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October 25, 2017

Director, Silke M. Bradford Ed.D.  
Oakland Unified School District, Office of Charter Schools  
1000 Broadway, 6<sup>th</sup> Floor, Suite 639  
Oakland, California 94607

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

We hope this letter finds you well. Enclosed is Aspire's petition to renew our charter for Aspire Golden State College Preparatory Academy, an existing charter school that has been authorized by Oakland Unified School District since 2008.

Aspire Golden State College Preparatory Academy has met the legal requirements for renewal as set forth in Education Code §47607 as it has:

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

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

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

Respectfully,

A handwritten signature in black ink, appearing to read "Kimi Kean", written in a cursive style.

Kimi Kean  
Area Superintendent and Lead Petitioner  
Aspire Public Schools

Enclosure

## Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Aspire Golden State College Preparatory Academy to be located at 1009 66<sup>th</sup> Ave., Oakland, CA 94621 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2015 reauthorization of the Elementary and Secondary Act (also known as "Every Student Succeeds Act (ESSA)").
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

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

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

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

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

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

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

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

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

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

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

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

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

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

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.

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

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

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

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

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

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

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

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

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

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

34. Will annually adopt a School Accountability Report Card. (Education Code section 47612; California Constitution, Article XVI, Section 8.5).

35. Will promptly respond to all reasonable requests for information from the District, Alameda County Office of Education, or the State Superintendent of Public Instruction. (Education Code section 47604.3)



36. Will provide students the right to the exercise of free speech and of the press, including but not limited to the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges or other insignia; and the right of expression in official publications. (Education Code sections 48907, 48950).

37. Will comply with the applicable requirement for instructional minutes set forth in Education Code section 47612.5)

38. Will comply with the requirements of Education Code section 49010 *et seq.* with respect to the imposition of pupil fees.

39. If the school provides independent study, will meet the requirements of Education Code sections 51745-51749.3, as well as report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education. (Education Code section 47612.5, 47632.2, 5 CCR section 11963.2)



Signature

10/18/2017

Date

Kimi Kean

Print Name



**Aspire Golden State College Preparatory Academy**

**RENEWAL CHARTER for the term July 1, 2018 through June 30, 2023**

Original Charter Approved by Oakland Unified School District  
(under the name of Millsmont Secondary Academy) in February 2008

Charter Renewal Approved  
January 23, 2013

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## **Aspire Golden State College Preparatory Academy Charter: Assurances**

Aspire Golden State College Preparatory Academy (“the Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:

1. Be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. California Education Code (hereinafter “Ed Code” or “EC” or “Education Code” § 47605(d)(1).)]
2. Not charge tuition. (Ed. Code § 47605(d)(1).)
3. Not discriminate against any pupil 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. (Ed. Code § 47605(d)(1).)
4. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
5. Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
6. Consult, on a regular basis, with the Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

2. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of The Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
4. Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
5. Not require any child to attend the Charter School nor any employee to work at the charter school.
6. Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
7. 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)]
8. Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As required by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
9. At all times maintain all necessary and appropriate insurance coverage.
10. Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
11. Comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
12. Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
13. Comply with all applicable portions of the Elementary and Secondary Education Act.
14. Comply with the Political Reform Act.
15. Comply with the Family Educational Rights and Privacy Act.
16. Comply with the Ralph M. Brown Act as applicable.

17. Meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
18. 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.

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Kimi Kean  
Bay Area Superintendent  
Aspire Public Schools

DATE

## INTRODUCTION

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

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(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 Charter School has been chartered in the Oakland Unified School District (“District”) under the auspices of Aspire since 2008. Aspire Golden State College Preparatory Academy is chartered through OUSD and was founded in 2011. Aspire Golden State College Preparatory Academy is proud to serve students from the East Oakland Community and provide a small, safe environment with the goal of preparing all students for success in college and career. Aspire Golden State College Preparatory Academy is proud that 100% of its graduates are accepted to a four-year college and living the Aspire College for Certain mission.

Since 2012, Aspire Golden State College Preparatory Academy has made significant strides in increasing the quality of the academic program, school culture and student experience most notably through stabilizing, developing and retaining its workforce. This has been made possible through a focus on adopting stronger, standards-aligned instructional materials and an intensive focus on a professional development cycle that includes a focus on intellectual preparation (internalization of content and standards, practice of key teaching points, analyzing student work) and frequent observation and feedback for teachers by Aspire Golden State College Preparatory Academy’s dedicated team of administrators. As a result of these efforts, Aspire Golden State College Preparatory Academy is seeing significant positive impact in student learning data.

In the 2016-17 school year, Aspire Golden State College Preparatory Academy’s ELA SBAC data rose 11 percentage points and its MATH ELA data rose 10 percent. Aspire Golden State College Preparatory Academy is particularly proud of its 7<sup>th</sup> grade results that saw an increase of 19 percentage points in ELA and 15 percentage points in Math and of its 66% proficiency rate on the 11<sup>th</sup> Grade ELA SBAC. And finally, Aspire Golden State College Preparatory Academy offered AP English Literature for the first time in 2016-17. 13/28 students passed the exam and 24/28 students scored a 2 or higher.

More recently, the team at Aspire Golden State College Preparatory Academy has used student voice to inform changes to its academic and culture program. Aspire Golden State College

Preparatory Academy has engaged in a six-month planning process to evolve its program into a Multi-tiered System of Support (MTSS) which is characterized as a highly integrated, coordinated and data-driven system of academic and behavioral supports. This has meant that Aspire Golden State College Preparatory Academy has focused on deepening its tier-one instructional program while also restructuring its master schedule to include more opportunities for tier-two supports like pre-teach and reteach through intervention blocks. In addition, Aspire Golden State College Preparatory Academy's students advocated for more leadership, choice and agency, which Aspire Golden State College Preparatory Academy has integrated into its school program. Aspire Golden State College Preparatory Academy is proud to continue its shift to restorative practices and have introduced peer mediators and more student leadership opportunities, which also provide invaluable experience for its scholars on their road to college and career. Aspire Golden State College Preparatory Academy offers a robust set of athletics and some electives to engage, inspire and develop its scholars as well-rounded leaders when they leave.

Aspire Golden State College Preparatory Academy's deepening of its Tier 1 instructional program is also linked to its work on defining college and career pathways. Aspire Golden State College Preparatory Academy is proud of its school's partnership with BUILD Bay Area, a non-profit that focuses on entrepreneurial education. This past school year, Aspire Golden State College Preparatory Academy received the Build Spark award for its school's commitment to the core values of BUILD. Aspire Golden State College Preparatory Academy is actively engaged in deepening its work-based learning and career tech education with the goal of motivating and reaching all of its scholars through a focus on careers and college.

At Aspire Golden State College Preparatory Academy, its shift toward restorative practices has resulted in a focus on significantly reducing its suspension rate is paying off overtime with a 75% reduction in suspension over the last 5 years. The team at Aspire Golden State College Preparatory Academy prides itself on their commitment to continuous learning and evolving its program using student voice and to achieve the system of tiered supports that all of its scholars are on their path to college and career.

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

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

The Charter School is located at 1009 66<sup>th</sup> Ave., Oakland, California, where it has built the facility in which operations are conducted.

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



The Charter Schools Act of 1992 states that:

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

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at The Charter School site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold The Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide The Charter Schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

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

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

## PETITION ELEMENTS

### Element 1

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

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

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## **2017-20 Plan Summary**

### **THE STORY**

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

Aspire Golden State College Preparatory Academy is direct-funded charter school in Oakland. It is chartered through Oakland Unified School District.

The school is designed to serve approximately 578 students in grades 6-12. The school's demographic profile is 77% Latino, 13% African-American, 10% Other, and 30% English Language Learners with 90% of the student body eligible for the free and reduced price meals program.

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

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. Its mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically, at Aspire Golden State College Preparatory Academy, our mission is preparing all students to be prepared to attend and graduate from the college of their choice.

## LCAP HIGHLIGHTS

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

This year's LCAP has seen many changes. Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing its previous year's LCAP goals from 15 to 4. In addition to reimagining Aspire Golden State College Preparatory Academy LCAP moving forward, we've also aligned our goals and measurable outcomes to the new and improved CA School Dashboard State and Local Indicators. Aspire Golden State College Preparatory Academy alignment with the Dashboard will help to ensure we are addressing all the State Priorities, creating transparency to our stakeholders, and addressing and holding the school accountable to the new standards for state accountability.

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

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

One of Aspire Golden State College Preparatory Academy's greatest areas of progress has been the increase in our preliminary SBAC scores for both ELA and Math. Based off this preliminary data, we are hoping to see ELA growth from 30.7% meeting or exceeding in 2015-2016 to 42.2% in 2016-2017. We are also predicted to see a major growth in our Math SBAC scores as well. In 2015-2016 we had 14.4% students meeting or exceeding standards and in the preliminary data we are showing 24.4% of students meeting or exceeding standards.

We were able to achieve this progress by increasing leader and educator development on the Common Core framework with a focus on text complexity and rigorous tasks in both English and Math.

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

## **GREATEST NEEDS**

That indicators with the greatest need are the English Learner Progress and Mathematics Academic Indicator with both of these indicators showing a performance level of Red. In order to increase our focus and efforts on increasing the metrics around English Learner Progress, we have already instituted a literacy block that structurally allows our most experienced teachers to run small group interventions using the research validated LLI (Leveled Literacy Intervention) and quarterly progress monitoring of lexile levels. We have invested significant resources toward this goal by training educators, investing in ongoing professional development with data analysis and reaching out to families through ELAC for home school partnership. Next year we will deepen our efforts to accelerate academic support and growth for English Learners by training teachers to use adopted curriculum EL scaffolds and concentrate on vocabulary development and oral language practice.

Our Math performance level also show up as a red area of lowest performance and greatest need for school improvement. With support from an Aspire-wide initiative to improve K-8 math mastery aligned to the Common Core, GSP will adopt a common math curriculum, Eureka Math, and invest in training math teachers and leaders to effectively use its many elements and supports. On a site level, GSP will also hire a Math Intervention Coach to coordinate push in and pull out small math groups organized by students who are working on similar deficits in math foundational skills.

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

## PERFORMANCE GAPS

The state indicator that is showing a performance gap between all students and specific student subgroups is the ELA Academic Indicator. The performance level for all students is Yellow and our African American subgroup's performance level is Red. One strategy we will be implementing to help decrease the performance gap is to incorporate more data talks that involve the following:

- Data analysis of assessments results by individual teachers
- Data talks per assessment facilitated by principal or assistant principal
- Teacher created Data Analysis Action Plans that detail how instruction will change based on results.

Whole school professional development on preparing for individual conversations with students will also take place following the data talks.

In addition to putting a stronger emphasis on data and the action plans needed following data discussion, we will also be providing teachers with PD in Reading Apprenticeship during the summer to learn reading strategies to reach all students – with a focus on our lowest performing students. Additionally, all teachers will teach a daily reading intervention block.

## INCREASED OR IMPROVED SERVICES

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

Please see answers in the description of how we will increase student achievement for our greatest needs as well as services and initiatives taken to bridge the current performance gaps.

(for most schools this will be addressed above)

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$8,200,160
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,268,000
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

\$5,802,019	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-2017

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

<b>Goal 1</b>	Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric
State and/or Local Priorities Addressed by this goal:	STATE    1    2    3 <input checked="" type="checkbox"/> 4    5    6    7    8 COE       9    10 LOCAL _____
<u>ANNUAL MEASURABLE OUTCOMES</u>	

## EXPECTED

## ACTUAL

1. 10% more students will score proficient or above on the Aspire Writing Assessment 2. Improved writing instruction for all students	Writing Assessment not CCSS aligned. Replaced with writing performance tasks.
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## ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED	ACTUAL
1. Professional Development – teachers will receive differentiated professional development through coaching and early release professional development. 2. Professional Development – all new teachers will receive one week of Aspire training including writing instruction	1. Professional Development – teachers will receive differentiated professional development through coaching and early release professional development. 2. Professional Development – all new teachers will receive one



## Expenditures

	week of Aspire training including writing
<b>BUDGETED</b> On Site Coaching \$50,000	<b>ESTIMATED ACTUAL</b> On Site Coaching \$50,000
Resource: 0000	Resource: 0000
Object Codes: 1200, 7000	Object Codes: 1200, 7000

## ANALYSIS

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

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

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

Teachers received PD using EngageNY as a Common Core aligned curriculum that includes performance tasks. It took some time to adjust, but EngageNY training helped teachers align instruction to CCSS and give students more practice with CC aligned writing prompts.

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

Actions/services performed were effective in increasing Common Core aligned instruction in ELA classes. Still waiting on SBAC data to see performance increase.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

Goal  
2

Maintain consistent retention of 9<sup>th</sup> grade students at 90 %.

State and/or Local Priorities Addressed by this goal:

STATE

1

2

3

☒ 4

5

6

7

8

COE

9

10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. All students will have access to college counselor.  
2. Students with D's and F's will receive additional instruction to pass classes.  
3. More equitable grading practices will be in place for students.  
4. Teachers will be evaluated in student engagement.

ACTUAL

1. Hired new counselor for 9-11 grade  
2. Students getting D's and F's receive credit recovery options  
3. Teachers no longer give zeroes and provide more makeup opportunities for students  
4. Use of Aspire AIR to evaluate teachers on student engagement

ACTIONS / SERVICES

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

Action  
1

Actions/Services

PLANNED	ACTUAL
1. Continue to monitor monthly the % of students receiving D's and F's	1. Continue to monitor monthly the % of students receiving D's and F's
2. Provide professional development to teachers on the quality of grading practices.	2. Provide professional development to teachers on the quality of grading practices.

Expenditures

3. Home Office to refine college counselor training and support	3. Home Office to refine college counselor training and support
<b>BUDGETED</b> Assistant Principal \$25,000 College Counselor \$40,000 Tech Solutions \$10,000  Resource: 0000, 3010  Object Codes: 1300, 3000, 7000	<b>ESTIMATED ACTUAL</b> Assistant Principal \$25,000 College Counselor \$40,000 Tech Solutions \$10,000  Resource: 0000, 3010  Object Codes: 1300, 3000, 7000

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Assistant Principals and advisors have tracked students earning Ds and Fs in order to intervene early when students are struggling academically. Additionally, 9-11 grade counselor pushes into classes and meets with individual students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students are still earning Ds and Fs at a higher rate than we would prefer, but meetings with students and families are improving academic performance with some students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

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

Goal  
3

Attendance rate 95% for all subgroups

State and/or Local Priorities Addressed by this goal:

STATE

☒ 12345678

COE

910

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Attendance rate for all subgroups will be 95% or higher

Attendance rate is slightly below at 94.5%

ACTIONS / SERVICES

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

Action  
1

Actions/Services	<div>PLANNED</div> <div>1. Students and families who miss more than three unexcused absences will receive additional communication and school support.</div> <div>2. Families will be notified sooner about truanancies.</div>	<div>ACTUAL</div> <div>1. Students and families who miss more than three unexcused absences will receive additional communication and school support.</div> <div>2. Families will be notified sooner about truanancies.</div>
	<div>BUDGETED</div> <div>Principal \$20,000</div> <div>Business Manager \$40,000</div> <div>Tech Solutions \$10,000</div>	<div>ESTIMATED ACTUAL</div> <div>Principal \$20,000</div> <div>Business Manager \$40,000</div> <div>Tech Solutions \$10,000</div>

Resource: 0000	Resource: 0000
Object Codes: 1300, 2400, 3000, 7000	Object Codes: 1300, 2400, 3000, 7000

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Attendance team has met to analyze data and create plan of action for students who are chronically absent.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall effectiveness has varied based on student/family. Home visits have been successful in getting students to return to school and grade wide incentives have helped to improve attendance overall.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

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

Goal  
4

All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act

State and/or Local Priorities Addressed by this goal:

STATE

☒ 12345678

COE

910

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

All students will be taught by highly qualified personnel

85% taught by highly qualified

ACTIONS / SERVICES

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

Action  
1

Actions/Services	PLANNED	ACTUAL
	1. Continue to hire only highly qualified teachers	Late summer hires due to teachers leaving and a mid-year teacher resignation

## Expenditures

	led to 85%.
<b>BUDGETED</b> Principal \$40,000  Resource: 0000  Object Codes: 1300, 3000	<b>ESTIMATED ACTUAL</b> Principal \$40,000  Resource: 0000  Object Codes: 1300, 3000

## ANALYSIS

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

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

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

Efforts to recruit highly qualified teachers and keep them all year.

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

Effective overall aside from the late hires and mid-year replacements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.



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

<b>Goal 5</b>	All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. All pupils will have CCSS aligned ELA text sets.

ACTUAL

All pupils have CCSS aligned ELA text sets.

ACTIONS / SERVICES

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

Action 1

Actions/Services	<b>PLANNED</b> Additional materials: Classroom literature books, Book club books, and classroom library books will be purchased as well as Chromebooks in order for students to access text sets online as well.	<b>ACTUAL</b> Additional materials: Classroom literature books, Book club books, and classroom library books will be purchased as well as Chromebooks in order for students to access text sets online as well.
	<b>BUDGETED</b> Materials and resources, IT support \$50,000	<b>ESTIMATED ACTUAL</b> Materials and resources, IT support \$50,000

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

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All texts part of the EngageNY curriculum were provided.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students received all texts.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

Goal  
6

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

State and/or Local Priorities Addressed by this goal:

STATE

☒ 12345678

COE

910

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. 5% of school budget will be appropriated for upkeep of the building

1% of school budget will be appropriated for upkeep of the building

ACTIONS / SERVICES

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

Action  
1

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

Object Codes: 2400, 2900, 3000, 5610	Object Codes: 2400, 2900, 3000, 5610
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## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Building maintenance has been kept up, including working on our new gym floor and outdoor cafeteria furniture.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Funding has been adequate and building is in good shape.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. This goal does not fit in directly with any of the our four goals.

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

<b>Goal</b> <b>7</b>	All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards.
State and/or Local Priorities Addressed by this goal:	STATE    1 <input checked="" type="checkbox"/> 2    3    4    5    6    7    8 COE       9    10 LOCAL    _____
<u>ANNUAL MEASURABLE OUTCOMES</u>	

EXPECTED	ACTUAL
<div>1. Instruction will be more effective in teaching the CCSS.</div> <div>2. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</div>	<div>1. Instruction will be more effective in teaching the CCSS.</div> <div>2. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</div>

ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table><tr><th>PLANNED</th><th>ACTUAL</th></tr><tr><td><div>1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June</div><div>2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.</div></td><td>Lead teachers received PD through Reading Apprenticeship</td></tr></table>	PLANNED	ACTUAL	<div>1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June</div> <div>2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.</div>	Lead teachers received PD through Reading Apprenticeship
PLANNED	ACTUAL				
<div>1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June</div> <div>2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.</div>	Lead teachers received PD through Reading Apprenticeship				

## Expenditures

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

## ANALYSIS

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

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

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

All teachers received more than 16 hours of PD on the CCSS through whole staff PD, regional Aspire PD and through one on one classroom observations.

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

Overall we have had success focusing on the CCSS and aligning student tasks to the CCSS. We have had less success building in specific ELD strategies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

Goal

8

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

State and/or Local Priorities Addressed by this goal:

STATE

1

2

☒ 3

4

5

6

7

8

COE

9

10

LOCAL

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	ACTUAL
<div>1. Students will feel safer and more cared for at school.</div> <div>2. Families will be more satisfied with the school's academic program.</div> <div>3. Family satisfaction will increase 5% if below 90% in 15-16.</div>	96% parents feel satisfied

[ACTIONS / SERVICES](#)

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

Action	1	
Actions/Services	<div>PLANNED</div> <div>1. If below 90%, a plan will be created to address any family concerns.</div>	<div>ACTUAL</div> <div>Still waiting on results. Monthly parent meetings occur and parents have not been concerned with school safety.</div>
	<div>BUDGETED</div> <div>Assistant Principal \$10,000 Counselor</div>	<div>ESTIMATED ACTUAL</div> <div>Assistant Principal \$10,000 Counselor</div>

\$10,000 Parent Outreach \$2,500  Resource: 0000, 3010  Object Codes: 1300, 2200, 3000, 5200	\$10,000 Parent Outreach \$2,500  Resource: 0000, 3010  Object Codes: 1300, 2200, 3000, 5200
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## ANALYSIS

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

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

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

We hired an additional Assistant Principal of Culture to meet the needs of our students and to support our teachers and students. We also have a part-time parent coordinator who keeps in regular contact with our parents.

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

Overall, parents have expressed satisfaction, but we are still waiting for next year's survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.



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

Goal  
19

Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8
COE	9	10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

First Year Data: 2015-2016

ELA	
Proficiency Level Calculation	
Standard Exceeded	5%
Standard Met	26%
Standard Nearly Met	33%
Standard Not Met	37%

Waiting for 2016-2017 data

## ACTIONS / SERVICES

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

Action

1

Actions/Services

Expenditures

<b>PLANNED</b> A plan will be made for instructional changes based on the 15-16 SBAC results	<b>ACTUAL</b> We have aligned our curriculum to Common Core State Standards for both math and English courses. We also adopted practice tests/interims (i.e., Aspire interims and CAASPP Smarter Balanced Interim Assessments)  We've implemented data talks that involved the following: Winter: <ul style="list-style-type: none"><li>• Data analysis of assessments results by individual teachers</li><li>• Data talks per assessment facilitated by principal or assistant principal</li><li>• Teacher created Data Analysis Action Plans that detail how instruction will change based on results.</li></ul> Whole school professional development on preparing for individual conversations with students.
<b>BUDGETED</b> Teacher Training, Technology, Software Lead Teachers, Assistant Principal \$50,000  Resource: 0000, 4035  Object Codes: 1100, 1300, 3000, 4410, 4310, 5200	<b>ESTIMATED ACTUAL</b> Teacher Training, Technology, Software Lead Teachers, Assistant Principal \$50,000  Resource: 0000, 4035  Object Codes: 1100, 1300, 3000, 4410, 4310, 5200

## ANALYSIS

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

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

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

We have aligned our curriculum to Common Core State Standards for both math and English courses. We also adopted practice tests/interims (i.e., Aspire interims and CAASPP Smarter Balanced Interim Assessments)

We've implemented data talks that involved the following: Winter:

- Data analysis of assessments results by individual teachers
- Data talks per assessment facilitated by principal or assistant principal
- Teacher created Data Analysis Action Plans that detail how instruction will change based on results.

Whole school professional development on preparing for individual conversations with students.

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

Since we have not yet taken the SBAC exam for the 2016-2017 school year, so we can only gauge based on the latest CAASPP smarter balanced interim assessment.

