 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 Aspire alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Aspire will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Aspire will adopt and publish grievance procedures providing for prompt and

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equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Aspire 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.

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.

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

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

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

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

The School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The School acknowledges that it is subject to audit by OUSD; if OUSD seeks an audit of The School, it shall assume all costs of such audit.

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

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

V. Human Resources Element E: Employee Qualifications

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

Qualifications of School Employees

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

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. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined in this charter.

Overall

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

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

PRINCIPAL QUALIFICATIONS

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

Required knowledge, skills, and abilities:
- Superb communication and community-building skills
- Deep knowledge of curriculum development and elementary program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:
- Bachelors degree
- Masters or Ph.D. in Education preferred

Required experience:
- 7 plus years teaching and administrative experience
- 3 plus years working with urban students as a full-time teacher preferred
- Experience in performance assessment

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Principal Qualifications

The School's Principal is the instructional leader at the School, with responsibility for ensuring the School and its students achieve the outcomes outlined in this charter petition.¹² The Principal will have the following qualifications:

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

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RECOMMENDED EDUCATIONAL LEVEL:
Masters in education is highly desirable

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REQUIRED EXPERIENCE:
5 plus years teaching and/or administrative experience

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

¹² The School principal reports to Aspire's Bay Area Vice-President (similar to an Area Superintendent). The Regional VP in turn reports to Aspire's Chief Executive Officer, who reports to Aspire's Board of Directors. The principal also works closely with the school's Advisory School Council, which has an advisory role not a supervisory one. See section IV Governance for more information on the roles and responsibilities of the Board and the school's Advisory School Council.

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OFFICE MANAGER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

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

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

TEACHER QUALIFICATIONS

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

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

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

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

Teacher Qualifications

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

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

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

MINIMUM EDUCATIONAL LEVEL:

- Bachelor degree

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

~~EXPERIENCE RECOMMENDED:~~
- ~~1+ year working with students as a teacher, teacher intern, or teaching assistant preferred~~

TEACHER HIRING

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.

~~Teacher Hiring~~
~~The School will use a rigorous multiple-stage approach to selection that includes: a resume screen; interview(s); writing sample; demonstration lesson with students; and~~

reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:
- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice
- Community oriented

The School's principal is responsible for making hiring decisions, and receives input from a site Teacher Hiring Committee at all stages in the selection process. The Hiring Committee may include:
- **OFFICE MANAGER**: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates' paperwork to Aspire.
- **TEACHERS**: Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their grade level.
- **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 1 week of training and four follow-up trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction.

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, and conduct experience-based group sessions (e.g. New Teacher Support Program). Teachers are observed a minimum of four times a year by their School Principal or a designee according to the Aspire Instructional Rubric which is based on the Danielson framework.[13] A copy of Aspire's Evaluation Tool is attached in Appendix XV.

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

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Professional Development

Aspire is committed to the professional development of all of its team members. Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1-2 weeks of summer training to build classroom management skills, increase their capacity to plan meaningful and engaging lessons, and practice specific Instructional Guidelines that are core to the Aspire education program, and then receive on-going coaching support from a variety of individuals to reinforce and deepen their training. The School Principal, in his/her capacity as instructional leader, provides on-site coaching to all teachers. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are given time during the regular school day to collaborate and support each other to reach the Schools' and individual students' learning goals, including common preparation time through use of Special Subjects (e.g. music, Spanish) and early release days. Aspire also has instructional coaches who travel between school sites to provide additional support, give one-on-one consultation, and conduct school-based professional development sessions. Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards. In addition, Aspire conducts two regional training sessions in areas identified as system-wide weaknesses based on the prior year's STAR results.

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

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

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

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, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. Aspire's Health and Safety Plan is attached in Appendix XVI.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of Aspire Public Schools will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Aspire's Human Resources department, along with the Chief 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.

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

6075. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

Aspire will adhere to Education Code Section 49450, *et seq.*, regarding vision, hearing, and scoliosis screening as applicable to the grade levels served by the 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. The School's Emergency Preparedness Plan can be found in Appendix XVIa.

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 function as a drug, alcohol and tobacco free workplace.

ASBESTOS

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.

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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 Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

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, parent feedback via a survey, and student feedback via a survey. Office manager evaluation is based on principal observation, self-evaluation and input from Aspire Home Office staff. Principal evaluation is based on school academic growth, self-evaluation, and survey results from parents, students and staff.