At or Above		
Grade Level	Math	ELA
6	5%	28%
7	16%	26%
8	16%	26%
11	25%	51%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

<h2>Goal 10</h2>	<p>Increase the percentage of students on track to graduation which includes the A-G requirements met. Increase by 10% percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements or career technical education until 90%. After the school reaches 90%, increase 5 % each year.</p>									
	<p>State and/or Local Priorities Addressed by this goal:</p>									
	STATE	1	2	3	<input checked="" type="checkbox"/> 4	5	6	7	8	
	COE	9	10							
<p>LOCAL _____</p>										
<p><u>ANNUAL MEASURABLE OUTCOMES</u></p>										
<p><b>EXPECTED</b></p>					<p><b>ACTUAL</b></p>					
<ol style="list-style-type: none"> <li>More students will be poised to graduate able to apply to UC/CSU and be college ready.</li> <li>Students will receive counseling on A-G requirement completion.</li> <li>Increase of 5% of students reaching A-G progress if not at 90%.</li> </ol>					<p>The current graduation requirements include completion of all UC/CSU requirements, all graduating seniors are CSU eligible. College readiness can be demonstrated through scores on the EAP exam, ACT or SAT exam, completion of college coursework, or high school courses that satisfy the requirement to clear the conditional readiness score on the EAP.</p> <p>For the class of 2016, XX of seniors graduated college ready in math and English, XX% graduated college ready in English only, XX% graduated college ready in math only, and XX% did not meet college readiness requirements. As of April 2017, through assessment only, XX% of seniors have met the college ready requirement in math and English, XX% have met the requirement in math only, XX % have met the requirement in English only, and XX% have not yet satisfied either requirement.</p> <p>All of our seniors receive A-G counseling 2 times a week for the entire school-year by our college counselor.</p> <p>100% of graduating seniors meet the A-G requirements</p>					

### ACTIONS / SERVICES

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

## Actions/Services

## Expenditures

PLANNED	ACTUAL
<ol style="list-style-type: none"> <li>1. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements</li> <li>2. Analyze data of students not reaching graduation requirements and address any inequities uncovered</li> </ol>	<p>College counselors receive quarterly professional development to discuss post-secondary planning and support for our students. This includes discussion of graduation requirements and college entrance requirements. 2. Analysis of graduation requirement completion has uncovered inequity with following courses: English 2, Geometry, and World and US History. We have addressed systemic inequities in course completion by providing on site recovery courses including offerings that go above and beyond the minimum A-G requirements. In addition, we have worked closely with our local community college to find credit recovery options for our students.</p> <p>All students are on a 4 or 5-year track at our school. Our college counselor works closely with our Assistant Principal of Instruction to ensure that students are enrolled in courses that are a part of their graduation plans. We've also strategically included college courses, credit recovery, and electives so that students can use their senior year to catch up if necessary.</p>
BUDGETED	ESTIMATED ACTUAL
Assistant Principal \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000  Resource: 0000  Object Codes: 1300, 3000, 7000	Assistant Principal \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000  Resource: 0000  Object Codes: 1300, 3000, 7000

## ANALYSIS

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

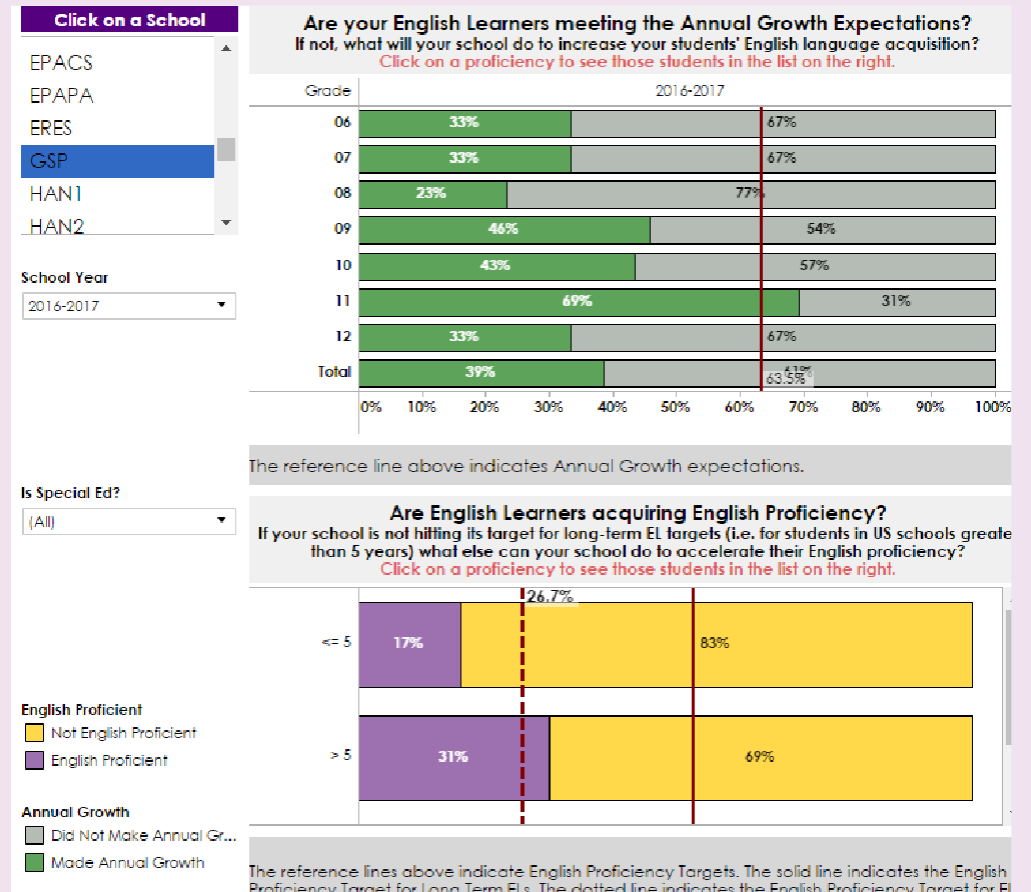
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We've included courses at 9 <sup>th</sup> and 12 <sup>th</sup> grades that focus on A-G and college knowledge. We've also structured 2 student-led conferences throughout the year that focus on graduation and college planning. Students look over their transcripts and discuss with their advisors and families their progress toward graduation or their college plan if they are upper grade level students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Overall, all of our students are aware of their graduation progress plan and A-G's. We use student-led conferences to ensure that. All of our advisors have 15 students and support their students with their quarterly conference.</p> <p>With college counseling courses at 9<sup>th</sup> and 12<sup>th</sup>, advising every year from 6<sup>th</sup> grade on, and with a college preparatory program, we ensure all students have the option to go to college at graduation.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

<div>Goal11</div>	English Learners will increase their mastery of the English language									
State and/or Local Priorities Addressed by this goal:	STATE	1	2	3	4	5	<input checked="" type="checkbox"/> 6	7	8	
	COE	9	10							
	LOCAL									
<u>ANNUAL MEASURABLE OUTCOMES</u>										
EXPECTED	ACTUAL									

1. CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.
2. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.



## ACTIONS / SERVICES

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

Action

1

Actions/Services

1. Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June
2. All English learners identified through the RTI process will receive additional academic support

ACTUAL

1. Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June



Expenditures

BUDGETED	ESTIMATED ACTUAL
New Teacher Training, Lead Teacher Training, Lead Teachers, Assistant Principal \$20,000	New Teacher Training, Lead Teacher Training, Lead Teachers, Assistant Principal \$20,000
Resource: 0000, 3010, 4035	Resource: 0000, 3010, 4035
Object Codes: 1100, 1300, 3000, 5200	Object Codes: 1100, 1300, 3000, 5200
Coach of Instruction \$20,000	Coach of Instruction \$20,000
Resource: 0000, 4203	Resource: 0000, 4203
Object Codes: 1200, 3000	Object Codes: 1200, 3000

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers received PD in Reading Apprenticeship during the summer to learn reading strategies to reach all students. Additionally, all teachers teach a daily reading intervention block.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We still have a long way to go to meet the needs of our English Learners and to have adequate intervention options.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No substantial material differences between budgeted expenditures and actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

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

Goal  
12

Decrease the number of students expelled each year

State and/or Local Priorities Addressed by this goal:

STATE

1

2

3

4

5

☒ 6

7

☒ 8

COE

9

10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. 10 % or fewer students will be expelled compared to the previous year.  
2. Students will feel safer at school.

0 Students have been expelled.

ACTIONS / SERVICES

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

Action  
1

Actions/Services	PLANNED 1. If the % increases, a plan will be created.	ACTUAL 0 Students expelled.
	BUDGETED Counselor \$25,000 Principal \$10,000 Resource:	ESTIMATED ACTUAL Counselor \$25,000 Principal \$10,000 Resource:
Expenditures		

0000	0000
Object Codes: 1300, 2200, 3000	Object Codes: 1300, 2200, 3000

## ANALYSIS

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

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

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

We have changed our discipline policy to reflect less punitive consequences that could lend themselves to escalated consequences. As a result, we've seen a decrease in both expulsion and suspension numbers

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

100% effectiveness. We did not have any expulsions this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

<b>Goal 13</b>	Decrease the number of students suspended overall and in subcategories.									
State and/or Local Priorities Addressed by this goal:	STATE	1	2	3	4	5	6	7	<input checked="" type="checkbox"/> 8	
	COE	9	10							
	LOCAL									
<u>ANNUAL MEASURABLE OUTCOMES</u>										
<b>EXPECTED</b>										
<b>ACTUAL</b>										
1. 10% or fewer students will miss school due to suspensions from previous year. 2. Students will feel safer at school.						Suspension rate has remained constant this year. Percentage of major incidents has decreased.				

ACTIONS / SERVICES

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

Action 1

Actions/Services	<b>PLANNED</b> If the rate of students suspended increases, a plan for intervention will be created.	<b>ACTUAL</b> Family meetings with counselors and advisors for students who are suspended more than once. Staff training on restorative practices to help staff learn how to deescalate situations.
	<b>BUDGETED</b> Counselor \$25,000 Principal \$10,000	<b>ESTIMATED ACTUAL</b> Counselor \$25,000 Principal \$10,000
Expenditures		

Resource: 0000	Resource: 0000
Object Codes: 1300, 2200, 3000	Object Codes: 1300, 2200, 3000

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>If this is a goal that no longer applies to your school (i.e. writing snapshot, CAHSEE, etc.), simply state...</p> <p>"The actions/services of this goal no longer apply due to the fact that our organization no longer administers the writing snapshot. The actions/services we implemented to increase writing proficiency has been applied to Goal 2 in our new LCAP Goals and Actions."</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Overall, we have started the shift to restorative practices in order to decrease suspension rates. Because we are still in the beginning phases, we have not seen the dramatic decrease that we expect to see next school year.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>No substantial material differences between budgeted expenditures and actuals.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.</p>

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

Goal  
14

Increase the percentage of students on track to graduation which includes 15 community college credits

State and/or Local Priorities Addressed by this goal:

STATE

1

2

3

☒ 4

5

6

7

8

COE

9

10

LOCAL

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	ACTUAL
<div>1. 50% of 9-12 students will visit a college campus.</div> <div>2. Students in grades 9-12 will be more academically prepared for college by taking community college classes.</div> <div>3. 55% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</div>	<div>1. All 6-12 students visited a college campus this year.</div> <div>2. This year we have 1 college course taught by our current faculty. Every senior has early release on Tuesdays and Thursdays so that they can take a community college course at a local college.</div> <div>3. 10<sup>th</sup>-12<sup>th</sup> graders also take college classes off campus.</div>

[ACTIONS / SERVICES](#)

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

Action  
1

Actions/Services	PLANNED	Actual
	<div>- In November, all students will visit a college campus: 6<sup>th</sup> – CSUEB, 7<sup>th</sup> San Francisco State,</div>	<div>- In May, all students will visit a college campus: 6<sup>th</sup> – CSUEB, 7<sup>th</sup> San Francisco State, 8<sup>th</sup> Stanford, 9<sup>th</sup> UC Berkeley, 10<sup>th</sup> – UC</div>

## Expenditures

<p>8<sup>th</sup> Stanford, 9<sup>th</sup> UC Berkeley, 10<sup>th</sup> – UC Davis, 11<sup>th</sup> – San Jose State, and 12<sup>th</sup> – Sacramento State.</p> <ul style="list-style-type: none"> <li>- 9-12<sup>th</sup> students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college.</li> <li>- Some 9<sup>th</sup> &amp; 10<sup>th</sup> and all 11<sup>th</sup> and 12<sup>th</sup> grade students will take college classes at a local community college. The Academic Counselor will work</li> <li>- 11<sup>th</sup> and 12<sup>th</sup> grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January.</li> <li>- All 9-12<sup>th</sup> grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading &amp; Math scores in Student Led Conferences</li> <li>- All 9<sup>th</sup> Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements</li> <li>- All 6-12<sup>th</sup> grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful.</li> <li>- All 12<sup>th</sup> Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness.</li> </ul>	<p>Davis, 11<sup>th</sup> – San Jose State, and 12<sup>th</sup> – Sacramento State.</p> <ul style="list-style-type: none"> <li>- 9-12<sup>th</sup> students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college.</li> <li>- Some 9<sup>th</sup> &amp; 10<sup>th</sup> and all 11<sup>th</sup> and 12<sup>th</sup> grade students will take college classes at a local community college. The Academic Counselor will work</li> <li>- 11<sup>th</sup> and 12<sup>th</sup> grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January.</li> <li>- All 9-12<sup>th</sup> grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading &amp; Math scores in Student Led Conferences</li> <li>- All 9<sup>th</sup> Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements</li> <li>- All 6-12<sup>th</sup> grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful.</li> <li>- All 12<sup>th</sup> Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness.</li> </ul>
<p><b>BUDGETED</b> Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p>	<p><b>ESTIMATED ACTUAL</b> Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p>



## ANALYSIS

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

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

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

All students not on track to graduate have received individualized graduation plans from our Academic Counselor. Students know exactly what they need to do to graduate including attending summer school and taking college classes off campus.

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

Overall, students and families are on board with their plans. We still struggle with a small percentage of students who are not interested in a traditional high school education and find more value in learning skills that will directly prepare them for a career after graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

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

Goal  
15

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

State and/or Local Priorities Addressed by this goal:

STATE

1

2

3

☒ 4

5

6

7

8

COE

9

10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. Students will receive science instruction aligned with the NGSS.

2. Teachers will be more effective teachers science.

3. Students will receive baselines scores on the Aspire internal science benchmarks

1. Students will receive science instruction aligned with the NGSS.

2. Teachers will be more effective science teachers.

3. Students did not receive baselines scores on the Aspire internal science benchmarks. There were no internal science benchmarks this year. Instead we did pilot the CAST assessments in 8<sup>th</sup> and 10<sup>th</sup> grades.

ACTIONS / SERVICES

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

Action  
1

Actions/Services

PLANNED	ACTUAL
1. Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS	Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS.  Teachers received Amplify curriculum support in our Aspire instructional

Expenditures

	institute. On-site throughout the year, teachers received one-on-one coaching and departmental professional development.
<b>BUDGETED</b> Teacher Training, Science Teaching, Principal \$50,000  Resource: 0000  Object Codes: 1100, 1300, 3000	<b>ESTIMATED ACTUAL</b> Teacher Training, Science Teaching, Principal \$50,000  Resource: 0000  Object Codes: 1100, 1300, 3000

## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Our middle school teachers received training on Amplify aligned to NGSS.</p> <p>Our high school and middle school teachers received both Aspire-wide training on understanding the three dimensions of NGSS. In addition, our science teachers did cycles of inquiry focused on evidence based writing, using the claim-evidence-analysis structured format.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Middle School teachers were able to implement Amplify in grades 6 and 7 with increased efficacy over the course of the year.</p> <p>All teachers are at least exposed to the language of NGSS and can articulate the practices, disciplinary core ideas, and cross-cutting concepts in order to decode the performance expectations (aka: standards)</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>No substantial material differences between budgeted expenditures and actuals.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.</p>

## Goals, Actions, & Services

### Strategic Planning Details and Accountability

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

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged																											
<b><u>Goal 1</u></b>	Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.																													
<u>State and/or Local Priorities Addressed by this goal:</u>	<table><tr><td>STATE</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>COE</td><td>9</td><td>10</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>LOCAL</td><td colspan="8"></td></tr></table>			STATE	1	2	3	4	5	6	7	8	COE	9	10							LOCAL								
STATE	1	2	3	4	5	6	7	8																						
COE	9	10																												
LOCAL																														
<u>Identified Need</u>	Increase student achievement through a rigorously aligned standard based curriculum in order to better prepare all students for college and careers																													

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase by 5% of students on ELA SBAC Meeting/Exceeding	26% 2015-16	31% of students Meeting/Exceeding on ELA SBAC	36% of students Meeting/Exceeding on ELA SBAC	41% of students Meeting/Exceeding on ELA SBAC
Increase by 5% of students on Math SBAC Meeting/Exceeding	13% 2015-16	18% of students Meeting/Exceeding on Math SBAC	23% of students Meeting/Exceeding on Math SBAC	28% of students Meeting/Exceeding on Math SBAC
Increase by 5% of scholars Meeting/Exceeding Grade Level Lexile	20% Spring 16-17	25% of scholars meeting/exceeding grade level lexile band	30% of scholars meeting/exceeding grade level lexile band	35% of scholars meeting/exceeding grade level lexile band

Band				
Implementation of state standards: % of classrooms demonstrating partial or full alignment to standards on Leadership Walks	72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations	80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations	85% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations	90% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations
Sufficient instructional materials	100%	Maintain	Maintain	Maintain
Teacher credentials for core subjects	85%	90%	95%	100%
Science	90% of students will participate in CST Science tests in 8 <sup>th</sup> and 10 <sup>th</sup> grade	90% of students in assigned grade level will participate in new pilot CA Science Test (CAST)	90% of students in assigned grade level will participate in field test CAST test	90% of students in assigned grade level will participate in operational CAST AND 50% of those students will meet/exceed grade level

## PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served ☒ All ☐ Students with ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s) ☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: \_\_\_\_\_ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

- 6-12 ELA curricula
- 6-8 Amplify Science
- 6-12 Academic Lit Block
- 6-12 LLI including SPED
- Intensively support teachers in their first year with classroom management
- Build capacity of leaders and teachers in NGSS
- Introduce new AIR rubric and implement process

2018-19

☐ New ☐ Modified ☐ Unchanged

- Deepen TK-5 math instruction
- Deepen TK-5 literacy instruction
- Intensively support teachers in their first year with classroom management
- Implement NGSS instruction in grades 3-5
- Full implementation of new AIR rubric
- Pilot culturally responsive teaching practices in new AIR rubric

2019-20

☐ New ☐ Modified ☐ Unchanged

- Deepen TK-5 math instruction
- Deepen TK-5 literacy instruction
- Intensively support teachers in their first year with classroom management
- Implement NGSS instruction in grades K-5
- Implement culturally responsive teaching practices in new AIR rubric
- Aspire-wide IP roll out TBD

- Aspire-wide IP roll out TBD

## BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1	\$1,834,000	Amount	Unchanged	Unchanged
	2	\$140,000			
	3	\$480,000			
	4	\$390,000			
	5	\$28,000			
	6	\$170,000			
	7	\$28,000			
	8	\$35,000			
	9	\$12,000			
Source	1	LCFF	Source	Unchanged	Unchanged
	2	LCFF			
	3	LCFF			
	4	LCFF/Sped			
	5	Title II			
	6	LCFF			
	7	LCFF			
	8	LCFF			
	9	LCFF			
Budget Reference	1	Sal + Benefits - Core Teachers	Budget Reference	Unchanged	Unchanged
	2	Sal + Benefits - Principal			
	3	Sal + Benefits - Assistant Principal			
	4	Sal + Benefits - Sped Staff			
	5	Lead Stipends			
	6	Books and Materials			
	7	Travel and Conferences			
	8	Computers			
	9	Furniture			



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

☒ New

☐ Modified

☐ Unchanged

## Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8  
COE 9 10  
LOCAL \_\_\_\_\_

Identified Need

We aspire to accelerate growth for EL and SPED students in meeting or exceeding ELA and Math SBAC growth so we have increased our annual growth expectation.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL:29% EL:8% SPED:6%	FRL:36% EL:15% SPED:13%	FRL:43% EL:22% SPED:20%	FRL:50% EL:29% SPED:27%
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL:13% EL:5% SPED:6%	FRL:20% EL:12% SPED:13%	FRL:27% EL:19% SPED:20%	FRL:34% EL:26% SPED:27%
Increase 7% of students progressing in proficiency bands on CELDT	39% 2016-17	46% 2017-18	53% 2018-19	60% 2019-20

Increase 7% of students reclassified as Fluent English Proficient	21.8%	28.8%	35.8%	42.8%
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## PLANNED ACTIONS / SERVICES

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

Action

1

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

Students to be Served ☐ All ☐ Students with ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s) ☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served ☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

LEA-wide  
Student Group(s)

Schoolwide

OR

Limited to Unduplicated

Location(s) All schools Specific Schools: \_\_\_\_\_ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchange

- Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims)
- Monitor progress of EL scholars to drive instructional strategies through Tier 1 program
- Implement regional collaborative data protocol
- Use LLI for Tier 3 intervention & SPED instruction

2018-19

☐ New ☐ Modified ☐ Unchange

- Region-wide roll-out of EL support

2019-20

☐ New ☐ Modified ☐ Unchange

## BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1	Duplicate Goal 1
2	\$170,000
3	Duplicate Goal 1
4	\$200,000
5	Duplicate Goal 1
6	Duplicate Goal 1
7	\$10,000
8	\$27,000
9	\$97,000

Amount

Unchanged
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Amount

Unchanged
-----------

Source

1	Duplicate Goal 1
2	LCFF, Title I & III
3	Duplicate Goal 1
4	ASES
5	Duplicate Goal 1
6	Duplicate Goal 1
7	LCFF /Sped
8	LCFF
9	LCFF

Source

Unchanged
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Source

Unchanged
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Budget  
Reference

1	Sal + Benefits - Core Teachers
2	Sal + Benefits - Intervention Specialist
3	Sal + Benefits - Assistant Principal
4	Sal + Benefits - After School Staff
5	Sal + Benefits - Sped Staff
6	Books and Materials
7	Software
8	Educational Consultants
9	Other Professional Services

Budget  
Reference

Unchanged
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Budget  
Reference

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

☒ New

☐ Modified

☐ Unchanged

## Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

Identified Need

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All subgroups will achieve and maintain a 95% or above attendance rate	94.49% Spring 2016-17	95% or above	95% or above	95% or above
Decrease suspension rate by 25% or maintain 1% or lower	13.1% Spring 2016-17	Decrease by 3% to 10%	Decrease by 3% to 7%	Decrease by 1.5% to 5.5%
Decrease chronic absenteeism rate by 25% from baseline data	15.5%	Decrease by 3% to 12.5%	Decrease by 2.5% to 10%	Decrease by 2.5% to 7.5%
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	TBD	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per	96%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher

Family Survey				
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at “Fair” or better	Good	Maintain Good status or better	Maintain Good status or better	Maintain Good status or better

## PLANNED ACTIONS / SERVICES

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

Action

1

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

Students to be Served ☒ All ☐ Students with ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s) ☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to \_\_\_\_\_  
Student

Location(s) ☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☐ Unchanged

- Sustain social emotional learning program
- Mental Health team systems & practices
- Behavior Health Interventions
- Maintain efficient and effective ongoing school site operations
- Consistently implement year-round enrollment plan
- Ensure ongoing facilities maintenance and planning

2019-20

☐ New ☐ Modified ☐ Unchanged

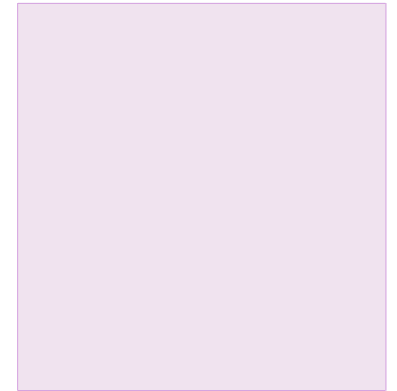
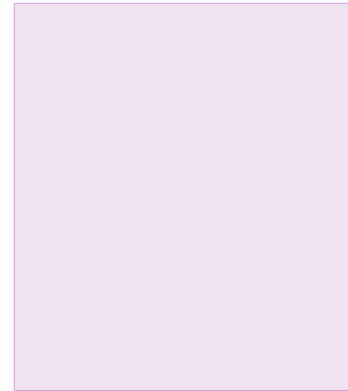
- Sustain social emotional learning program and mental and behavior health interventions
- Maintain efficient and effective ongoing school site operations
- Consistently implement year-round enrollment plan
- Ensure ongoing facilities maintenance and planning