➔ See Appendix Vb-Vd for 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 District or County Office of Education pursuant to Education Code Section 47611.3 to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system. Aspire will make all employer contributions as required by STRS, PERS and the federal social security. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

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

Employee Representation

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

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

District Employee Return Rights

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

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

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

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

Health and Safety Procedures

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

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

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

PROCEDURES FOR BACKGROUND CHECKS

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District.

TB TESTING

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

VISION, HEARING, SCOLIOSIS

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

Diabetes

Beginning in the 2010-11 school year, the Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

EMERGENCY PREPAREDNESS

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

BLOOD-BORNE PATHOGENS

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

DRUG-FREE / ALCOHOL-FREE / SMOKE-FREE ENVIRONMENT

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

FACILITY SAFETY

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

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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, other leadership organizations, and local preschools,
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.

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

COMPREHENSIVE ANTI-HARASSMENT POLICES AND PROCEDURES

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

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

→ See Appendix Ve for Comprehensive School Safety Plan

Dispute Resolution Procedures

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

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

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

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

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To Charter School, c/o School Principal
1936 Courtland Avenue
Oakland, CA 94601

To Coordinator, Office of Charter Schools: Office of Charter Schools
                                                   Oakland Unified School District
                                                   1025 Second Avenue, Room 206
                                                   Oakland, California 94606

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

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

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

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Student Admissions Policies and Procedure

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

Admission requirements, if applicable.

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

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

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

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

Aspire shall admit all pupils who reside in the State of California who wish to attend the 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.

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.

The Aspire application process is comprised of the following:

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- 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 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
- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the School
- Children of founding families of the 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 waitlist according to their draw in the lottery. This waitlist 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. The independent financial audit of the School is a public record to be provided to the public upon request.

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. Aspire acknowledges that it is subject to audit by the District if the District

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seeks an audit of Aspire, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Aspire by law or charter provisions.

To the extent that Aspire is a recipient of federal funds, including federal Title I, Part A funds, Aspire 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. Aspire 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.

Aspire 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.

For California School - 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 and based on California Education Code. See Appendix XVII for the School's complete suspension and expulsion policies and procedures. The School will notify the District of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law. The School shall notify, within 30 days, the superintendent of the 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.

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COMMITMENT TO A DISCRIMINATION-FREE AND HARASSMENT-FREE EDUCATION

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

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

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The School shall admit all students who wish to attend subject only to capacity. If the number of student applicants exceeds the School's capacity, attendance, except for existing pupils shall be determined by a public random drawing.[14] Existing students who are re-enrolling are exempted from the drawing. After all spots have been filled through the drawing, a wait list will be created in the order in which names are drawn. As openings become available, opportunities to enroll will be given to those in order of the wait list.

Preference in the public random drawing will be given as follows:
1. Children of employees[15]
2. Siblings of current students within the School[16]
3. Founding Families[17]
4. Residents of the District
5. All other students in the State of California.

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

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

Racial & Ethnic Balance

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

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

[14] During any period of Public Charter Schools Grant Program funding, the public random drawing will be held as one single-weighted lottery in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").
[15] During any period of Public Charter Schools Grant Program funding, this preference will be limited to "children of faculty" and will not to exceed 10 percent of total enrollment in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").
[16] During any period of Public Charter Schools Grant Program funding, this preference will be considered an "exemption" to the public random drawing in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").
[17] Founding Families are required to have completed 20 hours of service prior to the District's decision on the charter. Families may accrue service hours by participating in Charter Visioning Workshops or serving on one of several Committees (e.g. hiring, enrollment, chartering). They must also commit to serving an additional 10 hours before December 31 of the first year of the charter's operation. Enrollment priority through Founding Family status is accorded as an incentive for families to invest the effort required to start a new school in a short time frame. During any period of Public Charter Schools Grant Program funding, this preference shall be limited to 10% of total enrollment as required by the RFA.

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

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

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

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

➔ See Appendix VIb for sample recruiting collateral

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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 schools are "schools of choice," and the School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school. Students who opt not to attend the 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 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.

Public School Attendance Alternatives

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

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

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

Suspension and Expulsion Procedures

Governing Law: The Governing Law: The procedures by which pupils can be suspended or expelled.

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

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

→ See Appendix VIe for draft schoolwide behavior plan

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

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

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

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. 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 Aspire agree to attempt to resolve all disputes between the District and Aspire 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 Aspire, 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 School, c/o Area Superintendent:
    Aspire Bay Area Regional Office
    400 105th Avenue
    Oakland, CA 94603

To District Superintendent:
    Oakland Unified School District
    1025 Second Avenue
    Oakland, CA 94606-2212

(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.