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1	Duplicate Goal 1	Amount	Unchanged	Amount
	2	\$455,000			
	3	Duplicate Goal 1			
	4	\$242,000			
	5	\$790,000			
	6	Duplicate Goal 2			
	7	Duplicate Goal 1			
	8	Duplicate Goal 1			
	9	Duplicate Goal 2			
	10	Duplicate Goal 2			
	11	\$30,000			
	12	\$35,000			
	13	\$45,000			
Source	1	Duplicate Goal 1	Source	Unchanged	Source
	2	LCFF			
	3	Duplicate Goal 1			
	4	Measure N			
	5	LCFF			
	6	Duplicate Goal 2			
	7	Duplicate Goal 1			
	8	Duplicate Goal 1			
	9	Duplicate Goal 2			
	10	Duplicate Goal 2			
	11	Measure N			
	12	LCFF			
	13	LCFF			
Budget Reference	1	Sal + Benefits - Core Teachers	Budget Reference	Unchanged	Budget Reference
	2	Sal + Benefits - Specials Teachers			
	3	Sal + Benefits - Assistant Principal			



4	Sal + Benefits - Counselors
5	Sal + Benefits - School
6	Operation Staff Sal + Benefits -
7	After School Staff Books &
8	Materials
9	Travel and Conferences
10	Software
11	Educational
12	Consultants Early



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

☒ New                      ☐ Modified                      ☐ Unchanged

## Goal 4

Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

State and/or Local Priorities Addressed by this goal:

STATE      1      2      3      4      5      6      7      8  
COE      9      10  
LOCAL \_\_\_\_\_

Identified Need

Provide opportunities to students to prepare them to be college and career ready in the 21st century.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students meeting a-g requirements	100%	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
% of students graduating high school	83% 2014-15	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
% of students scoring proficient or above on ACT Composite	9% Bay Area	Increase to 14%	Increase to 19%	Increase to 24%
% of students who drop out	Baseline 14/15 from SARC: 0%	Maintain 2% or less	Maintain 2% or less	Maintain 2% or less

## PLANNED ACTIONS / SERVICES

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

Action

1

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

Students to be Served ☒ All ☐ Students with ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s) ☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s) All schools Specific Schools: \_\_\_\_\_ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

- Implement College Knowledge course in Grade 9
- Implement a MATCH approach to college counseling

Expand College Knowledge course to additional grades

## BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1 Duplicate Goa  
2 Duplicate Goa

Amount

Unchanged

Amount

Unchanged

Source

3	Duplicate Goal 1
4	Duplicate Goal 1
5	Duplicate Goal 2
6	Duplicate Goal 1
7	Duplicate Goal 3
8	Duplicate Goal 3
9	Duplicate Goal 1
10	Duplicate Goal 2
11	Duplicate Goal 1
12	\$50,000

1	Duplicate Goal 1
2	Duplicate Goal 3
3	Duplicate Goal 1
4	Duplicate Goal 1
5	Duplicate Goal 2
6	Duplicate Goal 1
7	Duplicate Goal 3
8	Duplicate Goal 3
9	Duplicate Goal 1
10	Duplicate Goal 2
11	Duplicate Goal 1
12	LCFF

Budget  
Reference

1	Sal + Benefits - Core Teachers
2	Sal + Benefits - Specials Teachers
3	Sal + Benefits - Principal
4	Sal + Benefits - Assistant Principal
5	Sal + Benefits - Intervention Specialist
6	Sal + Benefits - Sped Staff
7	Sal + Benefits - Counselors
8	Early College HS
9	Books & Materials
10	Software
11	Computers
12	Field Trip

Source

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Unchanged
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Budget  
Reference

Unchanged
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Source

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Unchanged
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Budget  
Reference

Unchanged
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## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18      2018–19      2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,165,290

Percentage to Increase or Improve  
Services:

25 %

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

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

In the 2017-2018 school year, \$1,165,290 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting assistant principals, intervention specialists, instructional assistants, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 25%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

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

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

### **THE CHARTER SCHOOL’S MISSION**

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

### **POPULATION TO BE SERVED BY THE CHARTER SCHOOL**

The Charter School currently serves approximately 610 students in grades 6-12. The Charter School’s Performance Report, which includes historical enrollment data, can be found in Appendix I.

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

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

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

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

## **THE EDUCATED PERSON IN THE 21ST CENTURY**

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

## **HOW LEARNING BEST OCCURS**

The Charter School's educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21<sup>st</sup> century. The California Common Core State Standards ("CCSS") drive the instruction of all Aspire charter schools by providing the road map of what students need to know. Students will have the skills and habits of mind to graduate from The Charter School with the Aspire board approved graduation requirements as well as A-G approved coursework in order to gain admission to a postsecondary school of their choice.

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

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

## **THE CHARTER SCHOOL'S PROGRAM DESIGN ELEMENTS**

### ***Community***

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

- **Small Schools:** Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment for our secondary campuses (6-12) is between 420 and 660 students.
- **Small Class Sizes:** In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 30:1 ratio in grades four through twelve. Also, students in the 6<sup>th</sup> through 12<sup>th</sup> grade spend part of each week in advisory courses with a student-teacher ratio of approximately 25:1.
- **Advisory Groups:** Beginning in the 6<sup>th</sup> 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 Charter 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***

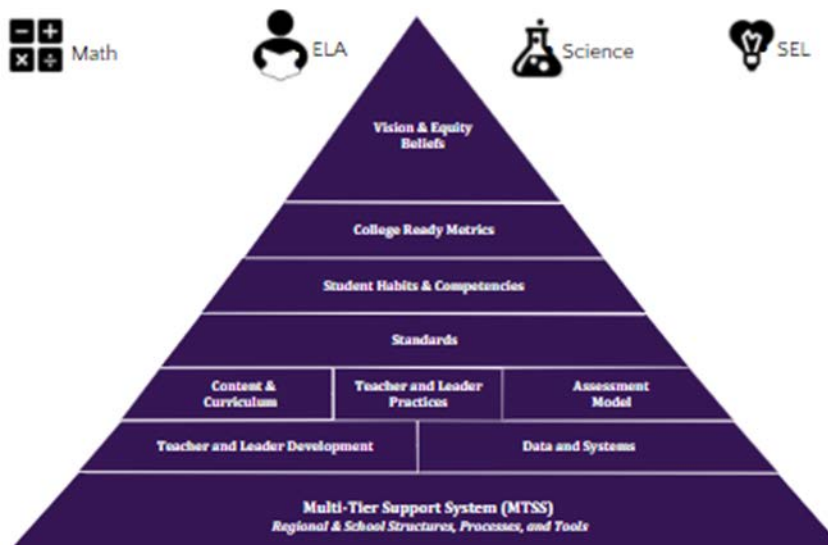
Aspire provides roughly 10-15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

- **Longer School Day:** Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5-hour school day for grades 1-12. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix III.
- **Longer School Year:** Aspire schools provide approximately 184 to 186 days of instruction, which is roughly 10 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix IV.
- **Modified Traditional Calendar:** The Charter School uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.



## Teaching Methods

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



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

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

Protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.

- *Building Academic Vocabulary:* Regular, ongoing opportunities for scholars to strengthen Tier 2 vocabulary. Protocols to support include: Frayer Model, Semantic Webbing, SVES, Vocabulary Squares, and Contextual Redefinition.
- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.
- *Inquiry:* in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives.
- *Flexible supports:* Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- *Diagnostic assessment:* Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- *On-line learning and Early College High School:* Students in grades 9-12 have the opportunity to augment their school site curricula with on-line high school classes (examples: APEX, Cyber High). In addition, our high school graduation requirements include that every student takes and passes multiple community college and/or 4-year college courses in order to earn college credits, get college exposure and practice, explore potential majors and careers, and build confidence and context for post-secondary studies.
- *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.

## *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 TK-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools.

- English Language Arts: At Aspire Golden State College Preparatory Academy, teachers utilize EngageNY curriculum throughout English Language Arts classrooms. The curricular resources ensure alignment to the rigor of the Common Core State Standards and provide rich opportunities for students to engage in tasks at the rigor of grade level standards. EngageNY ELA curricular resources provide ample supports for scholars to read complex texts at grade level rigor expectations, respond to text-dependent questions, debate in response to unit essential questions, and compose written end of unit projects that align to CCSS Writing Standards. Students struggling to access the rigorous curricula are supported with an additional ELA Intervention Block in their schedule. This additional block ensures student access to the ELA curricula through strategic scaffolding of the grade-level complex texts.
- To ensure students are growing in their ability to access complex texts and develop a personal reader identity, scholars are also provided an additional Academic Literacy Block. During this block, students in Tier 1 work to build stamina through reading diverse, choice texts at their independent or instructional reading level. Tier 3 students, who struggle the most with access to grade level texts, are supported with a Leveled Literacy Intervention (LLI) program to specifically address literacy gaps, build reading strategies, and support reading confidence.
- Social Science: Aspire's history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive!, Facing History and Ourselves, and a variety of non-fiction texts as recommended by the CCSS.

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

- Aspire Math Vision: All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.
- Students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

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

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

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

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

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

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

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

### **Aspire Social and Emotional Learning Vision Statement**

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

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals
- **Visual and Performing Arts:** Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.
- **Health:** Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.

### ***Early College High School Model***

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

As an Early College High School, Aspire aims to blend high school and college into a coherent educational program, making it possible for all students to earn 15 college credits at the same time they are earning a high school diploma (within four to five years of entering ninth grade). (AB 967 and California Education Code 48800 – 48802 provides for high school students to concurrently enroll in high school and college courses.) College classes may be provided online, on The Charter School’s campus, or on a local college campus. The courses may be taught by a college instructor or an employee of The Charter School who has been qualified by a local college.

### ***Alignment with California state standards and UC A-G requirements***

All secondary courses are aligned to the adopted California State Standards. Where Common Core State Standards are available, these standards are used. In other content areas, courses are aligned to the California State Standards. In the 2016-17 school year, the Charter School will fully implement the Next Generation Science Standards. For non-tested courses, Aspire schools work to earn recognition through California’s UC Doorways program to ensure that all courses meet the level of rigor for college preparatory work.

### ***Sample Scope and Sequence (9-12)***

A – G Reqm't	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	S1	S2	S1	S2	S1	S2	S1	S2
A: Social Science			World History	World History	US History	US History	Econ	US Govern ment
B: English	English 1	English 1	English 2	English 2	English 3	English 3	ERCW Expos. Read/ Writ	CC English 1A
C: Math*	Geomet ry	Geomet ry	Alg 2	Alg 2	Pre- Calculu s	Pre- Calculu s	Statisti cs or Calculu s	Statisti cs or Calculu s
D: Lab Science	Physics	Physics	Biolog y	Biolog y	Chemis try	Chemis try		Biolog y
E: Foreign Langua ge	Spanish or ASL	Spanish or ASL	Spanish or ASL	Spanish or ASL				
F: Art			Art 1	Art 1	CC Drama			
G: Elective s	English Comp	English Comp				Psych	CC Anthro	CC AA Lit
Aspire Add'l (non- core)	Tech	Tech					Interns hip	Interns hip
	Adviso ry	Adviso ry	Adviso ry	Adviso ry	Adviso ry	Adviso ry	Adviso ry	Adviso ry

\* In 2013-14, students were expected to take Algebra 1 under the California standards. Students who did not pass in 8<sup>th</sup> grade enrolled in Algebra 1 as 9<sup>th</sup> graders in a co-teaching class that provided support in a 1:15 ratio. In 2014-15, the Charter School moved to the Common Core State Standards which will place Algebra 1 in the 9<sup>th</sup> grade sequence. As with all courses, teachers provide real time intervention to support students in successfully meeting course requirements; for those few students who do not pass, a variety of credit recovery options are available the next year, including summer school, online courses, and repetition.

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

### ***Assessment***

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)<sup>1</sup>;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Fountas and Pinnell Reading Benchmark, STAR Renaissance Reading Assessment, SAT and/or ACT);
- The Early Assessment Program (EAP), ACT and SAT scores are all used to assess college readiness;
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, English Language Arts Writing Performance Tasks);
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- 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 for research, communication, and production—just as it is in everyday life. Each school has a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

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

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<sup>1</sup> 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.



Technology is also used as a tool to provide students with additional opportunities for individualized learning at Aspire. To best reach students, we believe in classroom structures that enable small group and one-on-one instruction. As we've seen in our other schools, blended learning empowers teachers to deliver the individualized instruction that underserved students need to catch up and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them within their zone of proximal development with the lessons they most need that day. Aspire has identified effective software that is Common Core aligned and generates data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to this new model. Aspire has also codified best practices around using technology for differentiation in classrooms, and has successfully helped teachers transition to a model that individualizes learning for students.

As a result of this philosophy and approach, in SY15-16, the Aspire Golden State College Preparatory Academy piloted a blended learning program for reading intervention through an internal grant. Based on this pilot and simultaneous work to integrate technology in the humanities courses, the Charter School will continue to provide digital resources to students to enhance ELA and math content, as well as to aid with classroom logistics and collaboration. The systems in place at the Charter School ensure that students are building on skills that will prepare them for success in the 21st century.

## **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 Charter 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 Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Plan can be found in Appendix VI.

- Home Language Survey

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

- CELDT/ELPAC Testing

In the 17-18 school year, all students who indicate that their home language is other than English and who have not taken the California English Language Development Test (“CELDT”) before, will take this assessment within thirty days of initial enrollment<sup>2</sup>. Students who historically have taken the CELDT (i.e. annual CELDT takers) will take the new English Language Proficiency Assessments for California (ELPAC) in the spring of 2018. More specifically they will take the annual summative assessment to measure a students’ progress in learning English and to identify the student’s level of English Language proficiency (ELP). In 18-19 students will only take the ELPAC in accordance with state Education code.

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

### ***Reclassification Procedures***

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

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

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<sup>2</sup> 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.

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

### ***Strategies for English Learner Instruction and Intervention***

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

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

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

### ***Ongoing Assessment of EL Students***

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

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

### ***Monitoring and Evaluation of Program Effectiveness***

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

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

## **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 Charter School will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. During Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, The Charter School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by The Charter School through its system of instruction and support, including in- school, after-school, specialized classroom instruction, or positive behavior supports. Aspire's high standards for learning, comprehensive interventions, and rigorous caring provided to all students can be personalized in the PLP. In addition to other supports, the PLP guides The Charter School in providing appropriate general education strategies to ensure the progress of students with unique learning needs, including students eligible for Special Education service, others served by 504 plans 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:

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

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

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

## **SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS**

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

Because Aspire's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at The Charter School.<sup>3</sup> For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in

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<sup>3</sup> Gifted Education Program Standards, National Association for Gifted Children.

Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

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

## **SUPPORT FOR STUDENTS WITH DISABILITIES**

### ***Overview***

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

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

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

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

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

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

### ***Section 504 of the Rehabilitation Act***

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of The Charter School. Any student, who has an objectively identified disability which substantially limits a major life

activity including but not limited to learning, is eligible for accommodation by The Charter School.

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

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

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

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

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

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

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

### ***Services for Students under the IDEIA***

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

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

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

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

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



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

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

### ***Child Find***

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

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

### **LEA Member in EDCOE Charter SELPA**

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

As the LEA, The Charter School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective May 19, 2011. Proof of LEA SELPA membership status is attached in Appendix VIII. As such, State and Federal funding shall be allocated directly to The Charter School per the allocation plan of the Charter SELPA. The Charter School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

## LEA Assurances

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

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

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

#### **INFORMING PARENTS ABOUT THE TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND THE ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS**

Parents will receive a transcript at the beginning of each school year that describes the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Aspire's current plans and expectations regarding course transferability and eligibility for college entrance requirements are described below.

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

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

## NOTIFICATION OF HIGH SCHOOL GRADUATION REQUIREMENTS

Requirements for graduation shall be made available to students, parents/guardians and the public (Education Code 51225.3). The requirements will be included in all handbooks and will be available in the school office.

### HIGH SCHOOL GRADUATION REQUIREMENTS: PRESCRIBED COURSE OF STUDY

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	30	Courses must be taken in grades 9-12 Recommended sequence: Algebra 1, Geometry, Algebra 2. Geometry is required. UC validation rules are in effect but 30 credits still be earned. For the Classes of 2016 and 2017, if Algebra 1 was completed in middle school, total required high school credits is 20. 4 years recommended.
D. Laboratory Science	20	In at least two areas: physical and biological science; Biology is required. 3 years recommended
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language. UC validation rules are in effect but 20 credits must still be earned.
F. Visual & Performing Art	10	The 10 credits must be in the same form of art.
G. Electives	10	Courses can be an additional year in any of the A-G courses listed above or can be an A-G approved “g” elective.
Other Academic Electives	55	Courses can be additional years in any of the A-G courses listed above, labs which extend A-G courses, academic support courses, non A-G courses which are academic in nature, and additional Advisory course work. <b>Courses such as PE and other non-academic courses do not satisfy this requirement.</b>
Advisory	20	Students must enroll in and pass advisory <b>every semester, every year</b> . Schools will vary in offering half or full courses; credits taken beyond the required credits will count for electives.
Technology	5	May waive by juried assessment; if waived, credits substituted by another college preparatory elective.

Total	240	<b>Credit is earned for grades of C- of higher only. Courses that offer credit multiple areas (i.e., tech and UC elective) do not count more than once toward the 240-credit requirement.</b>
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\*Schools that opt for less advisory time will include more academic electives.

### **HIGH SCHOOL GRADUATION REQUIREMENTS: ADDITIONAL REQUIREMENTS**

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

<b>Requirement</b>	<b>Comments</b>
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, for a total of at least 15 college credits with a passing grade of C- or better. College units may be equivalent to 50 or more high school credits and may be used to satisfy the Other Academic Elective or A-G requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e., auto tech, wood shop, graphite design, etc.)
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). This requirement is reduced to 1 for a student who applied and is accepted to a 4-year college through a binding Early Decision program.
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA.
College acceptance	Students must be accepted to a 4-year university

### ***Additional High School Graduation Guidelines***

1. Students must be enrolled in a minimum of 240 instructional minutes per school day. The exception to this rule is that a day of attendance is 180 minutes for pupils in grades 11 and 12 who are also enrolled in part time community college or university classes. (Education Code 46144, 46146)
2. The total number of credits that a student may earn for “teacher assistance” or other forms of in-school or out-of-school work experience shall not exceed 10 credits total.

### ***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 LEAD SUPERINTENDENT FOR SECONDARY EDUCATION.

A. The following procedure shall be followed by all Aspire schools in graduation REQUIREMENT waiver requests:

1. Request shall be initiated by the parent, student, Aspire counselor, OR SPECIAL EDUCATION TEAM MEMBER.
2. The counselor is responsible for evaluating the educational experiences of the individual student and submitting a recommendation for a graduation waiver to the Principal
3. The Aspire principal shall investigate the request for waiver of graduation requirements and make a determination in writing, via email or letter stating the reason for waiver to the Area Superintendent.
4. The Aspire principal shall develop appropriate record-keeping procedures for storage of all pertinent data relating to each waiver request.
5. The LEAD SUPERINTENDENT FOR SECONDARY EDUCATION or CEO shall grant or deny the waiver request.
6. The Aspire principal shall be notified of the decision in writing.

## ***College and Career Readiness***

In addition to providing support for students to develop a college-going identity, the Charter School also utilizes a myriad of tools for providing support to students who may fail to meet academic milestones while in high school. The school proactively seeks to reduce failure in high school through a robust middle school instructional program that provides students with intervention in mathematics and English prior to beginning high school. Additionally, in high school the academic counselor works to track all students who are falling behind in course work and then leverages support systems such as study hall and advisory to assist students in developing the skills that are required to meet A-G expectations. Unfortunately, students still fail the occasional class. Credit recovery options include re-taking the course at the Charter School, taking the class from an on-line or external provider, summer school and on occasion college replacement courses.

Very few students transfer to Aspire Public Schools after the conclusion of their 10<sup>th</sup> grade year. Families who wish to transfer meet with the academic counselor to determine the student's course requirements and to identify a trajectory for graduation.

## **Linked Learning and Pathways**

Additionally, we are undergoing a probationary year of Measure N funding in which we are building out a college and career pathway focused on entrepreneurship. This pathway is grounded in BUILD, a class that we offer all of our 9<sup>th</sup> graders, in which students design, create, market and sell their own products. BUILD is serving as the foundation for our pathway and we look forward to creating a four-year pathway for our students. As part of the Measure N process we are focusing on Linked Learning and making our academic courses more connected to students and their future careers.

## **A TYPICAL DAY**

At 7:30 you arrive at school and shake hands with the Principal and Assistant Principal as you walk onto campus. You spend time with your friends, teachers or eating breakfast that is provided. At 7:55am the bell rings letting you know that it's time to make your way to your morning Advisory period. At 8:00am you are in your Advisory getting ready for the day. You have your agenda and independent reading book out on your desk and respond to your opening Advisory prompt. Depending on the day of the week, you either check in about your grades, your behavior or get into a circle and continue to bond with the other students in your Advisory. At 8:22am, the bell rings and you walk to first period which begins at 8:25am.

Your first period class is called Panthers Read. Because you love reading, you are excited to open up your independent reading book and continuing reading the book you selected from the classroom library. Before reading, you set a personal reading goal for the day and write it down in your metacognitive log. You then dive into your book for 30 minutes of interrupted reading time. Once your teacher reminds you that it's time to stop reading, you reflect on what you read

in your metacognitive log. You are feeling relaxed and focused and ready to go to your next period.

When you arrive at your second period English class you shake your teacher's hand, say good morning and quietly take your seat to begin your Do Now. You know exactly what to do because all of your classes start the exact same way no matter the teacher or subject area. After you complete your Do Now, your teacher asks to you to take out the Common Core aligned text that you have been close reading for the past two days and begins the lesson. While the text is challenging, your teacher provides you will scaffold to help you access it and you are amazed that a text that seemed so daunting when you first read it, is starting to make sense. After close reading and collecting textual evidence, you participate in a whole class discussion in which students follow the school wide discussion protocol and are consistently citing textual evidence to back up their opinions. After the discussion, you take time to write about the opinions of your classmates have impacted your initial thoughts on the discussion questions. The teacher then wraps up class and you are off to your next two classes, Social Studies and Science.

After finishing your Social Studies and Science classes you are excited to have time to relax with your friends in the courtyard and to eat your lunch. Once you are done talking with your friends you decide whether you want to play soccer or basketball game and join a pickup game. When the lunch bell rings, you head to the College Center. Today there is a brown bag lunch for students to meet with community career professionals in the STEAM fields. Even though math is a little hard for you, you are going to the lunch because you would like to learn about jobs in which you can put your love of math into practice.

After lunch you have an additional English class because, even though you love reading, your reading level is not quite where it needs to be and you need extra support. You know this because you check your reading level every quarter and frequently speak with your Advisor and English teacher about your progress. This additional English class is with your English teacher and with only 17 other students. You appreciate the smaller class size and your English teacher takes time to break down the text you are reading in your English class. You find that this extra English period is making you feel more confident in your morning English class because your teacher has more time to answer your questions and because she provides you with strategies to access the really challenging parts of the text. Additionally, you are excited to see the two 12th Grade Teaching Assistants who are always in your additional English class. These 12th graders took AP English in 11th grade and are working with your class this year so that students can break up into small groups and get even more assistance.

Next, you arrive at Math class, shake your teacher's hand and begin your Do Now. You are working with a curriculum called Eureka Math and you have your student workbook out on your desk ready to begin. After reviewing the Do Now, your teacher asks to you to work with your partner to begin an exploratory problem based on skills you learned yesterday. After you work with your partner, your teacher engages the class in a discussion about the problem. Next, your teacher models a new skill for you and takes time to walk around the room and check each student's understanding. Your teacher then selects two students' workbooks and puts them up on the document camera. Your teachers let you know that one answer is correct and one answer is incorrect. You are asked to decide which answer is correct and to provide evidence to back up



your opinion. After the class discusses both answers, your teacher stamps the key understanding and asks students to begin independent practice to reinforce the new skill. With five minutes remaining in class, you complete an exit slip so your teacher can get a sense of which students have mastered the new skill and which students are still struggling. As the bell rings, some students remain for an additional period of Math support (similar to the additional English class you take), but because your Math skills are strong, you head to your elective class.

As you walk to your elective class you notice an 11th Grade Peer Mediator walking with a younger student who seems to be frustrated. You hope to be a Peer Mediator when you get older because you have seen how successful the Peer Mediators have been working with younger students who are having challenges with a teacher or another student.

After your elective class you end your day with Visual Arts. Your teacher is an illustrator and you are excited to continue the project that you have been working on. At 3:30pm the dismissal bell rings and the school day is over. Today your Social Studies teacher has Office Hours, so you decide to stop by her classroom to get extra help on a homework assignment that you didn't understand. At 4pm, basketball practice begins. You are tired from a long day, but are excited to join your team for practice. As you walk to the gym, you pass by over 100 students who are part of the after school program. They stay every day until 6:00pm for academic support as well as a variety of enrichment activities.

When practice ends you head home for dinner and to get started on your homework. You have had a full day, but are excited to come back the following day to see your friends and teachers and to continue pushing yourself academically.

## Element 2

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

In accordance with SB 1290, Aspire Golden State College Preparatory Academy pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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

Old Measurable Pupil Outcomes	Instrument	Target	Progress 2013-14	Progress 2014-15
Trimester Basis: 95% student Attendance	P1, P2, Annual	95% attendance rate	2013 Annual: 94.9% 2013-14: P1-96%, P2-94.9%	P1- 96.05%
Annual Basis: State Target for API Growth	API	N/A	2013 API was 676	No API in 2014
Annual Basis: Increase Proficiency levels on CST-Science	Percent P/A	N/A	2013 CST results: 37%	2014 CST results: 40%
Annual Basis: Increase Proficiency levels on CST-ELA	Percent P/A	N/A	2013 CST results: 31%	No official CST given in 2014

Annual Basis: Increase proficiency levels on CST-Math	Percent P/A	N/A	2013 CST results: 24%	2014 CST results: 17%
Annual Basis: Increase proficiency levels on CST-Social Science	Percent P/A	N/A	2013 History CST: 23% 2013 History EOC History: 37%	2014 History CST: 33% 2014 History EOC History: 34%
Annual Basis: 95% of all 10th graders pass CAHSEE	CAHSEE Pass Rate	95% pass rate	English-73% Math-76%	English-78% Math-88%
Annual Basis: 100% of students grades 6-11 pass Exhibitions of Learning at end of year	EOY Pass Rate	100% of students pass their Exhibitions	6th grade- 96% 7th grade- 98% 8th grade- 97% 9th grade-90% 10th grade- 95% 11th grade- 97% Overall 6th-11th grade- 95%	6th grade- % - 99% 7th grade- % - 99% 8th grade- % - 99% 9th grade- % - 100% 10th grade- % - 98% 11th grade- % - 84% Overall 6th-11th grade- % - 96%
Annual Basis: 100% of high school seniors pass Senior Portfolio	EOY Pass Rate	100% of seniors receive a passing grade	100% of seniors received a passing grade on their Senior Portfolio	100.00%
Annual Basis: Expository Writing Assessment- all students will score a 3 or 4 per Aspire rubric	EOY	100% of students will receive a score of 3 or 4 per rubric	Posttest: 24% (124 students)	Pretest: 17% (91 students)
Annual Basis: 90% of students who take a post-secondary level class online or in community college pass	EOY	90% pass rate	65% of students that have taken a college course have received a passing grade	76% of students that have taken a college course have received a passing grade
Annual Basis: 100% of 8th graders pass Algebra I with a grade of C- or higher	EOY Grades	100% receive a C- or higher	40% Received a C- or Higher	67% Received a C- or higher.
Annual Basis: 95% of families and students are satisfied	Annual Surveys	95% of families and students are satisfied	96% of families agree with the statement "my child is getting a good education at this school."	Student Survey: 88% Family Survey: 99%

Annual Basis: 100% of all students with an IEP meet a minimum of 80% of IEP goals	Annual Meeting Data	100% students with IEP meet a minimum of 80% of IEP goals	72% of students made 80% of their goals for the data we had.	We collected information on 17 students. Out of 17, 9 had met 80% or more of their goals. So, 53% of students met 80% or more of their goals.
Annual Basis: Students are reclassified English Language Proficient	Annual RFEP Data	N/A	10 students were reclassified	7 students were reclassified

MPO NO.	Aspire Golden State College Preparatory Academy	Goal	Annual Update (15-16)	Annual Update (16-17)
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	1. 3% 2. 31% 14-15: 22%	9 31	20 42 Analysis: Met. Exceeded due to investment in Panthers' Read and English intervention periods
2	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	<b>Student Group: Hispanic or Latino</b> 1. 3% 2. 30% 14-15: 21%	12 33	12 33
		<b>Student Group: Black or African American</b> 1. 3% 2. 9% 2014-15: 21%	-3 18	2 23
		<b>Student Group: English Learner</b> 1. 2% 2. 10% 2014-15: 4%	-2 2	7 11

		<b>Student Group: Low Income Students</b> 1. 3% 2. 31%  2014-15: 21%	8 29	20 41
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	1. 4% 2. 20%  2014-15: 11%	3 14	13 24  Analysis: Met. Exceeded due to strong partnership in Math Department and investment in Math intervention periods
4	By the end of the charter term, for each [statistically significant student group], increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	<b>Student Group: Hispanic or Latino</b> 1. 3% 2. 21%  2014-15: 12%	4 16	15 27
		<b>Student Group: Black or African American</b> 1. 3% 2. 16%  14-15: 7%	-1 6	5 11
		<b>Student Group: English Learner</b> 1. 2% 2. 10%  2014-15: 3%	-1 2	1 4

		<b>Student Group: Low Income Students</b> 1. 3% 2. 21%  2014-15: 12%	2 14	12 24
5	Each year, [amount 1] percent of students will increase [amount 2] on the [ELA/Reading Assessment] or achieve proficiency.  <b>ELA/Reading Assessment:</b> SBAC-aligned performance task	<b>For MPO #6, there was a change in the assessment between 2015-16 and 2016-17. The data in the columns to the right CANNOT be compared, as they report on entirely different assessments. 15-16 reports growth on Writing Snapshot, and 16-17</b>	<b>% of students that grew a proficiency level on Writing Snapshot between 14-15 and 15-16</b>	<b>First year using the ELA Performance Task (instead of Writing Snapshot). Because there are no baseline, data report % proficient in 16-17.</b>

		reports proficiency on ELA Performance Task.		
		1. 80% 2. approximately one year	36.6	28.4  Analysis: Not met; however, reading intervention programs in place to improve proficiency level of our students
6	Each year, for each [statistically significant student group], * [amount 1] percent of students will increase [amount 2] on the ELA/reading assessment or achieve proficiency.  <b>ELA/Reading Assessment:</b> Writing Snapshot (15-16) SBAC-aligned performance task (16-17)  The figures use the writing snapshot from 2015-2016 and the ELA performance task in 2016-2017. The percentages represent the % of students that took tests in both years and either grew a proficiency level between 15-16 and 16-17 or were proficient in 16-17.	For MPO #6, there was a change in the assessment between 2015-16 and 2016-17. <u>The data in the columns to the right CANNOT be compared</u> , as they report on entirely different assessments. 15-16 reports growth on Writing Snapshot, and 16-17 reports proficiency on ELA Performance Task.	% of students that grew a proficiency level on Writing Snapshot between 14-15 and 15-16	First year using the ELA Performance Task (instead of Writing Snapshot). Because there are no baseline, data report % proficient in 16-17.
		<b>Student Group: Hispanic or Latino</b> 1. 80% 2. approximately one year	38.6	28.9
		<b>Student Group: Black or African American</b> 1. 80% 2. approximately one year	21.7	20.8
		<b>Student Group: English Learner</b> 1. 80% 2. approximately one year	32.8	16.4
		<b>Student Group: Low Income Students</b> 1. 80% 2. approximately one year	40.4	28.4

7	Each year, [amount 1] percent of ELs will improve one overall proficiency level on CELDT.	1. 50%	45	39 Analysis: Not met; however, reading intervention programs in place to improve proficiency level of our students
8	Each year, have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).	1.10%	15.8	16.2 Analysis: Not Met. Did not meet but implementing weekly attendance meetings with Admin, staff, and families to address absences
9	Each year, for each [statistically significant student group],* have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).	<b>Student Group: Hispanic or Latino</b> 1. 7%	14	14.5
		<b>Student Group: Black or African American</b> 1. 2%	24.7	25.3
		<b>Student Group: English Learner</b> 1. 2%	18.9	20.9
		<b>Student Group: Low Income Student</b> 1. 6%	15.5	17.2
10	Each year, achieve a High School cohort graduation rate of at least [amount 1].	1. 80%	75	Official graduation rate data not available yet.  Analysis: Pending graduation rate data in September 2017
11	Each year, for each [statistically significant student group],* achieve a High School cohort graduation rate of at least [amount 1].	<b>Student Group: Hispanic or Latino</b> 1. 80%	86.8	Official graduation rate data not available yet.
		<b>Student Group: English Learner</b> 1. 70%	85.2	Official graduation rate data not available yet.

		<b>Student Group:</b> <b>Low Income Students</b> 1. 80%	85.2	Official graduation rate data not available yet.
12	Each year, at least [amount 1] percent of students and families positively rate school safety.	1. 80%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the respective fields below)
		<b>Student Survey Question:</b> I feel safe at this school	TBD%	83% Analysis: Question added this year, baseline data
		<b>Family Survey Question:</b> The school provides a safe environment for my child	TBD%	95% Analysis: Question added this year, baseline data
13	Each year, at least [amount 1] percent of students and families positively rate academic instruction.	1. 65%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the respective fields below)
		<b>Student Survey Question:</b> The methods we use to learn new things in the class are helpful to me	83%	79% Analysis: Met. Veteran teachers host classroom management and best practice knowledge sharing to disseminate effective practices that best support students
		<b>Family Survey Question:</b> My child is getting a good education at this school	93%	98% Analysis: Met. We strive to provide consistent and



				transparent information to students and families about progress. We have invested heavily in student services and our culture team to provide support. Parents are recognizing the immense work that our staff is putting into making the school a safe and academically successful campus
14	Each year, at least [amount 1] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	1. 75%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the reactive fields below)
		<b>Student Survey Question:</b> My voice is heard and valued at my school   Student: "My teacher listens to what I have to say when it is the appropriate time to share my ideas."	88%	85%  Analysis: Met, though slightly lower than the previous year's result. We are committed to Culturally Responsive Teaching to support our students and their feedback
		<b>Family Survey Question:</b> I am encouraged to share my opinion and feedback in the school decision process   Family: "Teachers at the school are available to parents and willing to listen."	91%	91%  Analysis: Met. Teachers have implemented office hours to be available to students and families. Parents may also request to meet with teachers or admin to discuss academic or behavioral questions

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

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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

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

- **Basic Skills:** Master at least grade level competency in the four core subjects: mathematics, science, social studies, and English Language Arts (including reading, writing, listening and speaking);
- **Thinking Skills:** Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and

- Life Skills: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.<sup>4</sup>

Aspire sets high standards for all students, based on CCSS, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, Aspire shall demonstrate student mastery of state standards.

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

### **Element 3**

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

Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Aspire Golden State College Preparatory Academy will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If Aspire Golden State College Preparatory does not test with the District, Aspire Golden State College Preparatory Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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

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

### **COLLECTING, ANALYZING, AND REPORTING DATA**

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

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;
- The Principal and other administrators will receive data on The Charter School's student achievement, attendance, and discipline using Aspire's Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child's teacher 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 Charter School program. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

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

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

Annually, the status of The Charter 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:

- Student achievement: ACT scores, SBAC scores, distance from 3, course grades, behavior, and internal interim assessment scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

### ***Reading Assessment***

In grades 2-12, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and CCCSS mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention (RtI) and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

### ***Aspire Writing Assessment***

Once a year each student in grades 3-8 and 11 in The Charter School takes a writing assessment in the form of the English Language Arts Performance Task. The prompts change and are aligned with the genres specific to the CCSS grade level standards. The papers are scored with other Aspire staff including teachers and instructional coaches to ensure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state, as well as the sample papers provided in the CCSS standards. Benchmarks are set for every grade level.

### ***Aspire Math Assessment***

Every student takes an Aspire math assessment based on the specific grade level standards. The papers include both computation and a problem solving section. The computation is scored with Illuminate software. The problem solving is scored with Aspire teachers. A task analysis is done of every paper, so that teachers can identify standards that need to be re-taught. After every administration of the benchmark exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

### ***External Reporting***

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

#### **Element 4**

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

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

#### **ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS**

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

The Aspire Board of Directors currently consists of 3 to 11 regular members; the CEO is not a member of the Board. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive and Compensation Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

The Board is also responsible for monitoring the programmatic, operational and financial health of all Aspire schools and the organization collectively in order to identify and highlight risks and guide efforts to mitigate those risks.

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

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire's Board and CEO conduct extensive due diligence to ensure that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to Aspire's growth and success.

The recruitment, evaluation and selection of new Board members typically are conducted through the following seven-step process.

**Step 1:** Solicit nominations and compile names

**Step 2:** Initial meeting with nominating Board member

**Step 3:** Nominator reports back to the Board

**Step 4:** Prospective member meets with CEO, other Board members and staff

**Step 5:** Visit schools and attend Board meeting(s)

**Step 6:** Final meeting with CEO or nominator

**Step 7:** Board votes on prospective member

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed four years and a Board member may not serve more than two consecutive terms. All Board meetings are noticed and held in compliance with the provisions of the Brown Act, as applicable. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act, as applicable.

At a high level, there are three broad categories that define what characteristics Aspire looks for in prospective Board members:

**Skill Set** – All Board members must have expertise in an area that is valuable to Aspire's operations, especially where there are gaps in the board skill set.

**Fundraising Capacity** – All Board members are required to support the fundraising goals and program of the organization.

**Diversity** – Geographic, ethnic and gender diversity are very important factors.

## LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.



Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

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

Aspire will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

#### NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

#### STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

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

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

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

Members of Aspire Golden State College Preparatory Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Aspire Golden State College Preparatory Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

To the extent that Aspire Golden State College Preparatory Academy is a recipient of federal funds, including federal Title I, Part A funds, Aspire Golden State College Preparatory Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Aspire Golden State College Preparatory Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

Aspire Golden State College Preparatory Academy also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

## **FAMILY AND COMMUNITY INVOLVEMENT**

Aspire encourages all stakeholders to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, pursuant to Education Code (EC) Section 52852, the Charter School shares local control with a School Site Council (SSC). The SSC is comprised of the principal and representatives of: teachers, other school personnel, parents of pupils attending the school, and in secondary schools, students themselves will be part of the group. The group is generally responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborate on the

development of the LEA's Local Control Accountability Plan, review and allocate available supplemental categorical funds, and collaborate with other school advisory committees. The SSC is an integral part of the success of the students and the school as a whole, however, there are certain areas that are outside the scope of the SSC:

- A school management committee
- A policy-making body
- A political organization
- A fund-raising organization
- A social group
- A personnel committee

As the leader of the school, the principal also plays a vital role in the success of the SSC. They are responsible for voting on members, providing resources and training, and overall guidance on the implementation and success of the group.

#### **ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT**

1. Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals.
2. Exhibition panels – Families may sit on panels to judge student work.
3. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.
4. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
5. Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees.
6. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.
7. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
8. Aspire Board of Directors meetings – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

## **ADDRESSING FAMILY CONCERNS AND COMPLAINTS**

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

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form, which can both 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.

## Element 5

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

### EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

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

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

### EMPLOYMENT OF FELONS

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

## **PRINCIPAL QUALIFICATIONS**

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

Required knowledge, skills, and abilities:

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

Required educational level:

- Bachelor's degree
- Masters or Ph.D. in Education preferred
- ESSA Highly Qualified preferred

Required experience:

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

## **OFFICE MANAGER QUALIFICATIONS**

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

Required knowledge, skills, and abilities:

- Strong organizational, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions

- Ability to work independently as well as with a team
- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

## **TEACHER QUALIFICATIONS**

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

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

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 Charter School may utilize a hiring team that includes some or all of the following individuals:

- Principal: Chairs the hiring committee and makes all final decisions on hiring for The Charter School.
- 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 regional trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

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



## **Element 6**

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

### **HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. The Charter School's safety plan is attached in Appendix XVI.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

### **BLOOD BORNE PATHOGENS**

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

### **ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

#### **PROCEDURES FOR BACKGROUND CHECKS**

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

### **TUBERCULOSIS TESTING**

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **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 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

### **MEDICATION IN SCHOOL**

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

### **VISION, HEARING, AND SCOLIOSIS**

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 Charter School.

### **DIABETES**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> 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.

#### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

#### **ASBESTOS**

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

#### **FACILITY SAFETY**

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

#### **COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES**

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 Charter School (including employee to employee, employee to student, and student to employee misconduct).

#### **COMPETITIVE ATHLETICS**

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.

## **GUN-FREE SCHOOLS ACT**

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

## **TOBACCO USE PREVENTION**

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”

## **DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT**

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

## **SUICIDE PREVENTION POLICY (GRADES 7-12)**

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

## **TRANSPORTATION**

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

## **DATA PRIVACY**

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

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

## **EMERGENCY PREPAREDNESS**

The Charter School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of The Charter School. These procedures shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for The Charter School site may be used as a starting basis for updating the procedures for The Charter School.

## Element 7

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. (Ed. Code § 47605(b)(5)(G).)

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, and other leadership organizations.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school's curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

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

## **Element 8**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

### **PARENT ENGAGEMENT**

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

Aspire will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Aspire shall admit all pupils who reside in the State of California who wish to attend The Charter School subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into The Charter School. Aspire will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Aspire application process is comprised of the following:

- Completion of a Student Interest Form for each child who is interested in attending The Charter School

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

- All students currently enrolled in the School
- All students who seek to continue their preparation and readiness for college from other Aspire schools, including those matriculating from an Aspire elementary school to an Aspire secondary school
- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children of founding families of the Charter School
- Children residing within the District
- All other students who reside in the state of California

Upon confirmation that a student has secured a spot at The Charter School, parents must submit a completed Registration Form. The lottery drawing open to the public and all names will be selected randomly to determine the students who are accepted and those who are on the waitlist. The order of names drawn will determine the order of names on the waitlist.

At the conclusion of the public random drawing, students who were accepted will be notified by phone, email, and mail within two days and asked to register for the upcoming school year. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist and then asked if they would like to stay on the waitlist for the upcoming year. This waitlist will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings



become available, school personnel will offer enrollment to students in the order as listed on the waitlist. In no circumstance will a waitlist carry over to the following school year.

Upon confirmation that a student has secured a spot at The Charter School, parents must submit a completed Registration Form usually within two weeks. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's Business Manager or Office Manager will also help any parents who need assistance in completing the lottery and/or registration forms, and the school will keep written records of the lottery forms, procedures, accepted lists, and waitlists for a period of one year.

## **FOUNDING PARENTS/FOUNDER FAMILY PREFERENCE**

1.1 "Founding Period": The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school's first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction.

1.2 "Founding Parent/s" or "Founders" are respectively defined as parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period as noted in subsection 1.1. There shall be no requirement that Founding Parents/Founders contribute funds as a part of their commitment. Petitioners must prescribe in their charter petition the eligibility criteria for Founding Parents/Founders, including defining the appropriate minimum number of volunteer hours required.

1.3 Founding Parent status cannot be delegated or transferred to other individuals. Preference for children of Founding Parents/Founders may apply during the life of the charter as long as pupils who qualify for this preference does not constitute more than 10 percent of the school's enrollment. The admissions preference is applicable to all children of the charter school's Founding Parents/Founders even if the children do not begin attending the charter school until after the first year of the school's operation.

## **PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE**

Aspire typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter timeframe.

**December – January**

Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.

**January - March**

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

**March - May**

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

## Element 9

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

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

- o On or before July 1, an annual update required pursuant to Section 47606.5.
- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent Year

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

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344. The independent financial audit of The Charter School is a public record to be provided to the public upon request.

## **FINANCIAL STATEMENTS**

Attached, in Appendix XVIII, please find the following documents for The Charter School:

- Budget assumptions
- 3-year budget and cash flow
- 3-year budgeted Profit & Loss Statement

Aspire has been receiving funding pursuant to provisions of the California Education Code as it has opted to be direct-funded. Any funds due to The Charter School that flow through the District shall be forwarded to Aspire in a timely fashion.

## **Element 10**

*The procedures by which pupils can be suspended or expelled. (Ed. Code § 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. The Charter School will notify the District of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code §47605(d)(3), upon expulsion of any student, The Charter School shall notify the superintendent or superintendent designee of the district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

This means that the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

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

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

Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be provided during and pending the completion of the Charter's School's student expulsion process as required by law.

## **DISCIPLINE FOUNDATION POLICY**

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers both behaviorally and academically.

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. This fits directly with Aspire's College for Certain model and Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization.

The Charter School's specific vision states: The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

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

### **Positive Behavior Support Systems**

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

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

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

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

**Social-Emotional Learning (SEL):** SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Aspire utilizes proven SEL programs and other techniques to include SEL in our regular day program.

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

### **Alternatives to Suspension**

- Parent Conference
- Reflection Zone (Minutes, Reflection Prompt, etc.)
- Friday Detention
- Saturday Service Day
- Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)
- Behavior Daily's
- Mentoring
- Counseling
- Peer Mediations
- In-School Alternatives
- Restorative conversations, circles and conferences

The Charter School's counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put in to their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, improving student attendance and implementing alternatives to suspension.

In direct response to our need to focus on our non-academic indicators of success, Aspire assigns a Regional Manager or Regional Director of Student Services (RMSS) specifically assigned to our OUSD schools. The RM/RDSS's role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to Deans of Students, APs of Culture and other staff around areas related to student behavior and discipline, including, but not limited to:
  - o Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - o Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
  - o Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
  - o Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - o Professional development opportunities for mental health counselors

- Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
  - Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
  - Links to OUSD support resources around discipline and behavior interventions
  - Family resource referrals for outside agencies and supports
- Collaborate with OUSD and outside agencies to craft and expand supports for our schools. Ex:
  - The RMSS works to keep abreast of OUSD recommendations and requirements around student support and communicate with our schools around that information.
  - The RMSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
- Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

In terms of the data necessary to determine the efficacy of our school's behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

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

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcher student information system and SEL assessments in order to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RMSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendent.

Additionally, each RMSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, APs, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and



includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others.

## **SUSPENSION**

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.

### ***Jurisdiction***

A student may be suspended or expelled for prohibited misconduct if the act 1) is related to an Aspire school activity, 2) occurs at an Aspire school or at any other school, 3) occurs at an Aspire school's sponsored event, or 4) occurs between any of the above and home (door-to-door).