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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 ("EERA"), Aspire is deemed the exclusive public school employer of the employees of the School. Aspire will comply with the EERA.

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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 School's SELPA, the retirement systems in which the School's

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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 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.

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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, 2014 and will expire on June 30, 2019. 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.

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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.

Renewing the Charter

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.

Revoking the Charter

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.

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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)

Facilities

The School intends to continue operating at its current location at 1936 Courtland Avenue, Oakland, California 94601. The building is sufficient for the current student enrollment, but Aspire is searching for a larger facility that will allow the School to increase its enrollment to approach the target enrollment for an Aspire K-8 school.

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

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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 XVIII. The District shall be named as an additional insured and Aspire will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Statements

Attached, in Appendix XIX, 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

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charter;

1. September 1 – Final Unaudited Financial Report for Prior Year

2. December 1 – Final Audited Financial Report for Prior Year

3. December 1 – First Interim Financial Report for Current Year

4. March 1 – Second Interim Financial Report for Current Year

5. June 15 – Preliminary Budget for Subsequent Year

Agreement Terms

The District may charge for the actual costs of supervisorial oversight of the School not to exceed 1% of the School's revenue, or the District may charge for the actual costs of supervisorial oversight of the 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.

Aspire 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 School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the School's 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,

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- 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 Aspire's operations is received by the District, Aspire 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.

VII. REPORTING AND ACCOUNTABILITY

Budgets and Cash Flow

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

California Education Code Section 47605(g).

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

SOURCES OF FUNDS

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

USES OF FUNDS

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

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

Financial Reporting

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

Insurance

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

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

Public Records

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

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided.

—California Education Code Section 47605(g).

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

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Facilities

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

The School will operate at one site within the District. The School will be located at 1936 Courtland Avenue, Oakland CA 94601. The majority of the school facility will be leased from Iglesia Presbiteriana Hispana. The facility includes classrooms, offices and cafeteria. This main facility has been utilized for the past ten years as a public charter school and was extensively renovated prior to that school's occupancy. A multi-purpose room and staff room are leased separately from High Street Presbyterian Church. The lot includes a small playground area. Aspire expects to contribute towards some additional improvements to the facility, including lights, painting and electrical, the costs of which can be financed through Aspire's existing credit lines.

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

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

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

Independent Fiscal Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
—California Education Code Section 47605(b)(5)(I)

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

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

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

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

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

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or

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taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

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

Direct Funding

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

District Fee for Oversight

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

Closure Procedures

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

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

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

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person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

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

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

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

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

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

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

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Aspire Public Schools and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the

District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

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VIII. IMPACT ON CHARTER AUTHORIZER

GOVERNING LAW: POTENTIAL CIVIL LIABILITY EFFECTS, IF ANY, UPON THE SCHOOL AND UPON THE SCHOOL DISTRICT.

CALIFORNIA EDUCATION CODE SECTION 47605(G).

THE SCHOOL SHALL BE OPERATED BY A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION. THIS CORPORATION IS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D.

PURSUANT TO EDUCATION CODE SECTION 47604(C), AN ENTITY THAT GRANTS A CHARTER TO A CHARTER SCHOOL OPERATED BY OR AS A NON-PROFIT PUBLIC BENEFIT CORPORATION SHALL NOT BE LIABLE FOR THE DEBTS OR OBLIGATIONS OF THE SCHOOL OR FOR CLAIMS ARISING FROM THE PERFORMANCE OF ACTS, ERRORS OR OMISSIONS BY THE SCHOOL IF THE AUTHORITY HAS COMPLIED WITH ALL OVERSIGHT RESPONSIBILITIES REQUIRED BY LAW. THE SCHOOL SHALL WORK DILIGENTLY TO ASSIST THE DISTRICT IN MEETING ANY AND ALL OVERSIGHT OBLIGATIONS UNDER THE LAW, INCLUDING MONTHLY MEETINGS, REPORTING, OR OTHER DISTRICT-REQUESTED PROTOCOL TO ENSURE THE DISTRICT SHALL NOT BE LIABLE FOR THE OPERATION OF THE SCHOOL.

FURTHER, THE SCHOOL AND DISTRICT SHALL ENTER INTO A MEMORANDUM OF UNDERSTANDING, WHEREIN THE SCHOOL SHALL INDEMNIFY DISTRICT FOR THE ACTIONS OF THE CHARTER SCHOOL UNDER THIS CHARTER.