### ***Suspension Alternatives***

The Aspire CEO, CEO Designee, or Principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]

### ***Grounds for Suspension and Expulsion***

Aspire provides uniformity in matters of student misconduct requiring disciplinary action and follows Ed Code's guidance on what constitutes grounds for suspension and expulsion pursuant to California Education Code 48900 and 48915, inclusive of all subsections for those codes.

The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of 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) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.  
  
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - B. Causing a reasonable pupil to experience a substantially detrimental effect on 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 Education Code 48900 (a) to (r), inclusive and (t) specified above, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the Charter School in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code.
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property. Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus

or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.

### ***Procedures in Cases Requiring Suspension***

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).

As defined in Education Code 48903 (a), except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

(b) For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

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 or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offenses. Expulsion appeals are brought directly to the Aspire Executive Committee.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

### **Expulsion**

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature, expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- or when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others

### ***Authority to Expel***

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may expel any student found to have committed a suspendable or expellable offense (APS 5144.1) under the required timelines and provisions of California Education Code. An expulsion decision may be appealed to the Aspire Board of Directors.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if the rehabilitation plan is met.

Approximately one month prior to the conclusion of the term of expulsion, the Aspire Registrar contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. Families have two weeks from the time of that notification to apply for readmission to Aspire. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. If this information is not received within two weeks, the family is called by the Aspire Registrar to remind them of their opportunity to apply for readmission. If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition.

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

### ***Expellable Offense***

- Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. If determined that the student has committed a mandatory expellable offense, the Aspire Administrative Panel will expel the student.

Mandatory Expulsion does not require a second finding of fact

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

- Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

- Mandatory Recommendation for Expulsion requires a second finding of fact.

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g) or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

- Permissive Recommendation for Expulsion- Requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school



or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

### **Special Procedures for the Discipline of Students with Disabilities**

1. *Disciplinary Removals of Less than 10 days:*

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

2. *Disciplinary Removals of 10 Days or More:*

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

3. *Procedural Safeguards/Manifestation Determination*

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Aspire School's principal or designee, the parent, and relevant members of the IEP/504 Plan Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

#### 4. *Expulsion of Students with Disabilities:*

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

#### **Notification of District of Residence**

Aspire Public Schools shall immediately notify the District of Residence and coordinate the procedures in this policy with said District for any student with a disability or student who is currently undergoing assessment for a possible disability. Aspire Public Schools is responsible for ensuring that students with known disabilities are provided educational services during and following expulsion proceedings until they enroll in a different LEA.

#### **Services Pending a Recommendation for Expulsion**

Students pending an expulsion hearing or following expulsion until enrollment in a different LEA shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;.

#### **Due Process Appeals**

In situations where the parent of an Aspire student with a disability disagrees with any decision regarding placement or the results of a manifestation determination hearing, or Aspire Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Aspire Public Schools agree otherwise.

#### **Special Circumstances**

Aspire Public School administrators, the CEO or designee (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.

### **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP team.

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEIA/ADA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Aspire school had knowledge that the student was disabled before the behavior occurred.

The Aspire school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Aspire school's administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Aspire school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other Aspire administrative personnel.

If Aspire Public Schools knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA/ADA-eligible children with disabilities, including the right to stay-put. Aspire Public Schools shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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

## **Element 11**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. (Ed. Code § 47605(b)(5)(K).)*

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. In the event that PERS is unavailable to the Charter School's classified employees, the Charter School will offer an alternative retirement plan (e.g. an employer-sponsored 403(b) account).

The Payroll and Human Resources Departments at Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

## Element 12

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

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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

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

**Element 13**

*The rights of 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. (Ed. Code § 47605(b)(5)(M).)*

#### **Element 14**

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

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

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

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

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

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

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



The staff and Governing Board members of Aspire Golden State College Preparatory Academy agree to attempt to resolve all disputes between the District and Aspire Golden State College Preparatory Academy 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 Golden State College Preparatory Academy except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

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

To Coordinator, Office of Charter Schools:  
1000 Broadway, 6th Floor, Suite 639  
Oakland, CA 94607

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

Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

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

## Element 15

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

### REVOCATION OF THE CHARTER

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

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

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

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

### CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.

### CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations

(Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

#### Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

#### Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

#### Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

## Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).



This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

### **REQUIRED NOTIFICATION TO DISTRICT**

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

Aspire Golden State College Preparatory Academy shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Aspire Golden State College Preparatory Academy under its disciplinary procedure, as an "expulsion" under the Education Code."

"In the case of a special education student, or a student who receives 504 accommodations, Aspire Golden State College Preparatory Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

### **FACILITIES**

If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition.

If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  - (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right

to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

#### Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and

Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

If Aspire Golden State College Preparatory Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Aspire Golden State College Preparatory Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

## **ADMINISTRATIVE SERVICES**

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

## **DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS**

Aspire Golden State College Preparatory Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Aspire Golden State College Preparatory Academy is subject to District oversight.

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

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

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

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

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

## **FISCAL MATTERS**

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

#### Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

#### Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

#### Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

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

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



## **Charter-Related Issues**

### ***Term of Charter Petition***

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

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

The Charter School's renewed charter shall begin on July 1, 2018 and will expire on June 30, 2023.

### ***Interpreting the Charter***

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

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

## **District Impact Statement**

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

- California Education Code Section 47605(g)

### ***Facilities***

The Charter School intends to continue operating at its current location at 1009 66<sup>th</sup> Ave., Oakland, California.

### ***Administrative Services***

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

### ***Potential Civil Liability Effects***

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

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

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

## **APPENDIX**

- I. OUSD Performance Report
- II. Surrounding Schools Study
- III. Sample School Bell Schedule
- IV. Sample School Calendar
- V. Aspire's Secondary Assessment Calendar
- VI. Aspire's EL Master Plan
- VII. Aspire's 504 procedures
- VIII. Proof of LEA SELPA membership
- IX. Board of Directors Biographies
- X. Proof of Tax-Exempt Status
- XI. Aspire Articles of Incorporation, Bylaws, and Conflict of Interest Code
- XII. Uniform Complaint Procedures
- XIII. Discrimination and Harassment Policy
- XIV. Principal Biography
- XV. Aspire Instructional Rubric
- XVI. Sample School Site Safety Plan
- XVII. Evidence of Insurance
- XVIII. School Financials
- XIX. Leadership Team Biographies
- XX. Fiscal Control Policies
- XXI. Student Family Handbook
- XXII. LCAP

# Appendix I:

## Performance Report

# Charter Renewal Performance Report Guidelines

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 state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an "X" in the appropriate box (1-5) 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 School Site Visit.
- 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).

**A *draft* of this report needs to be submitted to the Office of Charter Schools via e-mail to [silke.bradford@ousd.org](mailto:silke.bradford@ousd.org) and [leslie.jimenez@ousd.org](mailto:leslie.jimenez@ousd.org) in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. The *final draft* of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition.****

## Charter Renewal Performance Report

### 1. What is distinctive about your school?

Aspire Golden State College Preparatory Academy (Golden State Prep), formerly Millsmont Academy Secondary opened in February 2008. Formerly housed in a church parochial school, Aspire Golden State College Preparatory Academy began a new chapter with a new location in East Oakland on January 23, 2013. The school's purpose is clear: to provide the community with a clear path to college, no matter where the family comes from and no matter the obstacles. The student population draws heavily from the local community, with over ninety-seven percent of students living within a five-mile radius of the school.

#### **Aspire's Vision:**

Every student is prepared to earn a college degree.

#### **Aspire's 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

Aspire Golden State College Preparatory Academy staff, students, families, and alumni work hard to foster strong relationships and evolve with the context and needs of the community and all the school stakeholders.

#### **Aspire Golden State College Preparatory Academy Vision:**

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At Aspire Golden State College Preparatory Academy, all students deserve rigorous, engaging, and culturally responsive instruction that helps them become independent learners, equipped with the skills and mindset to succeed to and through college and to leave a positive, lasting impact on their communities.

In service of this vision, we:

- Actively work to create a culture of learning in which staff, students, and their families feel a sense of urgency and ownership for students' educational progress.
- Recognize the transformative power of relationships and subsequently work to establish effective learning partnerships between students and staff that recognize the teacher as an ally and the student as a driver of his or her own learning.
- Create classrooms in which students are engaged, working with content aligned to the appropriate grade level standards, responsible for doing the thinking, and demonstrating that they are learning.

Beyond the school team's strong commitment to utilize frequent feedback for continual growth, other areas that make Aspire Golden State College Preparatory Academy distinctive include: longer school days, longer school year, college-going culture, Advisory Homeroom, Student-Led Conferences, exhibitions and celebrations of learning, family engagement, instructional coaching and feedback, and a robust and intentional after school program. We have invested in building strong partnerships with educational and community partnerships like BUILD, Students Rising Above, Upward Roots, and California School Age Consortium that enhance our mission. In June 2016, Aspire Golden State College Preparatory Academy launched a school-wide reading campaign that has evolved into a daily leveled academic literacy block called Panthers' Read that provides Tier 1, 2, 3 literacy instructional to all scholars. Most recently, in the 2016-2017 school year, we engaged in a collaborative planning process to expand our College for Certain focus to include career pathways; we are excited to deepen our Linked Learning pathways through a partnership with Pivot Learning this year.

#### **Culture of High Expectations and Support:**

We strive to build a culture where students maintain positive behavior because they feel connected to our school community and supported by staff and their peers and this has been an area of significant improvement in the last year. We are deepening social-emotional learning by implementing restorative practices, trauma-informed mental health practices, and behavioral health interventions. Practices include weekly classroom management training for teachers in need of extra support, weekly Town Halls with grade level students, advisories of approximately 20 students focused on progress monitoring and relationship building, annual culture calendar of celebrations and incentives, and quarterly school climate surveys to gauge student connections. Additionally, we implemented a Peer Mediator program in which qualified 11th and 12th graders are trained to mediate conflict with younger students and to help de-escalate students who need additional support.

#### **College Ready Instruction:**

College readiness permeates our school culture and traditions. College flags hang in our classrooms and offices. Students visit local colleges and universities each year to expose them to campuses and develop their sense of selves as people who will attend college. We maintain strong partnerships with organizations like Students Rising Above and BUILD to increase counseling, mentoring, and support for completing the college application and financial aid process successfully.

One of our newest traditions is our annual College Signing Day, in which we celebrate the seniors who have accepted admissions at a four-year university. At College Signing Day, we were excited to celebrate our seniors' acceptances to

more competitive universities this year, like UC Berkeley, UC San Diego, and UCLA, a great symbol of our progress as a secondary school in fostering greater postsecondary success.

In our classrooms we are proud to have a laser focus on CCSS aligned content and texts. Our teachers are committed to asking students text-dependent questions and insisting that students use evidence to back up their oral and written claims. No matter a student's current skill level, we work as a team so that all of our students access grade-level text and support with appropriate scaffolds. We know that some students will need more support along the way, but we expect all of our students to be prepared to leave Aspire Golden State College Preparatory Academy and enter college ready to take on anything that comes their way.

### **Data-Driven Decision Making:**

We know we must constantly monitor student data to adjust our instruction and build in the appropriate interventions for all of our students. This year, we have expanded programs in place to implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on African-American students, English Learners and students receiving Special Education services. To strengthen our approach to data, we collaborated with the Aspire Bay Area Regional Team to engage in a spring planning process to align our supports into a Multi-Tiered System of Supports (MTSS) so that we offer a coordinated, data-driven, balanced program in culture and instruction across our General Education and Special Education programs. As a result, we have redesigned our master schedule and evolved staffing so that we offer a Multi-Tiered System of Supports in order to match supports to students based on their academic and social-emotional needs. For the 17-18 school year, we created math and reading intervention periods to offer additional support to students in need. Additionally, we administer quarterly SBAC-aligned assessments and conduct bi-weekly data meetings to analyze student work and adjust instruction.

2 How effective is your school overall?							
		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory
<b>How do you know?</b>							
<p>Historically, students arriving at Aspire Golden State College Preparatory Academy in 6<sup>th</sup> grade are often below grade level in English and Mathematics as measured by incoming internal Aspire assessments and current SBAC assessments. We are proud that Aspire Golden State College Preparatory Academy was one of the highest improving schools in Aspire in 16-17. Our student growth at Aspire Golden State College Preparatory Academy outpaced the growth of our peers at other Aspire schools and we are on track to accelerate growth that eliminates the correlation between income and achievement. Specifically, we saw an increase of 11.5 percentage points in ELA and our Aspire growth goal was 12 percentage points. Our ELA SBAC scores are now just below the California average for all students and are the highest in Aspire Bay Area. While we still have ground to cover in Math, our SBAC scores rose by 10 percentage points last school year. In addition, our investment in providing English and Math intervention courses reflect our commitment to supporting all scholars to accelerate their growth.</p> <p>Beyond test scores, we measure our overall effectiveness by the whole child outcomes. The school leverages its vision aligned school cultural initiatives, like Town Hall, student voice, and student leadership to measure our effectiveness as a school. We have increased structures for students to shape and take ownership of the school culture and</p>							



programs at Aspire Golden State College Preparatory Academy. We are attuned to this as a sign of progress for our school community as we create a more student-focused culture. We are proud of our family engagement through Family University, where we partner with families each month on literacy, demystifying college admissions, and other topics related to our school priorities.

In the early years of Aspire Golden State College Preparatory Academy, we struggled with teacher turn-over. We have dramatically increased staff retention over the last two years, and know this is the key to reaching our next set of ambitious goals as a school, including delivering on our promise of college for certain. 100% of our graduates are accepted into a four-year university. In addition to increased retention of our staff, 90% of our students persist in our high school program meaning those who entered 9<sup>th</sup> grade with us graduate four years later.

#### **What are its notable strengths?**

Our English instruction is strong and our students frequently engage in close reads of complex, grade level texts. In 2016 we began using the EngageNY curriculum and students are now engaging with Common Core aligned texts and tasks that push their thinking. Additionally, last year we offered AP English Language and fourteen out of twenty-eight students earned a score of 3 or higher. We have also expanded and diversified our courses this year in response to student voice. We now offer choice-based electives and have expanded our art and music offerings.

We place a high priority on developing effective educators through coaching and developing our teachers and leaders. All teachers are observed weekly and have weekly face-to-face coaching meetings with an administrator to set a clear action step that can be completed within the following week. We utilize the Relay GSE See it, Name It, Do It model for feedback and for data meetings. Our principal, Greg Dutton, is a national fellow at the Leverage Leadership Institute through Relay GSE and is now certified to lead other school leaders in Relay's observation and feedback process. This intense focus on teacher support allows our teachers to grow quickly and better meet the needs of our students.

Our students feel safe and supported at school. Students frequently say that Aspire Golden State College Preparatory Academy feels like a family and that they feel deeply connected to their peers and staff members. As a 6-12 school, we have the privilege of serving siblings and making lasting connections with families.

#### **What are the main priorities for improvement?**

In 2016-2017, while we made drastic improvements in our Tier 1 culture systems and structures, we realized there was much more opportunity for more coordinated systems of supports built on a strong Tier 1. Our stakeholders often remark that our school feels safe and structured and many more of our students are receiving rigorous, grade level instruction. While we are making progress in one of our core beliefs, to serve all children, we recognize that we still need to improve how we serve our most at-risk students.

This year we changed our schedule and hired new staff members in order to provide the necessary supports. We now offer math and reading intervention periods for our students who are below grade level. Last spring we engaged in a planning process to cohere the academic and behavioral supports in our school through designing a Multi-Tiered System of Support (MTSS). To support these efforts, we focused on redefining a robust Tier 1. To support these efforts, we hired two Student Support Managers to support our students in need of social-emotional supports, an additional Mental Health Counselor to increase the number of students we can serve, and two Restorative Justice Coordinators to train our staff in restorative practices, develop our peer mediators and to create the conditions for our students to thrive.

We are also prioritizing our Math instructional cycle and have aligned with the Aspire-wide Instructional Program which is focused on the implementation of CCSS aligned Eureka Math. This curriculum is SBAC and Common Core aligned and has proved successful for schools and CMOs working with similar populations. Additionally, to bolster our math program, we hired an Assistant Principal with a substantial background and expertise in math who is providing weekly coaching and collaboratively planning with our math teachers.

### 3 How well is the school regarded by its students and parents?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

#### How do you know?

Families continue to choose Aspire Golden State College Preparatory Academy as their school of choice. We have a waitlist in all of our grade levels. In last year's EOY survey of family satisfaction with our school, on a three-point metric with three the highest score, our overall average for 16 questions was 2.70 out of 3 or 90%. Our positive responses from families increased in 5 of 6 areas. In last year's EOY survey for students, our overall average was 3.04 out of 4 or 76%. Below are a sample of questions and scores:

#### FAMILIES

QUESTION ➤ My child is learning what he or she needs to know in order to succeed in later grades and after high school.	2.74 /3	▲ 0.08 from Spring 2016
QUESTION ➤ My child is able to tell me the goals they are trying to accomplish in school.	2.80 /3	▲ 0.17 from Spring 2016
QUESTION ➤ I am well informed about the progress my child is making in their class(es).	2.76 /3	▲ 0.13 from Spring 2016
QUESTION ➤ My child is getting a good education at this school.	2.76 /3	▲ 0.15 from Spring 2016
QUESTION ➤ Teachers at the school help me understand what my child needs to learn to be successful at his/her grade.	2.76 /3	▲ 0.24 from Spring 2016
QUESTION ➤ Teachers at the school are available to parents and willing to listen.	2.83 /3	▲ 0.28 from Spring 2016

#### STUDENTS

QUESTION ➤ My teacher gives clear expectations for how to behave in class.	3.21 /4	▼ 0.04 from Spring 2016
QUESTION ➤ In this class, I have the opportunity to correct my mistakes.	3.08 /4	▼ 0.06 from Spring 2016
QUESTION ➤ My teacher treats me with respect.	3.19 /4	▼ 0.06 from Spring 2016
QUESTION ➤ I feel comfortable asking my teacher for help when I need it.	3.10 /4	▼ 0.03 from Spring 2016
QUESTION ➤ When students in this class misbehave, my teacher addresses the behavior to help them make better choices.	3.10 /4	▼ 0.01 from Spring 2016
QUESTION ➤ My teacher lets us know when we are doing a good job following expectations.	3.13 /4	▲ 0.01 from Spring 2016

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

Students and families often talk about the supportive culture at the school. We consider ourselves family at Aspire Golden State College Preparatory Academy and with that comes the traditions, structures, and vibe of a school full of students who feel cared for and adults who work together to support students. School values have been developed with students so that we are united in how we conduct ourselves and respect each other. Students and parents also appreciate the expectation that all students will go to college. This overarching belief in the worth and the ability of students to overcome generational barriers to higher education keeps families, students, and staff united.

**What do they feel needs improvement, and what action is being taken?**

In the past, the school experienced significant turnover of staff members each year. Parents were concerned that the teacher turnover was negatively impacting student learning and behavior, and staff noticed that one of the middle school teams was having a particularly challenging year.

Last spring, the school leadership team held listening sessions to hear concerns and engage in community problem-solving and provided training and feedback loops to improve instruction and address areas of weakness. The enhanced community voice and sense of ownership have helped contribute to caring relationships with students and families and adjust academic and cultural expectations to set Aspire Golden State College Preparatory Academy on a path to a promising future. Last year, our turnover rate was the lowest it has been in years with 75% of staff returning this school year.

**4 How well do students achieve?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

**How do you know?**

While students often enter academically below grade level, with several years in our supportive environment, students progressively improve academically. While the school outperforms surrounding schools in high school in most metrics, we aim to meet or exceed the state's academic performance average for students who are not low income. This more ambitious goal is driving our intense focus on strengthening our academic and culture program. We have made positive progress in the last couple of years but know that we have work to do to ensure that all of our students reach their full potential.

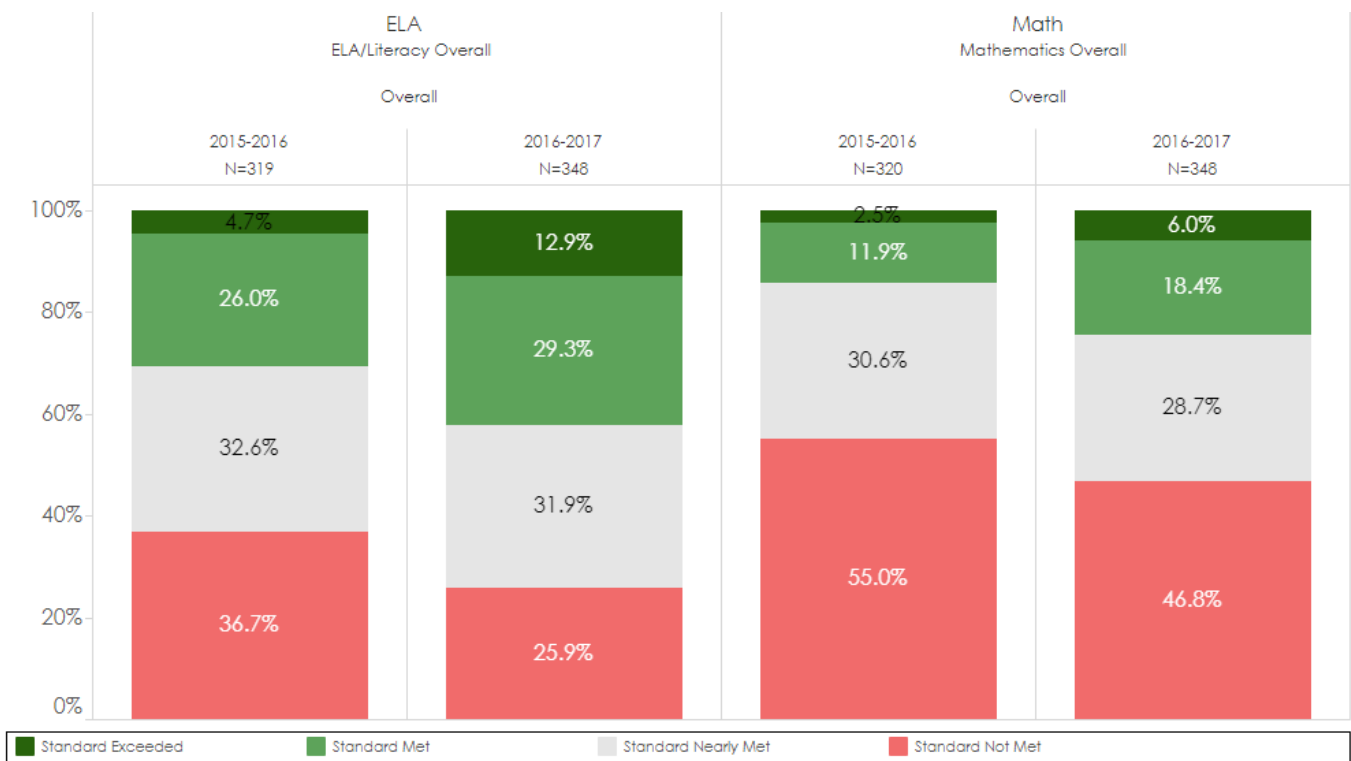
**English SBAC Data**

Overall School Proficiency in 2015-16: 30.7%  
Overall School Proficiency in 2016-17: 42.2%  
Aspire Growth Goal: 12% Actual Growth: 11.5%

**Math SBAC Data**

Overall School Proficiency in 2015-16: 14.4%  
Overall School Proficiency in 2016-17: 24.4%  
Aspire Growth Goal: 14% Actual Growth: 10%

	15-16	16-17	%Growth		15-16	16-17	% Growth
6th Grade	28%	36%	8%	6th Grade	5%	14%	9%
7th Grade	26%	45%	19%	7th Grade	17%	32%	15%
8th Grade	26%	27%	1%	8th Grade	16%	23%	7%
11th Grade	51%	66%	15%	11th Grade	25%	29%	4%



#### In which subjects and grades do students do best, and why?

Students did particularly well in ELA on the SBAC last school year. We saw dramatic growth in meeting and exceeding standard bands, particularly in 7th and 11th grade ELA. Our ELA team contains our strongest teachers who know our students well and have been teaching at Aspire Golden State College Preparatory Academy for many years. Additionally, our shift to EngageNY ELA changed the level of rigor our students received prepared them to succeed on the SBAC. In addition to more than doubling the percentage of students who are “exceeding” standard, we also reduced the percentage of students who are in the lowest performance category by 10% in ELA.

While our student’s performance in Math remains unacceptably low, we are encouraged to see significant acceleration with more than doubling the percentage of students exceeding standard, increasing meeting/exceeding by double-digits and reducing performance at the lowest level by 8%.

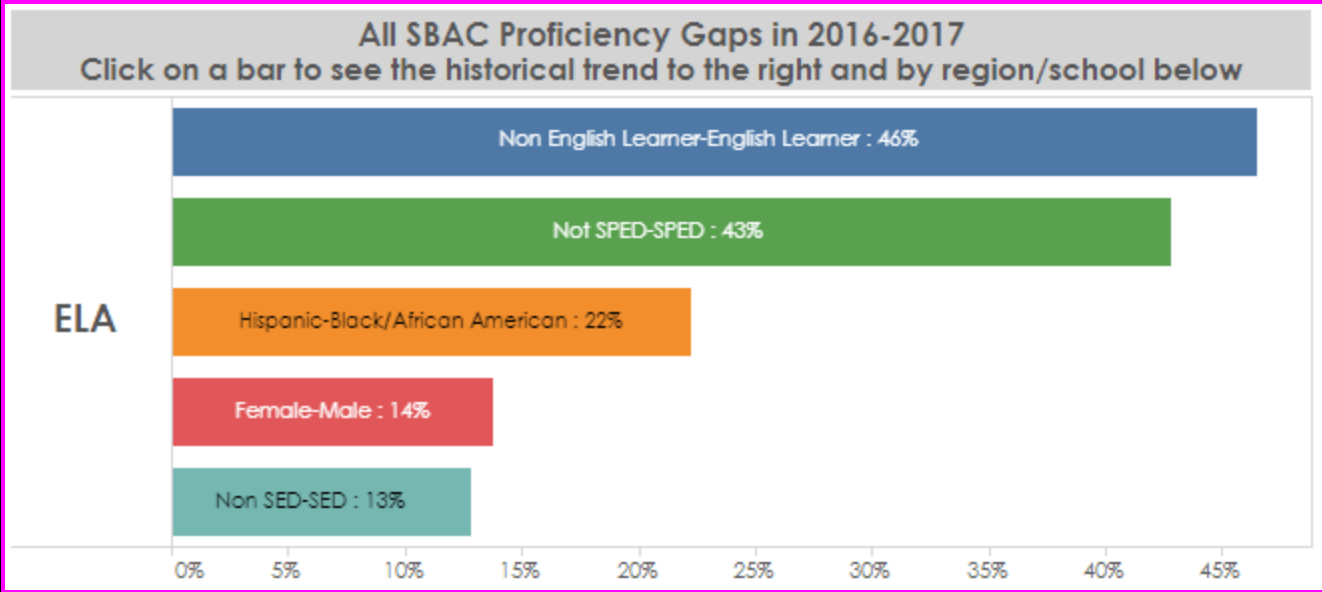
**In which subjects and grades is improvement needed, and what action is being taken?**

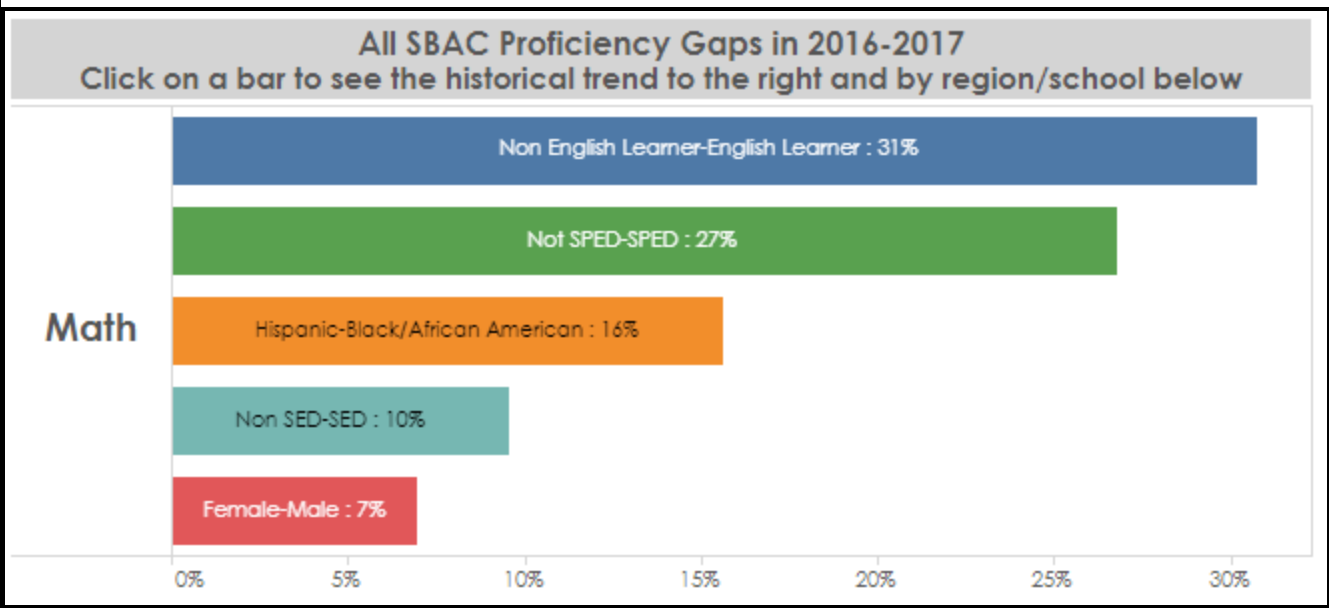
The only grade in which students did not make significant growth in ELA was 8th grade. This year our veteran 6th grade teacher and department chair moved up to teach 8th grade and our previous 8th grade teacher has moved on to a different school.

While we saw growth in Math, we still need to see more significant growth. This year we have changed our middle school curriculum to Eureka Math, built in intervention periods for students in need of more support and hired an additional math intervention teacher to with our struggling students. We also have increased our leadership capacity in math through hiring an Assistant Principal with an extensive math background.

Additionally, last year our 9th grade students struggled with credit accumulation in the transition to high school. We created a new course called First Year Experience (FYE) in which our 9th graders will build a sense of academic identity and focus on the adjustment from middle school to high school and their path to college and postsecondary success

**Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?**





At Aspire Golden State College Preparatory Academy, despite overall progress in ELA, we have persistent gaps between groups of students. Most notably, our English Learners are achieving 46% lower than non-EL's. Special Education students experience a significant gap (43%) with their non-SPED peers. We have made significant adjustments to our program this year to address the needs of both English Learners and students in Special Education. These gaps persist to a significant degree in math with a 31% gap for English Learners and a 27% gap for students in Special Education.

This year we created ELA intervention periods that are populated by a majority of EL students. In these intervention periods our EL students preview upcoming readings that they will see in their ELA class or have the opportunity to spend extra time with challenging texts they are reading in their ELA class.

5 How effective is the quality of instruction, including teaching, learning and curriculum?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

**How do you know?**

As highlighted above, our hard work to strengthen our instructional program in 16-17 resulted in significant academic growth, as measured by the SBAC improvement in all grades and subjects and improved dramatically in specific grades/subject areas. We attribute our commitment to continuous professional development and coaching cycles to this growth. We also developed accountability systems to monitor our program and ensure all scholars had access to rigorous content. Some of our most effective PD cycles were on subjects like close reading and academic discussion. We started as a whole group, then moved into department level work and individual coaching and observation in classrooms. Our Lead Teachers took responsibility along with our administrators for the success and impact of these PD cycles. We are proud of our collaborative work to improve instruction and academic outcomes at Aspire Golden State College Preparatory Academy.

In addition to SBAC growth, we are proud of our reading growth last year. Nearly 40% of our scholars made accelerated growth last year, a result of our efforts to promote independent reading. This year, we are excited to have created more grade level specific reading practices during our Academic Literacy Block that are vertically aligned.

**Which are the strongest features of teaching and learning, and why?**

Our Math and English classes are Common Core aligned and students are completing rigorous, on grade level tasks. Additionally, we have focused on the use of textual evidence and students are frequently asked to respond to text-dependent questions and to use evidence to back up with claims orally or in writing.

Our teachers are excited about their content area and about supporting all of our students. Our students enter in 6th grade with varying skill levels and our teachers work diligently to support each learner to create a warm and welcoming classroom environment. Aspire Golden State College Preparatory Academy's team goes the extra mile to consistently offer students extra support and encouragement through office hours and an unwavering commitment to helping all scholars succeed. We are proud to have fostered a culture in which students self-advocate and feel comfortable sharing when they need more assistance to be successful.

We are also proud to have expanded our definition of quality instruction at Aspire Golden State College Preparatory Academy beyond a focus on improving our core content classes. Through our listening campaigns and survey feedback from students, we have dramatically improved the course offerings with more electives and differentiated intervention support. We also offer a wealth of clubs and social-emotional development opportunities through mentoring, peer mediator and other student leadership roles.

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

We are still working to improve consistency across all of our classrooms. Subject areas in which there is no specific curriculum vary in their level of rigor. We still have a newer teaching staff and some of our teachers still struggle with classroom management. We have put support systems in place in addition to induction coaching. All teachers struggling with management attend a weekly meeting with a veteran teacher leader who helps them improve their management skills and create plans to continue to build relationships with students.

As we work to improve our instructional program, one theme we are honing is a more culturally responsive approach to teaching, using the Zaretta Hammond text, *Culturally Responsive Teaching and the Brain*. This text supports our work to shift from creating dependent learners to creating independent learners. We noticed that too many of our students are still relying on their teachers to guide them through the learning process instead of leading the learning

process themselves. Our Leadership Team is leading a book study for our staff on *Culturally Responsive Teaching and the Brain*. We are excited about using it to develop practices that will shift the cognitive load toward our students.

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

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			<b>X</b>				

**How do you know?**

At Aspire Golden State College Preparatory Academy and Aspire Public Schools, we collaborate to develop annual strategic plans. Our Strategic Plan at Aspire Golden State College Preparatory Academy is closely aligned to the Aspire-wide goals and Regional priorities. From our strategic plan, we align professional development to our goals and community agreements.

For leaders, professional development and training are provided monthly through a principal community of practice, or for our Assistant Principals, a culture or instruction community of practice. The CoP consists of development of leadership practices like observation and feedback or student work protocols. In addition to monthly training, school principals are visited for 2 hours per week to be coached by their superintendent. APs also partner with content specialists on site to strengthen leadership and systems. Three times per year, Aspire principals participate in Lead *AspireForward*, a two-day Aspire-wide principal training on our strategies priorities.

In addition to robust site professional development structures, we have made sure to prioritize and invest in team development. We strengthen our work as a team through fostering a culture of 360-degree feedback that takes several forms including Aspire semi-annual formal surveys, site-based weekly surveys, and 1:1 feedback protocols. On our year-end Aspire survey, several comments noted “Teacher’s instructional abilities are vastly improved after all of the instructional PD this year.” In addition, our weekly staff survey regularly received 90% + responses to the prompt “I received the support and PD to do my job well.” Additionally, teachers shared comments like:

“In all my years at Aspire I’ve never received so much coaching (even in my induction years!)”

“I am thankful that he (the principal) supports us all. I appreciate that he asks us what is working and how we can improve. I like that he sets goals that can help us be successful as a team.”

**Which are the strongest features of professional development, and why?**

Our grade and department teams are the core of our professional development time. Teacher leaders meet weekly with the principal or an assistant principal to plan their weekly meetings. Grade level meetings focus on classroom culture and individual student support while department meetings focus on planning, internalizing curriculum, analyzing student work and applying whole staff professional development to specific departments. Both department and grade level professional development allows teachers to focus in on their students as well as their content. Our PD structure also allows us to differentiate agendas so that each teacher is getting what he/she needs.

Additionally, this year our whole staff PD is grounded in the text *Culturally Responsive Teaching and the Brain*. This text has helped us all unite around one guiding source and allows us to connect our practices back to research.





Our quarterly assessments are SBAC and Common Core aligned. After each interim, teachers complete detailed Data Analysis Action Plans with re-teaching plans for the upcoming week. This ensures that we do not simply look at the data, but that we react and adjust our instruction based on the data.

Additionally, our biweekly student work analysis meetings give teachers the chance to look closely at student work from their classroom and make adjustments before it is time for the interim assessment. This more frequent analysis means that we are always aware of our students' current skill level and are thinking about what we can do in order to improve.

**What aspects need improvement, and what action is being taken?**

Teachers who do not have a provided curriculum are working on improving the rigor of their assessments. This work is happening in department teams and through individual coaching.

**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 Learners, students with disabilities, or of homeless status)?**

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

**How do you know?**

We are proud of the racial, ethnic, learning, and language diversity at Aspire Golden State College Preparatory Academy. Aspire Golden State College Preparatory Academy aligns its admission policy to ensure there is no discrimination on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability.

The school utilizes enrollment priorities as defined in our charter.

Enrollment priorities are as follows:

1. All students currently enrolled at an Aspire School/ Intra-Aspire Transfer
2. Children of Aspire, Full-time Employees
3. Siblings of students already attending or admitted to the School
4. Children of Founding Families of the School
5. Children residing within the District
6. All other students in the state of California

The school's enrollment has historically been associated with the diversity of the student body of the Aspire elementary schools. We strive to have a student population that is reflective of the racial and ethnic make-up of the district. Some of the diversity recruiting efforts include:

- An open enrollment process compliant with all state and federal requirements that is public and widely publicized.
- Leveraging our families, former families and alumni to help recruit students, with a focus on African American families.
- Recruitment of teachers and staff of color to provide culturally competent resources to students and families of staff with culturally, racially, and linguistically relevant life experiences.

- Participation in school fairs located in East Oakland, and sponsored by Enroll Oakland charters (EOC) OUSD.
- Advertising and utilizing referrals from Aspire Golden State College Preparatory Academy families to target outreach.

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

99% of Aspire Golden State College Preparatory Academy students are students of color, members of ethnic minorities, students who receive educational support services, and over 85% qualify for free or reduced lunch.

We leverage our community partners to support with recruiting.

We proudly highlight our inclusion Special Education model in recruiting prospective families and students.

During the 2016-2017 school year, the Aspire BA regional team conducted a listening campaign with African American families to solicit insights about how we can improve the recruitment, retention, and experience of our students and families. We are currently implementing strategies, big and small, that emerged from our listening campaign such as:

- Employing a more racially diverse workforce on our school team, especially in our front office.
- Providing training our site operations teams in equity and culturally responsive communications.

**What aspects need improvement, and what action is being taken?**

Our African American population has declined over the last several years, accompanying an OUSD and city-wide trend. We currently serve 14% students who are African American and are working to increase it through efforts to continue to hire diverse staff who students can identify with, work with student organizations like BUILD and BAUDL to increase outreach with diverse communities.

**9 How effective are the leadership and management of the school?**

		5	4	3	2	1	
Evaluation:	Excellent	X					
							Unsatisfactory

**How do you know?**

Our leadership and management of the school are strong. In our end of year survey, staff members overwhelmingly agree that school leadership was effective. Particular strengths included 88% of our team agreeing that the principal kept the school focused on academic achievement for students. This was a dramatic improvement from the year prior. In addition, 88% teachers agreed they had the resources they needed to maintain high standards for student behavior. Finally, as a result of our strong emphasis on feedback and coaching, 88% of teachers agreed both were helping to improve their practice.

Question	% Agreement
26. Someone at work encourages my development	96%
39. The principal keeps the school focused on academic achievement of our students	88%
28. School leaders provide me with the resources and support I need to maintain high standards for student behavior in my classroom	88%
14. The feedback and coaching I get helps me improve my practice and student outcomes	88%

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

We utilize the guidance of our Aspire-wide Instructional Program in Math to drive our instructional content, pacing and materials so that all students access grade-level aligned, standards-aligned tasks, texts and materials.

All of our instructional administrators are in classrooms daily to observe instruction, monitor implementation of our instructional program and to provide coaching and modeling. All of our teachers receive weekly coaching from an administrator.

Prior to the start of each quarter, teachers submit a scope and sequence before the year begins, submit their unit plans a week prior to teaching a new unit, and submit their plans for the week on a Sunday before the week begins. In addition to individual coaching, department leaders monitor curriculum implementation and standards alignment during weekly meetings.

**What steps are taken if school administrators and teachers are not effectively implementing the curriculum?**

If teachers are not implementing the curriculum, their coach has a planning meeting with them. Because of our shared vision of instruction and our clarity on systems and expectations, it is uncommon that teachers diverge. In addition, the frequency, buy-in and efficacy of our coaching system is effective in supporting coherent implementation.

**Which aspects of leading and managing the academic performance of the school work best, and why?**

Our weekly coaching meetings with teachers, quarterly interim assessment data analysis, and biweekly student work analysis work best because they allow us to monitor both student and teacher progress on a frequent basis.

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:				X		
Excellent		Unsatisfactory				

**How do you know?**

Our school frequently communicates with parents. We send home progress reports every other week. We also provide families access to their scholar's behavioral data through our Kickboard software platform. Formally, scholars prepare for student-led conferences twice per year to share out their goals, progress, and work and assessments. We host family university to partner with families in the educational and postsecondary success of our families. This year we are hosting family workshops using the UC Berkeley curriculum for college knowledge which includes information on financial aid, college match, college fit, college access for undocumented students and other critical information so families can support their scholars on the road to college. We host Saturday School twice per year for families to immerse themselves in the educational priorities and strategies for the year.

**Which are the strongest features, and why?**

Each student has an advisor who serves as the point person between school and home. When a student is absent, the advisor will contact the parent to check-in and make sure everything is ok. Additionally, parents use three different online platforms to stay informed. Parents login to PowerSchool for a live look at their student's grades, Kickboard to monitor their student's behavior, and Parent Square to stay on top of school news, messages and events. Our main office staff works to build strong and intentional relationships with parents.

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

While we have consistent parent participation, the same parents tend to attend our events. This year we are holding more community building events (for example, bingo night) to bring families out who do not traditionally attend.

While we have a strong college counseling support system in place that persistently engages students, this year we have also aligned a series of workshops for Aspire Golden State College Preparatory Academy families using the UC Berkeley Center for Educational Partnerships (CEP) model. The CEP model is an asset-based engagement model that builds on families' hopes and dreams and cultivates families' agency and leadership. These workshops are specifically designed to foster a deeper partnership with families in their students' journey to college. A lead administrator for Postsecondary Success (PSS) and our Lead College Counselor are partnering to host a series of 4 workshops this year on academic credentials, college match, college fit, and admissions/financial aid including a lens on access for undocumented students.

**11 How effectively does the school community analyze and use school-wide data for continuous improvement?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

### **How do you know?**

The collection, analysis, and integration of assessment data are common practice at Aspire Golden State College Preparatory Academy 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 Institutes, PD on Fridays, and on Regional Institute Days. The purpose of this initiative has been to have someone onsite, 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. Our Regional Team supported the development of new data dashboards and tools to set accelerated goals and monitoring progress.

Data is currently collected, analyzed, and applied for the following purposes:

- Inform teachers of diagnostic information about student learning levels
- 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 Assistant Principals and onsite Coaches are most needed once the first quarter of school has been completed
- Inform teachers of which students are chronically absent and/or at risk of reaching the threshold

### **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 for teachers to use Internalization Protocols to deeply understand the content in a unit including taking the assessment themselves to identify the way in which rigor shows up in the assessment. At the conclusion of a unit, 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, Assistant Principals, and Principal analyze the data to achieve two specific goals:

1. Figure out the content and/or standards that need to be retaught. Once the specific content is identified, the teacher and the lead, dean, or instructional coach, or principal discuss ways to improve instruction and re-teaching ideas.
2. 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 in ongoing cycles throughout the school year.

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

As a whole staff, we discuss data on a quarterly basis after our interim assessments. Each teacher is expected to submit a re-teaching plan after the quarterly assessment to show how they will modify instruction.

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

In 2016-17 we held whole staff PD based on *Driven by Data* so that staff could align how the data analysis process. Now that teachers are more familiar with the process, departments collaborate to analyze data and each administrator works closely with the teachers he/she supports. Additionally, we have Aspire wide data-day scheduled for the end of the 1st quarter.

**To what extent are parents and students informed of student performance data individually and schoolwide?**

Student-Led Conferences are held twice per year to provide the family a formal time to come in to discuss their student's progress with teachers and, most importantly, with the student. Student-Led Conferences are a time when the student presents and takes ownership for their own evidence of progress, goal setting, and stays accountable to his/her family regarding areas of improvement. In addition, we distribute regular progress reports to families and utilize a new Kickboard system that enables families to track student behaviors and successes daily. We send out required notifications with regard to compliance, achievement, and attendance. During the 2016-2017 school year, each student and family were engaged to understand the scholar's beginning of year reading level and their accelerated growth goal.

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

One area of challenge for our teachers is the need for intervention when the data comes back and many students need additional support. It is challenging when teachers know that students need more time with the current material but they also need to move forward with the curriculum. We adjust our schedule to provide for specific reteaching weeks after interim assessments and we create reading and math intervention periods in our master schedule to provide more support for students who need it. In addition, over time, we are working to build our teachers' capacity to anticipate misconceptions and move toward a more strategic pre-teaching model, rather than relying on re-teaching.

**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	
<b>How do you know?</b>								
Aspire utilizes an inclusion model of SPED to ensure that all students are provided excellent, differentiated in-class supports in the least restrictive environment. Our SPED team has grown to four Ed Specialists, three Student Support Managers, and two Instructional Aides who support our caseload of students by going into classes to co-teach and provide service minutes.								
Students are also supported by an SLP, three School Counselors, and School Psychologist to ensure that all physical and mental health support needs are met.								
After analyzing 16-17 CELDT data, SBAC disproportionality data, and STAR Reading data, Aspire Golden State College Preparatory Academy identified ELs as a subgroup of focus moving forward. Over the past year, Aspire has collaborated with other school systems and English Learner experts to invest in building an ELD Roadmap, a multi-year plan to incorporate robust supports for English Learners and Long-Term English Learners. Aspire Golden State College Preparatory Academy is incorporating goals from the Aspire ELD Roadmap including ensuring curricular resources for all ELLs is aligned to grade-level standards in all content areas, building teacher competence and								

fluency with ELA/ELD Standards and the ELD Framework, and building a shared understanding of ELPAC performance expectations.

**Which are the strongest features, and why?**

Our Home Office and Regional Office support for Special Education is strong and helps the school with monitoring. At Aspire Golden State College Preparatory Academy, one of our Assistant Principal's has extensive Special Education knowledge, however, our coaching model and the monitoring of services overall from our Home Office allows for the school leader to concentrate on SPED instruction, collaboration with general education teachers and case management.

We manage our Special Education team using a team approach. Aspire Golden State College Preparatory Academy has a Special Education Program Specialist from our regional team who works systematically to align the program with the Aspire SPED model and build capacity. There is a SPED coach who serves multiple Aspire Schools and who is the hiring manager. The principal and assistant principal help with hiring and day to day management of the team including coaching, observation, and evaluation assigned to the school. The Admin and Program Specialist meet with the SPED team weekly to revisit progress toward goals, analyze data, and plan for professional development and coaching and to observe special education instruction.