THE CORPORATE BYLAWS OF THE CORPORATION SHALL PROVIDE FOR INDEMNIFICATION OF THE SCHOOL'S BOARD, OFFICERS, AGENTS, AND EMPLOYEES, AND THE SCHOOL WILL PURCHASE GENERAL LIABILITY INSURANCE, BOARD MEMBERS AND OFFICER'S INSURANCE, AND FIDELITY BONDING TO SECURE AGAINST FINANCIAL RISKS.

AS STATED ABOVE, INSURANCE AMOUNTS WILL BE DETERMINED BY RECOMMENDATION OF THE DISTRICT AND THE SCHOOL'S INSURANCE COMPANY FOR SCHOOLS OF SIMILAR SIZE, LOCATION, AND STUDENT

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POPULATION. THE DISTRICT SHALL BE NAMED AN ADDITIONAL
INSURED ON THE GENERAL LIABILITY INSURANCE OF THE SCHOOL.

THE SCHOOL SHALL BE RESPONSIBLE FOR ALL SUPPLIES AND
EQUIPMENT THAT IT PURCHASED AND, IN THE EVENT OF LOSS BY FIRE,
DISASTER, OR THEFT, THE DISTRICT SHALL HAVE NO RESPONSIBILITY
FOR SUCH ITEMS. FURTHER, THE DISTRICT SHALL HAVE NO
RESPONSIBILITY FOR LOSSES OF STUDENT PROPERTY FOR ANY
REASON WHATSOEVER AND ASPIRE SHALL HOLD THE DISTRICT
HARMLESS FROM ANY SUCH LOSSES.

ASPIRE WILL INSTITUTE APPROPRIATE RISK MANAGEMENT PRACTICES
AS DISCUSSED HEREIN, INCLUDING SCREENING OF EMPLOYEES,
ESTABLISHING CODES OF CONDUCT FOR STUDENTS, AND DISPUTE
RESOLUTION.

IN ORDER TO ENSURE THE NECESSARY OVERSIGHT AND REVIEW OF
MANDATED REPORTS FOR WHICH THE AUTHORIZER MUST DETERMINE
FISCAL HEALTH AND SUSTAINABILITY, THE FOLLOWING SCHEDULE OF
REPORTING DEADLINE TO THE DISTRICT WILL APPLY EACH YEAR OF
THE TERM OF THIS CHARTER;

- SEPTEMBER 1 – FINAL UNAUDITED FINANCIAL REPORT FOR PRIOR
YEAR

- DECEMBER 1 – FINAL AUDITED FINANCIAL REPORT FOR PRIOR
YEAR

- DECEMBER 1 – FIRST INTERIM FINANCIAL REPORT FOR CURRENT
YEAR

- MARCH 1 – SECOND INTERIM FINANCIAL REPORT FOR CURRENT
YEAR

- JUNE 15 – PRELIMINARY BUDGET FOR SUBSEQUENT YEAR

THE SCHOOL AGREES TO OBSERVE AND ABIDE BY THE FOLLOWING
TERMS AND CONDITIONS AS A REQUIREMENT FOR RECEIVING AND
MAINTAINING THEIR CHARTER AUTHORIZATION:

- THE SCHOOL IS SUBJECT TO DISTRICT OVERSIGHT.

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- THE DISTRICT'S STATUTORY OVERSIGHT RESPONSIBILITY CONTINUES THROUGHOUT THE LIFE OF THE CHARTER AND REQUIRES THAT IT, AMONG OTHER THINGS, MONITOR THE FISCAL CONDITION OF THE CHARTER SCHOOL.

- THE DISTRICT IS AUTHORIZED TO REVOKE THIS CHARTER FOR, AMONG OTHER REASONS, THE FAILURE OF THE SCHOOL TO MEET GENERALLY ACCEPTED ACCOUNTING PRINCIPLES OR IF IT ENGAGES IN FISCAL MISMANAGEMENT IN ACCORDANCE WITH EDUCATION CODE SECTION 47607.

ACCORDINGLY, THE DISTRICT HEREBY RESERVES THE RIGHT, AT DISTRICT COST, PURSUANT TO ITS OVERSIGHT RESPONSIBILITY, TO AUDIT THE SCHOOL BOOKS, RECORDS, DATA, PROCESSES AND PROCEDURES THROUGH THE OFFICE OF CHARTER SCHOOLS OR OTHER MEANS. THE AUDIT MAY INCLUDE, BUT IS NOT LIMITED TO, THE FOLLOWING AREAS:

- COMPLIANCE WITH TERMS AND CONDITIONS PRESCRIBED IN THE CHARTER,
- INTERNAL CONTROLS, BOTH FINANCIAL AND OPERATIONAL IN NATURE,
- THE ACCURACY, RECORDING AND/OR REPORTING OF SCHOOL FINANCIAL INFORMATION,
- THE SCHOOL'S DEBT STRUCTURE,
- GOVERNANCE POLICIES, PROCEDURES AND HISTORY,
- THE RECORDING AND REPORTING OF ATTENDANCE DATA,
- THE SCHOOL'S ENROLLMENT PROCESS, SUSPENSION AND EXPULSION PROCEDURES, AND PARENT INVOLVEMENT PRACTICES,
- COMPLIANCE WITH SAFETY PLANS AND PROCEDURES, AND
- COMPLIANCE WITH APPLICABLE GRANT REQUIREMENTS.

THE SCHOOL SHALL COOPERATE FULLY WITH SUCH AUDITS AND TO MAKE AVAILABLE ANY AND ALL RECORDS NECESSARY FOR THE PERFORMANCE OF THE AUDIT UPON 30 DAYS NOTICE TO THE SCHOOL.

WHEN 30 DAYS NOTICE MAY DEFEAT THE PURPOSE OF THE AUDIT, THE
DISTRICT MAY CONDUCT THE AUDIT UPON 24 HOURS NOTICE.

IN ADDITION, IF AN ALLEGATION OF WASTE, FRAUD OR ABUSE
RELATED TO THE SCHOOL OPERATIONS IS RECEIVED BY THE DISTRICT,
THE SCHOOL SHALL BE EXPECTED TO COOPERATE WITH ANY
INVESTIGATION UNDERTAKEN BY THE OFFICE OF CHARTER SCHOOLS,
AT DISTRICT COST.

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IX. MISCELLANEOUS CHARTER-RELATED ISSUES

TERM OF CHARTER PETITION

GOVERNING LAW: A CHARTER MAY BE GRANTED PURSUANT TO SECTIONS 47605... FOR A PERIOD NOT TO EXCEED FIVE YEARS. A CHARTER GRANTED BY A SCHOOL DISTRICT GOVERNING BOARD...MAY BE GRANTED ONE OR MORE SUBSEQUENT RENEWALS BY THAT ENTITY. EACH RENEWAL SHALL BE FOR A PERIOD OF FIVE YEARS. A MATERIAL REVISION OF THE PROVISIONS OF A CHARTER PETITION MAY BE MADE ONLY WITH THE APPROVAL OF THE AUTHORITY THAT GRANTED THE CHARTER. THE AUTHORITY THAT GRANTED THE CHARTER MAY INSPECT OR OBSERVE ANY PART OF THE CHARTER SCHOOL AT ANY TIME.

CALIFORNIA EDUCATION CODE SECTION 47607(A)(1)

THE SCHOOL'S CHARTER SHALL BEGIN ON JULY 1, 2009 AND EXPIRE FIVE YEARS THEREAFTER. ANY MATERIAL REVISIONS TO SCHOOL'S CHARTER SHALL BE MADE BY THE MUTUAL AGREEMENT OF THE GOVERNING BOARD OF ASPIRE AND THE DISTRICT IN ACCORDANCE WITH EDUCATION CODE SECTION 47607. ASPIRE MAY PRESENT A PETITION TO RENEW OR MATERIALLY REVISE THE CHARTER AT A REGULARLY SCHEDULED BOARD OF EDUCATION MEETING, AND DISTRICT AGREES TO RESPOND TO SUCH PETITIONS PURSUANT TO THE PROCESS, CRITERIA AND TIMELINES SPECIFIED IN EDUCATION CODE SECTION 47605 OR ITS SUCCESSORS.

INTERPRETING THE CHARTER

ALL TERMS OF THE CHARTER THAT CAN BE INTERPRETED AS WITHIN THE INTENT OF THE CALIFORNIA EDUCATION CODE SHALL BE INTERPRETED IN SUCH A MANNER.

THE TERMS OF THIS CHARTER CONTRACT ARE SEVERABLE. IN THE EVENT THAT ANY OF THE PROVISIONS ARE DETERMINED TO BE UNENFORCEABLE OR INVALID FOR ANY REASON, THE REMAINDER OF THE CHARTER SHALL REMAIN IN EFFECT, UNLESS MUTUALLY AGREED OTHERWISE BY ASPIRE AND THE DISTRICT. THE DISTRICT AND ASPIRE AGREE TO MEET TO DISCUSS AND RESOLVE ANY ISSUES OR DIFFERENCES RELATING TO INVALIDATED PROVISIONS IN A TIMELY, GOOD FAITH FASHION.