Aspire Golden State College Preparatory Academy has created an Intervention Block for both Math and ELA, targeting students whose reading level prevents them from accessing texts at grade level complexity. The vast majority of these students are English Language Learners whose language and reading proficiency levels are the lowest according to their 16-17 CELDT assessment. During the ELA Intervention block, teachers are utilizing ELD supports embedded into the EngageNY curriculum to provide language and reading scaffolding that will enable students to access texts in their core ELA classes. Teachers are also incorporating collaborative group work and academic discourse into daily instruction.

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

We have struggled to recruit and retain experienced, highly qualified Special Education educators. We would like to do a better job in building the capacity of our Education Specialists and retaining them. This year we are also working to improve the coordinated implementation of Behavior Intervention Plans.

This year, our Aspire Special Education team is focusing on 1) training all Education Specialists in our Tier 1 curriculum resources and 2) training Ed Specialists in a set of strategies to modify the core curriculum for our students in Special Education. We are very excited about this alignment and how it will help to close the achievement gap for our SPED students.

For our English Learners, we also working to improve our ability to differentiate instruction so that all students are supported with appropriate levels of scaffolding through consistent application of strategies from the Aspire EL Roadmap and ELA/ELD resources in EngageNY.



**13 How effective is your education program at diagnosing and addressing 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 use universal screeners to diagnose and assess English Language Learners using the CELDT. Once scores come in, we use CELDT data to identify and monitor students who need more support in English Language acquisition. In reflecting on school-wide CELDT data over the past two years, we have identified Reading and Listening as two areas of consistent challenge for ELLs at Aspire Golden State College Preparatory Academy. Additionally, our reading data shows the highest disproportionality in our ELL and SPED subgroups. As a result, we revised our 17-18 master calendar and made instructional adjustments to ensure listening and reading skills were being prioritized for our English Language Learners.

Two years ago (2105), we switched from SRI to Star Ren in measuring reading comprehension and Lexile level. This assessment helps us diagnose those who need additional literacy supports. In the Spring of 2015, we redesigned the school day schedule to prioritize a daily academic literacy block and ensure that the bottom quartile of readers at our school is further tested using Fountas and Pinnell then receive targeted literacy small group instruction four times per week using LLI (Leveled Literacy Intervention).

This school year we also implemented our Multi-Tiered System of Supports with the intention of meeting the needs of all of our students. Our students are tiered into three tiers and receive supports based on their need. Students core classes are heterogeneous, but students receive math or reading intervention based on their current skill level. In our master calendar, we provide a separate ELA and Math Intervention Block to support ELLs, students with disabilities, and students in need of remediation who are struggling to access grade-level texts due to reading level and math rigor due to gaps in basic skills. To support students during these Intervention Blocks, teachers provide differentiated resources including additional vocabulary support, guided reading of grade level texts, and additional scaffolds for achieving standards-aligned tasks.

To address Listening and Speaking needs of ELL students, all Aspire Golden State College Preparatory Academy Teachers engaged in Professional Development in which school-wide discussion norms were established and expectations were set for regular student to student discourse in all content areas. There is a school-wide expectation that teachers provide rubric-driven feedback to students on their engagement in discourse. Teachers are provided ongoing training and feedback on the incorporation of group work and academic discourse - especially as it pertains to ELL and SPED subgroups.

Our Early College classes are available to all students and are especially well suited for gifted students who are able to take college classes off-site once they successfully complete an onsite option. Additionally, we offer Advanced Placement US History and Advanced Placement English Language and Composition courses.

**Which are the strongest features, and why?**

The strongest features of the way we diagnose and address the diverse needs of our students are in our evolving response to individual and group data and requests. With our new implementation of MTSS, we are now able to use data to meet our students' needs and adjust students' schedules accordingly. While our schedule is new this year, the

flexibility created by the intervention/enrichment periods has truly allowed us to differentiate supports for all students.

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

We still need to provide additional support to our students who are significantly below grade level to develop their motivation to succeed in school. In grades 6-8, we are attempting to do this with a combination of academic supports and increased clubs and sports after school. We also have Student Support Managers to work with our middle schoolers who need additional supports. In high school, we received Measure N funding and are working on creating a career based pathway that will engage our students who are struggling to connect their postsecondary plans to a more tangible career and profession.

**14 How effective is the governing board of the school?**

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<b>How do you know?</b>							
<p>Board members contribute to the effective management of the organization and provide significant benefit to staff in leading the organization. Those elements include policy setting, financial oversight, strategic direction, program evaluation and monitoring and compliance. As our organization and environment evolve, the Board continues to evolve as well. There are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties.</p>							
<p><b>Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an <u>attachment</u> to this report.</b></p>							
<p>Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire's Board and CEO conduct extensive due diligence to ensure that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to Aspire's growth and success.</p> <p>The recruitment, evaluation, and selection of new Board members typically are conducted through the following six-step process.</p> <p><b>Step 1:</b> Solicit nominations and compile names</p> <p><b>Step 2:</b> Initial meeting with nominating Board member</p> <p><b>Step 3:</b> Nominator reports back to the Board</p> <p><b>Step 4:</b> Prospective member meets with CEO, other Board members, and staff</p> <p><b>Step 5:</b> Visit schools and attend Board meeting(s)</p> <p><b>Step 6:</b> Final meeting with CEO or nominator</p>							
<p><b>Skill Set</b> – 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.</p> <p><b>Fundraising Capacity</b> – All board members are required to give a personally meaningful gift, and support the fundraising program of the organization.</p> <p><b>Diversity</b> – Geographic, ethnic and gender diversity are very important factors.</p>							

**Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.**

The primary role of Aspire's Board is to serve as a group of engaged thought partners for Aspire's management and staff as they work to design and implement the organization's strategy. The Board issues broad policies and recommendations which advance the mission of Aspire. In addition, the Board helps to identify potential "fatal flaws" in staff's decision-making that many not be apparent to the team itself.

The Board is responsible for:

- Mission stewardship and strategic direction
- Financial oversight of the organization
- Fundraising
- Program evaluation
- CEO evaluation

Aspire's Board of Directors is highly qualified, engaged and plays a significant role in the organization's strategic decision-making. In 2011-12, the Board engaged significantly in the organization's strategic planning process as they provide strategic guidance and insight into the decision-making process to expand out of state. The Board helped to identify key risks and gauge the organization's ability to effectively mitigate and manage those risks. They subsequently approved an expansion to Tennessee.

**What are the notable features of the governing board in the school?**

The Aspire Public Schools governing board has a long-standing membership, which includes the founder, and many founding board members.

**What aspects of the governing board most need improvement, and what action is being taken?**

The Board is working on increasing its capacity by adding new Board members.

**How effectively does the governing board work with the school leader/s?**

The governing board is very effective in its work with Aspire's Senior Leadership Team.

The Aspire governing board has a number of key policy statements that impact decisions at the school level, including the "Must Achieves," the "Rigor Arch," and the graduation requirements. All are aligned to the Aspire-wide mission of "College for Certain." The implementation of these policies is then delegated to the Area Superintendents, content-area coaches, school-level administrators, and teachers. The Board does not have regular contact with Aspire schools' principals due to the scope of the organization, however, Board members visit school sites in order to maintain familiarity with the program and connected to the on the groundwork.

**15 How effective is the school at involving parents, teachers, and community members in the governance of the school?**

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

**How do you know?**

Aspire Public Schools and Aspire Golden State College Preparatory Academy devote significant resources of time and energy to develop our equity lens to better identify, discuss, and address equity issues impacting our students, parents, teachers, and community members. These efforts foster a growth mindset about who and how we govern the school. Our teachers play a significant role in governing the school through official teacher leadership roles like Grade Team Leader and Department Team Leader as well as informally through frequent conversations and weekly surveys.

Parents have a monthly meeting with the principal to share their thoughts on how to improve the school and we have a consistent group of parents who attend “Breakfast with the Principal” each month.

**Which are the strongest features, and why?**

Our teacher leadership is the strongest feature as teachers truly feel like they are valued and are involved in decision-making for the entire school.

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

We need to continue to bring a wider array of parents into our school for school wide meetings. Our parents are great about coming to school when a situation directly involves their student, but we need more participation in school governance.

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

	5	4	3	2	1	
Evaluation:	<b>X</b>					Unsatisfactory

Excellent

**How do you know?**

The school’s fiscal soundness and legal compliance are very strong. 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 Aspire Golden State College Preparatory Academy three-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 a 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 pieces of training and the organization 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 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 are working to build a clear understanding of the allotment of Title I funds and parent/community input in how these funds are used.

17 How effectively is the school managed fiscally?						
	5	4	3	2	1	
Evaluation:	X					Unsatisfactory
<p><b>How do you know?</b></p> <p>There are multiple checks and balances that take place at Aspire Golden State College Preparatory Academy and continue through to the top of the organization. There are policies set in place that ensure our compliance with state &amp; federal law for confirming that funds are spent appropriately in an effort to meet our goal of College for Certain. The main parties, Principal, Area Superintendent, CFO and Financial Analyst communicate at least monthly regarding the school's financial standing. The schools must abide by the policies set at the organizational level.</p> <p><b>Which aspects of the school's fiscal operations work best?</b></p> <p>The continuous accounting and analysis of the school's financial information work best. Our Finance Analyst meets quarterly with principals to monitor budget, make adjustments, and reconcile expenses.</p> <p><b>In what ways can the school's fiscal systems or operations be improved, and what action is being taken?</b></p> <p>The operations can be improved by cross-training more of the staff on its tools. We have implemented online training and more hands-on training by the finance team members.</p>						

**18. What are the most significant aids and/or barriers to raising student achievement?**

Our most significant aids to raising student achievement are:

- The skill and dedication of our leadership and teaching staff
- The commitment of our Instructional Leaders to provide weekly coaching for all teachers
- Our dedicated and highly skilled business manager who makes all operations run smoothly
- Our school-wide literacy initiatives: Panthers Read and small group reading intervention
- Our master schedule that provides for flexibility of support for students
- Dedicated and supportive families
- Our MTSS that considers the needs of all students
- Our data analysis structures that allow us to monitor student progress frequently and to make necessary
- Adjustments to meet student needs

Our barriers to raising student achievement include:

- Recruitment and retention of high qualified teaching staff
- Accelerating our students math and reading skills quickly enough to help them be on grade level by the time they graduate

# Charter Renewal Data Document

Name of school: Aspire Golden State College Preparatory Academy				Name of School Leader: Greg Dutton			
<b>Financial Information (5<sup>th</sup> year of renewal)</b>							
<b>Year</b>							
<b>5<sup>th</sup> year of renewal</b>							
Total Operational Budget		\$10,180,000		Per Student Revenue		\$15,800	
Total Expenditure		10,110,000		Expenditure Per Student		\$15,700	
Balance brought forward from previous year		\$4,350,000		Projected balance carried forward to next year		\$4,420,000	
<b>Special Populations</b>	<b>1<sup>st</sup> year of renewal</b>	<b>2<sup>nd</sup> year of renewal</b>	<b>3<sup>rd</sup> year of renewal</b>	<b>4<sup>th</sup> year of renewal</b>		<b>5<sup>th</sup> year of renewal</b>	
# / % of students receiving <b>free/reduced lunch (Socioeconomically disadvantaged)</b>	425/86.4%	465/82.9%	512/88.5%	519/91.2%		/	
# / % of <b>ELs</b>	111/21.2%	154/27.4%	176/30.3%	164/28.7%		/	
# / % of <b>Students with Disabilities (SPED)</b>	36/6.9%	34/6.1%	45/7.8%	55/9.6%		/	
<b>Pupil Mobility</b>	<b>1<sup>st</sup> year of renewal</b>	<b>2<sup>nd</sup> year of renewal</b>	<b>3<sup>rd</sup> year of renewal</b>	<b>4<sup>th</sup> year of renewal</b>		<b>5<sup>th</sup> year of renewal</b>	
# / % Students who joined the school other than at the usual time of admission	76/524 (14.5%)	68/562 (12.1%)	40/578 (7.0%)	41/571 (7.2%)		7/616 (1.1%)	
# / % Students who left the school other than at the usual time of leaving (excluding expulsions)	55/524 (10.5%)	38/562 (6.6%)	33/578 (5.7%)	31/571 (5.4%)		4/616 (0.6%)	
<b>Enrollment (as of CBED's Date)</b>	<b>1<sup>st</sup> year of renewal</b>	<b>2<sup>nd</sup> year of renewal</b>	<b>3<sup>rd</sup> year of renewal</b>	<b>4<sup>th</sup> year of renewal</b>	<b>5<sup>th</sup> year of renewal</b>		<b>Attendance Rate to Date</b>
School data	601	643	642	643	641		94%
<b>Background of students</b>	<b>#/% of Students</b>	<b>Discipline - prior school year</b>		<b>Suspension</b>		<b>Expulsion</b>	
<b>5<sup>th</sup> year of renewal</b>				<b># of Incidents</b>		<b># of Incidents</b>	
Schoolwide	610/100%	Schoolwide		127		0	
Asian	2/0.3%	Asian		0		0	
Black/African-American	92/15.1%	Black/African-American		24		0	
Filipino	0/0.0%	Filipino		0		0	
Hispanic/Latino	509/83.4%	Hispanic/Latino		131		0	
Native American/Alaskan Native	2/0.3%	Native American/Alaskan Native		0		0	
Native Hawaiian/Pacific Islander	0/0.0%	Native Hawaiian/Pacific Islander		0		0	
White	1/0.1%	White		0		0	
Two or More Races	3/0.5%	Two or More Races		1		0	
Not Reported	1/0.1%	Not Reported		1		0	
Gender (male/female)	49.1%/50.8%	Gender (male/female)		104/53		0/0	

Homeless Students	0/0.0%		Homeless Students	0	0
			ELs	82	0
			Students with Disabilities (SPED)	38	0

<b>Lottery/Waitlist Information</b>				
	Date of Lottery	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
<b>1<sup>st</sup> year of renewal 13-14</b>		6 - N/A Back in in 2013, lotteries were run manually, and all data was saved internally by Admin. With both Principal and Business Manager gone, we do not have the data for this school year. Moving forward 2015, Schoolmint will manage and store all No. of Applicants, No. of available spaces and No. of students on the waitlist.	N/A	4
		7- N/A	N/A	3
		8- N/A	N/A	8
		9- N/A	N/A	3
		10- N/A	N/A	0
		11- N/A	N/A	0
		12- N/A	N/A	1
<b>2<sup>nd</sup> year of renewal 14-15</b>		6 - N/A Back in in 2014, lotteries were run manually, and all data was saved internally by Admin. With both Principal and Business Manager gone, we do not have the data for this school year. Moving forward 2015, Schoolmint will manage and store all No. of Applicants, No. of available spaces and No. of students on the waitlist.	N/A	41
		7- N/A	N/A	27
		8- N/A	N/A	12
		9- N/A	N/A	53
		10- N/A	N/A	10
		11- N/A	N/A	5
		12- N/A	N/A	1
<b>3<sup>rd</sup> year of renewal 15-16</b>		6- 261	96	58
		7- 46	0	26
		8- 54	0	38
		9- 121	0	79



		10- 48	0	24
		11- 29	0	16
		12- 7	0	7
4 <sup>th</sup> year of renewal 16-17		6- 253	96	21
		7- 60	0	35
		8- 36	2	20
		9- 122	12	26
		10- 48	0	21
		11- 27	0	11
		12- 10	0	2
5 <sup>th</sup> year of renewal 17-18		6- 304	96	94
		7- 71	6	55
		8- 57	7	40
		9- 168	8	123
		10- 48	6	31
		11- 32	8	8
		12- 11	0	11

<i>Graduation Information (HS only)</i>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
HS Cohort Graduation Rate	65.7%	83.0%	81.5%		
HS Cohort Drop-out Rate	17.1%	7.5%	15.4%		
<i>Post-Graduation Plans (HS only)</i>					
% Attending 4-year college	12 of 24 grads = 50%	23 of 50 grads = 46%	34 of 59 grads = 58%	We won't have this data until January 2018 at the earliest after the November 2017 National Student Clearinghouse data pull.	
% Attending 2-year college	9 of 24 grads = 3%	16 of 50 grads = 32%	16 of 59 grads = 27%	See above.	
% Attending vocational/ technical training	1 of 24 grads = <1%	1 of 50 grads = 2%	1 of 59 grads = 2%	See above.	
% Joined military	0%	0%	0%	See above.	
% Working exclusively	We don't track this.	We don't track this.	We don't track this.	See above.	
Not enrolled or not reported	2 of 24 = 8%	10 of 50 grads = 20%	8 of 59 grads = 8%	See above.	

<b>Teacher Recruitment/Retention</b>					
	<b>1<sup>st</sup> year of renewal</b>	<b>2<sup>nd</sup> year of renewal</b>	<b>3<sup>rd</sup> year of renewal</b>	<b>4<sup>th</sup> year of renewal</b>	<b>5<sup>th</sup> year of renewal</b>
Total # of Teachers	28	28	28	25	26

# New Hires	13	10	7	13	7
# Retained from Prior Year	15	18	21	12	19
Total # of vacant teaching posts (FTEs) currently					0

<b>SBAC</b> <i>(Standard Met/ Exceeded)</i>	<b>1<sup>st</sup> year of renewal</b>	<b>2<sup>nd</sup> year of renewal</b>	<b>3<sup>rd</sup> year of renewal</b>	<b>4<sup>th</sup> year of renewal*</b>	<b>5<sup>th</sup> year of renewal</b>
<b>ELA</b>					
Schoolwide	N/A	22%	31%	42.2%	
Asian	N/A	N/A	N/A	N/A	
Black/African-American	N/A	21%	20%	22.7%	
Filipino	N/A	N/A	N/A	N/A	
Hispanic/Latino	N/A	21%	31%	45.0%	
Native American/ Alaskan Native	N/A	N/A	N/A	N/A	
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	
White	N/A	N/A	N/A	100% (1 student)	
Two or More Races	N/A	N/A	N/A	N/A	
English Learners	N/A	N/A	5%	10.7%	
Students with Disabilities (SPED)	N/A	0%	6%	3.2%	
(Socio)economically Disadvantaged (FRPM)	N/A	21%	29%	41.4%	
<b>MATH</b>					
Schoolwide	N/A	11%	14%	24.4%	
Asian	N/A	N/A	N/A	N/A	
Black/African-American	N/A	7%	7%	11.1%	
Filipino	N/A	N/A	N/A	N/A	
Hispanic/Latino	N/A	11%	17%	26.8%	
Native American/ Alaskan Native	N/A	N/A	N/A	N/A	
Native Hawaiian / Pacific Islander	N/A	N/A	N/A	N/A	
White	N/A	N/A	N/A	0% (1 student)	
Two or More Races	N/A	N/A	N/A	N/A	
English Learners	N/A	3%	2%	3.6%	
Students with Disabilities (SPED)	N/A	0%	6%	0%	
(Socio)economically Disadvantaged (FRPM)	N/A	11%	13%	23.8%	

<i><b>CAHSEE</b></i>	<b>1<sup>st</sup> year of renewal</b>	<b>2<sup>nd</sup> year of renewal</b>	<b>3<sup>rd</sup> year of renewal</b>	<b>4<sup>th</sup> year of renewal</b>	<b>5<sup>th</sup> year of renewal</b>
<b>10<sup>th</sup> grade pass rate</b>	88%	90%	N/A	N/A	N/A

\*2016-17 SBAC data is preliminary data. Final data is not available yet.

# MPOs and LCAP Goals

## MPOs

Insert the MPOs for the charter term under review (2013/14-2017/18). If the Collective MPOs were adopted, this section should include two sets of charts. The first chart should include the data for the former MPOs for the first two years of the charter term (2013-14 and 2014-15); and, the second chart should include the data for the Collective MPOs for the 2015-16 and 2016-17 school year and, if available, for 2017-18.

For each MPO, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

Old Measurable Pupil Outcomes	Instrument	Target	Progress 2013-14	Progress 2014-15
Trimester Basis: 95% student Attendance	P1, P2, Annual	95% attendance rate	2013 Annual: 94.9% 2013-14: P1-96%, P2-94.9%	P1- 96.05%
Annual Basis: State Target for API Growth	API	N/A	2013 API was 676	No API in 2014
Annual Basis: Increase Proficiency levels on CST-Science	Percent P/A	N/A	2013 CST results: 37%	2014 CST results: 40%
Annual Basis: Increase Proficiency levels on CST-ELA	Percent P/A	N/A	2013 CST results: 31%	No official CST given in 2014
Annual Basis: Increase proficiency levels on CST-Math	Percent P/A	N/A	2013 CST results: 24%	2014 CST results: 17%
Annual Basis: Increase proficiency levels on CST-Social Science	Percent P/A	N/A	2013 History CST: 23% 2013 History EOC History: 37%	2014 History CST: 33% 2014 History EOC History: 34%
Annual Basis: 95% of all 10th graders pass CAHSEE	CAHSEE Pass Rate	95% pass rate	English-73% Math-76%	English-78% Math-88%

Annual Basis: 100% of students grades 6-11 pass Exhibitions of Learning at end of year	EOY Pass Rate	100% of students pass their Exhibitions	6th grade- 96% 7th grade- 98% 8th grade- 97% 9th grade-90% 10th grade- 95% 11th grade- 97% Overall 6th-11th grade- 95%	6th grade- % - 99% 7th grade- % - 99% 8th grade- % - 99% 9th grade- % - 100% 10th grade- % - 98% 11th grade- % - 84% Overall 6th-11th grade- % - 96%
Annual Basis: 100% of high school seniors pass Senior Portfolio	EOY Pass Rate	100% of seniors receive a passing grade	100% of seniors received a passing grade on their Senior Portfolio	100.00%
Annual Basis: Expository Writing Assessment- all students will score a 3 or 4 per Aspire rubric	EOY	100% of students will receive a score of 3 or 4 per rubric	Posttest: 24% (124 students)	Pretest: 17% (91 students)
Annual Basis: 90% of students who take a post-secondary level class online or in community college pass	EOY	90% pass rate	65% of students that have taken a college course have received a passing grade	76% of students that have taken a college course have received a passing grade
Annual Basis: 100% of 8th graders pass Algebra I with a grade of C- or higher	EOY Grades	100% receive a C- or higher	40% Received a C- or Higher	67% Received a C- or higher.
Annual Basis: 95% of families and students are satisfied	Annual Surveys	95% of families and students are satisfied	96% of families agree with the statement "my child is getting a good education at this school."	Student Survey: 88% Family Survey: 99%
Annual Basis: 100% of all students with an IEP meet a minimum of 80% of IEP goals	Annual Meeting Data	100% students with IEP meet a minimum of 80% of IEP goals	72% of students made 80% of their goals for the data we had.	We collected information on 17 students. Out of 17, 9 had met 80% or more of their goals. So, 53% of students met 80% or more of their goals.
Annual Basis: Students are reclassified English Language Proficient	Annual RFEP Data	N/A	10 students were reclassified	7 students were reclassified