CHANGES IN THE LAW OR THE ADMINISTRATION RELATED TO CHARTER SCHOOLS OCCUR FROM TIME TO TIME. ASPIRE SHALL FULLY COMPLY WITH ALL SUCH LEGAL AND/OR ADMINISTRATIVE CHANGES. MODIFICATIONS TO THIS CHARTER PURSUANT TO SUCH CHANGES SHALL BE DEEMED ADMINISTRATIVE AMENDMENTS AND SHALL NOT BE CONSIDERED "MATERIAL REVISIONS" REQUIRING APPROVAL PURSUANT TO EDUCATION CODE §47607(A)(1).

RENEWING THE CHARTER

THE SCHOOL MUST SUBMIT ITS RENEWAL PETITION TO THE OFFICE OF CHARTER SCHOOLS NO EARLIER THAN 365 DAYS BEFORE THE CHARTER IS DUE TO EXPIRE UNLESS OTHERWISE AGREED BY THE OFFICE OF CHARTER SCHOOLS.

REVOKING THE CHARTER

GOVERNING LAW: PRIOR TO REVOKING A CHARTER FOR FAILURE TO REMEDY A VIOLATION PURSUANT TO SUBDIVISION (D), AND AFTER EXPIRATION OF THE SCHOOL'S REASONABLE OPPORTUNITY TO REMEDY WITHOUT SUCCESSFULLY REMEDYING THE VIOLATION, THE CHARTERING AUTHORITY SHALL PROVIDE A WRITTEN NOTICE OF INTENT TO REVOKE AND NOTICE OF FACTS IN SUPPORT OF REVOCATION TO THE CHARTER SCHOOL. NO LATER THAN 30 DAYS AFTER PROVIDING THE NOTICE OF INTENT TO REVOKE A CHARTER, THE CHARTERING AUTHORITY SHALL HOLD A PUBLIC HEARING, IN THE NORMAL COURSE OF BUSINESS, ON THE ISSUE OF WHETHER EVIDENCE EXISTS TO REVOKE THE CHARTER. NO LATER THAN 30 DAYS AFTER THE PUBLIC HEARING, THE CHARTERING AUTHORITY SHALL ISSUE A FINAL DECISION TO REVOKE OR DECLINE TO REVOKE THE CHARTER, UNLESS THE CHARTERING AUTHORITY AND THE CHARTER SCHOOL AGREE TO EXTEND THE ISSUANCE OF THE DECISION BY AN ADDITIONAL 30 DAYS. THE CHARTERING AUTHORITY SHALL NOT REVOKE A CHARTER, UNLESS IT MAKES WRITTEN FACTUAL FINDINGS SUPPORTED BY SUBSTANTIAL EVIDENCE, SPECIFIC TO THE CHARTER SCHOOL, THAT SUPPORT ITS FINDINGS."

CALIFORNIA EDUCATION CODE SECTION 47607(E)

ASPIRE AND THE DISTRICT AGREES TO ACT IN GOOD FAITH TO NOTIFY THE SCHOOL IN WRITING OF ANY VIOLATION THAT MAY RESULT IN THE

REVOCATION OF THE CHARTER AND, IF THE DISTRICT BOARD DOES NOT DETERMINE IN WRITING THAT THE VIOLATION DOES NOT CONSTITUTE A SEVERE AND IMMINENT THREAT TO THE HEALTH OR SAFETY OF THE PUPILS, TO THE DISTRICT SHALL PROVIDE A REASONABLE OPPORTUNITY TO REMEDY SUCH A VIOLATION. IN SUCH A SITUATION, ASPIRE AND THE DISTRICT SHALL FOLLOW THE LAWS AND PROCEDURES IN THE CALIFORNIA EDUCATION CODE. ASPIRE RESERVES ALL APPEAL RIGHTS PROVIDED UNDER EDUCATION CODE SECTION 47607(C) - (K). ALL RELEVANT TIMEFRAMES INCLUDE THE PARAMETERS SET FORTH BY CALIFORNIA EDUCATION CODE SECTION 47607.

THE DISTRICT MAY REVOKE THE CHARTER OF THE SCHOOL IN ACCORDANCE WITH EDUCATION CODE SECTION 47607.

APPENDIX