MPO NO.	Aspire Golden State College Preparatory Academy	Goal	Annual Update (15-16)	Annual Update (16-17)
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	1. 3% 2. 31% 14-15: 22%	9 31	20 42 Analysis: Met. Exceeded due to investment in Panthers' Read and English intervention periods
2	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	<b>Student Group: Hispanic or Latino</b> 1. 3% 2. 30% 14-15: 21%	12 33	12 33
		<b>Student Group: Black or African American</b> 1. 3% 2. 9% 2014-15: 21%	-3 18	2 23
		<b>Student Group: English Learner</b> 1. 2% 2. 10% 2014-15: 4%	-2 2	7 11
		<b>Student Group: Low Income Students</b> 1. 3% 2. 31% 2014-15: 21%	8 29	20 41
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1] percent or achieve a level of [amount 2] percent.	1. 4% 2. 20% 2014-15: 11%	3 14	13 24 Analysis: Met. Exceeded due to strong partnership in Math Department and investment in Math intervention periods
4	By the end of the charter term, for each [statistically significant student group], increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least [amount 1]	<b>Student Group: Hispanic or Latino</b> 1. 3% 2. 21% 2014-15: 12%	4 16	15 27

	percent or achieve a level of [amount 2] percent.			
		<b>Student Group:</b> <b>Black or African American</b> 1. 3% 2. 16%  14-15: 7%	-1 6	5 11
		<b>Student Group:</b> <b>English Learner</b> 1. 2% 2. 10%  2014-15: 3%	-1 2	1 4

		<b>Student Group:</b> <b>Low Income Students</b> 1. 3% 2. 21%  2014-15: 12%	2 14	12 24
5	Each year, [amount 1] percent of students will increase [amount 2] on the [ELA/Reading Assessment] or achieve proficiency.  <b>ELA/Reading Assessment:</b> SBAC-aligned performance task	<b>For MPO #6, there was a change in the assessment between 2015-16 and 2016-17. The data in the columns to the right CANNOT be compared, as they report on entirely different assessments. 15-16 reports growth on Writing Snapshot, and 16-17 reports proficiency on ELA Performance Task.</b>	% of students that grew a proficiency level on Writing Snapshot between 14-15 and 15-16	First year using the ELA Performance Task (instead of Writing Snapshot). Because there are no baseline, data report % proficient in 16-17.
		1. 80% 2. approximately one year	36.6	28.4  Analysis: Not met; however, reading intervention programs in place to improve proficiency level of our students
6	Each year, for each [statistically significant student group],* [amount 1] percent of students will increase [amount 2] on the ELA/reading assessment or achieve proficiency.  <b>ELA/Reading Assessment:</b> Writing Snapshot (15-16) SBAC-aligned performance task (16-17)	<b>For MPO #6, there was a change in the assessment between 2015-16 and 2016-17. The data in the columns to the right CANNOT be compared, as they report on entirely different assessments. 15-16 reports growth on Writing Snapshot, and 16-17 reports proficiency on ELA Performance Task.</b>	% of students that grew a proficiency level on Writing Snapshot between 14-15 and 15-16	First year using the ELA Performance Task (instead of Writing Snapshot). Because there are no baseline, data report % proficient in 16-17.
		<b>Student Group: Hispanic or Latino</b> 1. 80% 2. approximately one year	38.6	28.9



	The figures use the writing snapshot from 2015-2016 and the ELA performance task in 2016-2017. The percentages represent the % of students that took tests in both years and either grew a proficiency level between 15-16 and 16-17 or were proficient in 16-17.	<b>Student Group: Black or African American</b> 1. 80% 2. approximately one year	21.7	20.8
		<b>Student Group: English Learner</b> 1. 80% 2. approximately one year	32.8	16.4
		<b>Student Group: Low Income Students</b> 1. 80% 2. approximately one year	40.4	28.4

7	Each year, [amount 1] percent of ELs will improve one overall proficiency level on CELDT.	1. 50%	45	39  Analysis: Not met; however, reading intervention programs in place to improve proficiency level of our students
8	Each year, have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).	1.10%	15.8	16.2  Analysis: Not Met. Did not meet but implementing weekly attendance meetings with Admin, staff, and families to address absences
9	Each year, for each [statistically significant student group],* have less than [amount 1] percent of students absent more than 10% of the school days (chronic absence).	<b>Student Group: Hispanic or Latino</b> 1. 7%	14	14.5
		<b>Student Group: Black or African American</b> 1. 2%	24.7	25.3
		<b>Student Group: English Learner</b> 1. 2%	18.9	20.9

		<b>Student Group: Low Income Student</b> 1. 6%	15.5	17.2
10	Each year, achieve a High School cohort graduation rate of at least [amount 1].	1. 80%	75	Official graduation rate data not available yet.  Analysis: Pending graduation rate data in September 2017
11	Each year, for each [statistically significant student group],* achieve a High School cohort graduation rate of at least [amount 1].	<b>Student Group: Hispanic or Latino</b> 1. 80%	86.8	Official graduation rate data not available yet.
		<b>Student Group: English Learner</b> 1. 70%	85.2	Official graduation rate data not available yet.
		<b>Student Group: Low Income Students</b> 1. 80%	85.2	Official graduation rate data not available yet.
12	Each year, at least [amount 1] percent of students and families positively rate school safety.	1. 80%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the respective fields below)
		<b>Student Survey Question:</b> I feel safe at this school	TBD%	83%  Analysis: Question added this year, baseline data
		<b>Family Survey Question:</b> The school provides a safe environment for my child	TBD%	95%  Analysis: Question added this year, baseline data
13	Each year, at least [amount 1] percent of students and families positively rate academic instruction.	1. 65%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the respective fields below)
		<b>Student Survey Question:</b> The methods we use to learn new things in the class are helpful to me	83%	79%  Analysis: Met. Veteran teachers host classroom

				management and best practice knowledge sharing to disseminate effective practices that best support students
		<b>Family Survey Question:</b> My child is getting a good education at this school	93%	98%  Analysis: Met. We strive to provide consistent and transparent information to students and families about progress. We have invested heavily in student services and our culture team to provide support. Parents are recognizing the immense work that our staff is putting into making the school a safe and academically successful campus
14	Each year, at least [amount 1] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	1. 75%	(Please report student and family response %'s separately in the respective fields below)	(Please report student and family response %'s separately in the reactive fields below)
		<b>Student Survey Question:</b> My voice is heard and valued at my school   Student: "My teacher listens to what I have to say when it is the appropriate time to share my ideas."	88%	85%  Analysis: Met, though slightly lower than the previous year's result. We are committed to Culturally Responsive Teaching to support our students and their feedback
		<b>Family Survey Question:</b> I am encouraged to share my opinion and feedback in the school decision process   Family: "Teachers at the school are available to parents and willing to listen."	91%	91%  Analysis: Met. Teachers have implemented office hours to be available to students and families. Parents may also request to meet

				with teachers or admin to discuss academic or behavioral questions
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# LCAP Goals

- In regard to the LCAP goals you have had in place for the past two years, please address the following:
- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
  - A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

**Please see Aspire Golden State College Preparatory Academy’s LCAP attached.**

## Facilities and Future Plans

FACILITIES/ADA – APPLIES ONLY TO NON-OUUSD FACILITIES (CURRENT OR PLANNED)	
Is the facility meeting the needs of your staff and students?	Yes
Will the facility continue to accommodate your growth needs?	Yes
If applicable is your current lease still valid?	Yes
Does your lease extend through the end of your requested charter term?	Yes
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> <li>• A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or</li> <li>• A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely</li> </ul> <p><b><u>We own this facility.</u></b></p>	
<p>Describe the condition of your current facility.</p> <p>Aspire Golden State College Preparatory Academy is in good condition and has full time Building Management and Contracted Service providers for maintenance.</p>	
<p>What procedures are in place for handling facility repairs?</p> <p>Aspire Golden State College Preparatory Academy has a full time Building Manager who responds and accesses all facility related issues.</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p> <p>Aspire Golden State College Preparatory Academy has service providers for all major facility needs in the event the Building Manager cannot restore a facility issue to its normal state. These include HVAC, Electrical, Plumbing, and General Contractors. These are further supported by service providers available and identified by Aspire for use throughout the organization.</p>	

FUTURE PLANS	
<p><i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.</p>	No

<p><u>As applicable:</u> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none"> <li>• Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc.</li> <li>• In order to have the material revision to your charter approved, your school needs to: <ul style="list-style-type: none"> <li>o State the revision(s) the school’s governing board wishes to make to the charter.</li> <li>o Describe the reasons for the request(s).</li> <li>o Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.</li> </ul> </li> </ul> <p>23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.</p> <ul style="list-style-type: none"> <li>• If appropriate, describe how student achievement may be impacted by the proposed revision(s).</li> </ul>	<p>No</p>
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## Appendix II:

### Similar School Study

Name	Economically disadvantaged		SPED% (16-17)	EL %	% Latino 16-17	% African American 16-17	% Asian 16-17	SBAC	
	Attendance 16-17	16-17						MATH 15-16	SBAC ELA 15-16
Aspire Golden State College Preparatory	571	92.6%	9.3%	28.7%	85.3%	13.8%	0.0%	14%	31%
Castlemont High School	759	86.4%	15.9%	42.4%	60.2%	31.9%	1.3%	0%	6%
Coliseum College Prep Academy	475	95.8%	16.0%	29.1%	84.8%	12.4%	1.7%	7%	19%
Alliance Academy 6-8	328	90.2%	10.1%	45.4%	68.0%	22.6%	2.4%	5%	12%
Elmhurst Community Prep 6-8	383	94.5%	14.1%	34.2%	62.7%	29.5%	2.1%	6%	19%
Madison Park Academy 6-12	768	94.3%	10.8%	30.3%	82.2%	13.5%	1.3%	15%	25%
Fremont High School	764	89.9%	13.2%	49.6%	64.4%	22.3%	4.1%	4%	18%



## Appendix III:

### Bell Schedule

## 2017-2018 Bell Schedule

Middle School: Monday-Thursday	
8:00-8:22	Advisory
8:25-9:18	Period 1
9:21-10:14	Period 2
10:17-11:10	Period 3
11:13-12:06	Period 4
12:08-12:43	Lunch
12:45-1:38	Period 5
1:41-2:34	Period 6
2:37-3:30	Period 7
3:30-4:00	Office Hours

Middle School: Friday (alternates between A and B day)	
8:00-8:40	Period 1
8:43-9:23	Period 2
9:26-10:06	Period 3
10:09-10:49	Period 4
10:52-11:32	Advisory
11:35-12:15	Town Hall/Enrichments

## 2017-2018 Bell Schedule

High School: Monday-Thursday	
8:00-8:22	Advisory
8:25-9:18	Period 1
9:21-10:14	Period 2
10:17-11:10	Period 3
11:12-11:47	Lunch
11:49-12:42	Period 4
12:45-1:38	Period 5
1:41-2:34	Period 6
2:37-3:30	Period 7
3:30-4:00	Office Hours

High School: Friday (alternates between A and B day)	
8:00-8:40	Advisory / Town Hall
8:43-9:23	Period 1
9:26-10:06	Period 2
10:09-10:49	Period 3
10:52-11:32	Period 4
11:35-12:15	Period 5

Appendix IV:  
School Calendar



# School Year 2017 - 2018

## Golden State Prep Family Calendar



STRONG START	July							Instructional Days: 0						
	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							Instructional Days: 18						
	S	M	T	W	Th	F	S	8-11: Minimum Days (12:15 dismissal)						
		1	2	3	4	5	8: First Day of School							
6	7	8	9	10	11	12	9: Family BBQ, 5 to 7 p.m.							
13	14	15	16	17	18	19	14: Expanded Learning (Afterschool)							
20	21	22	23	24	25	26	Program begins							
27	28	29	30	31			23: Family School, 5 to 7 p.m.							
September							Instructional Days: 19							
S	M	T	W	Th	F	S								
					1	2	4: Labor Day (No School)							
3	4	5	6	7	8	9	20: Family Meeting, 5:30-6:30							
10	11	12	13	14	15	16	21: Minimum Day (12:15 dismissal)							
17	18	19	20	21	22	23	22: Teacher Work Day (No School)							
24	25	26	27	28	29	30	29: End of 1st Quarter							
QUARTER 1	October							Instructional Days: 16						
	S	M	T	W	Th	F	S							
	1	2	3	4	5	6	7	2-6: Fall Break						
	8	9	10	11	12	13	14	9: Teacher Work Day (No School)						
	15	16	17	18	19	20	21	17: Fall ACT (11th grade)						
	22	23	24	25	26	27	28	17-19: Student Led Conferences						
	29	30	31					20: University Field Trips						
								25: Family Meeting, 5:30-6:30						
	November							Instructional Days: 17						
	S	M	T	W	Th	F	S							
		1	2	3	4	5	10: Veteran's Day (No School)							
6	7	8	9	10	11	12	15: Family Meeting, 5:30-6:30							
12	13	14	15	16	17	18	20-24: Thanksgiving Break (No School)							
19	20	21	22	23	24	25								
26	27	28	29	30										
December							Instructional Days: 11							
S	M	T	W	Th	F	S								
					1	2	7: Minimum Day (12:15 dismissal)							
3	4	5	6	7	8	9	13: Family Meeting, 5:30-6:30							
10	11	12	13	14	15	16	15: End of 2nd Quarter/1st Semester							
17	18	19	20	21	22	23	18-29: Winter Break (No School)							
24	25	26	27	28	29	30								
31														
QUARTER 2	January							Instructional Days: 16						
	S	M	T	W	Th	F	S	1-5: Winter Break (No School)						
		1	2	3	4	5	6	8: Teacher Work Day (No School)						
	7	8	9	10	11	12	13	9: First Day of Second Semester						
	14	15	16	17	18	19	20	15: MLK Day (No School)						
	21	22	23	24	25	26	27	17: Family Meeting, 5:30-6:30						
	28	29	30	31				23-25: Student Led Conferences (8th-12th has 12:15 dismissal)						
	February							Instructional Days: 19						
	S	M	T	W	Th	F	S							
					1	2	3							
4	5	6	7	8	9	10								
11	12	13	14	15	16	17	19: President's Day (No School)							
18	19	20	21	22	23	24	21: Family Meeting, 5:30-6:30							
25	26	27	28											
March							Instructional Days: 16							
S	M	T	W	Th	F	S								
				1	2	3	10: Family School, 9 am - 1 pm							
4	5	6	7	8	9	10	15: Minimum Day (12:15 Dismissal)							
11	12	13	14	15	16	17	16: Minimum Day (12:15 Dismissal)							
18	19	20	21	22	23	24	21: Family Meeting, 5:30-6:30							
25	26	27	28	29	30	31	23: End of 3rd Quarter							
							26-30: Spring Break (No School)							
QUARTER 3	April							Instructional Days: 16						
	S	M	T	W	Th	F	S							
	1	2	3	4	5	6	7	2-6: Spring Break (No School)						
	8	9	10	11	12	13	14							
	15	16	17	18	19	20	21	17-19: Student Led Conferences						
	22	23	24	25	26	27	28	25: Family Meeting, 5:30-6:30						
	29	30												
	May							Instructional Days: 22						
	S	M	T	W	Th	F	S							
			1	2	3	4	5	3: Spring ACT (11th grade)						
6	7	8	9	10	11	12	8-31: SBAC Testing begins							
13	14	15	16	17	18	19	9: Family Meeting, 5:30-6:30							
20	21	22	23	24	25	26	24: Family Potluck & Talent Show, 5 p.m.							
27	28	29	30	31			28: Memorial Day (No School)							
QUARTER 4	June							Instructional Days: 16						
	S	M	T	W	Th	F	S	1: Senior Exhibitions						
					1	2	3	7: 12th Grade Graduation						
	3	4	5	6	7	8	9	8-14: Exhibitions						
	10	11	12	13	14	15	16	11: 8th Grade Promotion Trip						
	17	18	19	20	21	22	23	12: Academic Celebration						
	24	25	26	27	28	29	30	14: Last day of school						
	31							14: 8th Grade Promotion Ceremony, 4:30						

### CALENDAR KEY

School Days (8 a.m. - 3:30 p.m.)
Minimum Day (8 a.m. - 12:15 p.m.)
No School
Progress Report Day. If your child does not bring home a progress
Family Engagement Event. We would love to see you at school for

## Appendix V:

### Assessment Framework

## 17-18 Bay Area 6-12 Assessment Framework

### Guiding Principles

*Our regional approach to assessments will be driven by the following guiding principles:*

- We use assessments that provide teachers with *actionable data* that can immediately support student learning in the classroom, including both standards-aligned assessments and curriculum embedded assessments.
- We focus on assessments that *benchmark student performance against the standards* to ensure the rigor of our instruction matches what is ultimately expected of students and use data to make strategic decisions that result in improved student learning.
- We engage in *regular data cycles to monitor progress at the student, classroom, school, and regional level* to make instructional decisions that support student learning.

### Assessment Framework

Assessment Type	Purpose	Examples
Universal Screeners	<i>Universal screeners will be used to:</i> <ul style="list-style-type: none"> <li>• Provide diagnostic data to inform instruction at the start of the year.</li> <li>• Measure student progress on key foundational skills and reading levels across the year.</li> <li>• Identify students who need Tier 2 and Tier 3 support.</li> </ul>	STAR Reading
Formative Assessments	<i>Formative assessments will be used to:</i> <ul style="list-style-type: none"> <li>• Evaluate student learning of the content taught at given points during the school year and position teachers to make instructional decisions aligned with student needs.</li> <li>• Provide schools and teachers with ongoing data to assess student progress.</li> </ul>	Curriculum Embedded Assessments
Summative Assessments	<i>Summative assessments will be used to:</i> <ul style="list-style-type: none"> <li>• Benchmark student performance relative to what students need to be successful on SBAC.</li> <li>• Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals.</li> </ul>	SBAC ICA

## 6-12 Assessments Overview

Assessment	Grades	Description	Data Use
<i>ELA Assessments</i>			
STAR	6-12	STAR is intended to assess a student's lexile reading level, which is highly correlated to student success on both SBAC and ACT, and to students' readiness for college.	STAR data can be used to: <ul style="list-style-type: none"> <li>Identify potential students who need additional reading support</li> <li>Set reading growth goals and monitor student reading growth throughout the year</li> <li>Predict student performance on SBAC</li> </ul>
ELA Quarter 1 & 2 Assessment	6-8, 11	The Quarter 1 & 2 assessments for ELA are SBAC aligned assessments that assess students' ability to comprehend grade level texts. This SBAC-aligned ELA Interim is a "cold read" assessment (see <a href="#">Literacy Assessment Types and Tools</a> ) that should be analyzed for improving reading comprehension using this <a href="#">tool</a> . The Quarter 1 assessment will also include a curriculum-embedded performance task that will be assessed using the CAASPP rubric.	ELA Quarter 1 & 2 data can be used to: <ul style="list-style-type: none"> <li>Identify the types of complex texts students may need more exposure to and/or practice with</li> <li>Inform reading instruction to support students in accessing complex texts</li> <li>Identify student mastery with the language standards</li> <li>Identify individual strengths and areas of growth for students' writing</li> <li>Inform reading and writing instruction to support student needs aligned with the CAASPP rubric</li> </ul>
ELA Quarter 1 & 2 Assessment	9, 10	The Quarter 1&2 assessments for grades 9 and 10 are the curriculum embedded performance tasks. They should be evaluated using the CAASPP rubric.	Data can be used to: <ul style="list-style-type: none"> <li>Identify individual strengths and areas of growth for students' writing</li> <li>Inform reading and writing instruction to support student needs aligned with the CAASPP rubric</li> </ul>
ELA Performance Task	6-8,11	The ELA Performance Task is an SBAC created and aligned assessment intended to support students to prepare for the PT portion of the SBAC.	Performance Task data can be used to: <ul style="list-style-type: none"> <li>Identify individual strengths and areas of growth for students' writing</li> <li>Inform reading and writing instruction to support student needs aligned with the CAASPP rubric</li> </ul>
Interim Comprehensive Assessment (ICA)	3-8	The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items.	ELA ICA data can be used to: <ul style="list-style-type: none"> <li>Identify the types of complex texts students may need more exposure and/or practice with</li> <li>Inform reading instruction to support students in</li> </ul>



			accessing complex texts <ul style="list-style-type: none"> <li>Identify student mastery with the language standards</li> <li>Predict student performance on SBAC</li> </ul>
<b>Math Assessments</b>			
Eureka Interims (6-8)	6-8	The Eureka Interims consist of a combination of SBAC aligned items and questions pulled from Eureka Mid and End of Module assessments. They are hybrid assessments that will be partially computer scored and partially hand scored. Each interim contains between 12-20 items, depending on the grade level and time of year.	Eureka Interim data can be used to: <ul style="list-style-type: none"> <li>Drive math instruction in 2-8</li> <li>Develop small group instruction for students based on individual needs</li> <li>Identify student mastery in specific standards</li> </ul>
Quarter Interims	11	The quarterly interims consist of SBAC aligned items and questions that assess content based on the 11th grade pacing guide.	Quarter Interim data can be used to: <ul style="list-style-type: none"> <li>Drive math instruction in grade 11</li> <li>Develop small group instruction for students based on individual needs</li> <li>Identify student mastery in specific standards</li> </ul>
Interim Comprehensive Assessment (ICA)	3-8, 11	The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items.	Math ICA data can be used to: <ul style="list-style-type: none"> <li>Determine student mastery of the standards</li> <li>Identify areas of focus for instruction</li> <li>Predict student performance on SBAC</li> </ul>
<b>College Readiness Assessments</b>			
ACT	11	The ACT is a standardized test for college admissions.	N/A
ACT Practice	9, 10	The ACT Practice provides an opportunity for 9th and 10th graders to experience the timed test at all subjects. The test consists of an English section, Math section, Reading section, and a Science section. The ACT Practice questions come from released items from the 11th grade ACT and the test is developed by the College Board.	Data from the ACT Practice test can be used to: <ul style="list-style-type: none"> <li>Analyze strategies and supports needed to support student performance on the ACT</li> <li>Identify opportunities to increase alignment between instruction and ACT expectations</li> <li>Monitor student growth over time to ensure students are moving towards college readiness score targets by 11th grade</li> </ul>
<b>State Assessments</b>			
CELDT	K	CELDT is a state assessment for ELL students to measure english	N/A

		proficiency. It is currently being phased out and 17-18 will likely be the last year it is used. Only K students who are ELLs and/or ELL students who have not previously been tested will need to take CELDT.	
ELPAC	K-12	The <a href="#">ELPAC</a> is the new state assessment for ELL students. It will measure students' English proficiency in alignment with the CA ELD standards. More information will be forthcoming in Fall 2017.	Will be updated in Fall 2017 once more information about the assessment is released by the state.
CAST	5, 8	The <a href="#">CAST</a> is the new state science assessment intended to assess the NGSS standards. Students will take the CAST in the 5th and 8th grades.	Will be updated once more information about the reporting is released by the state.
SBAC	3-8	<a href="#">SBAC</a> is the state assessment system that is administered to all students in grades 3-8 in both ELA and Math.	SBAC data is used to: <ul style="list-style-type: none"> <li>• Measure student mastery of the grade level standards</li> <li>• Measure school performance over time</li> <li>• Hold schools accountable to their state accountability and LCAP metrics</li> </ul>

## 2017-18 6-12 Assessment Calendar

6-12 Assessments								
Week	Dates	ELA		Math	Other / Notes			
1	Aug 7 - 11	Welcome Back!						
2	Aug 14 - 18	<a href="#">BOY STAR Reading</a> Grades 2-12						
3	Aug 21 - 25							
4	Aug 28 - Sept 1							
5	Sept 4 - 9				9/4 - Labor Day			
6	Sept 11 - 15							
7	Sept 18 - 22	ELA Quarter 1 Assessment Grades 6-11 Scan by 9/21		Math Quarter 1 Interim Grades 6-8, 11 Scan by 9/21		<a href="#">CELDT</a> K ELs 1-12 students not previously tested Initial Assessment Only		
8	Sept 25 - 29							
Fall Break	Oct 2 - 6				ACT Practice Grade 10 Grade 9 Optional Flexible Dates			<a href="#">ACT Fall Admin</a> Oct 17 (There is no makeup)
9	Oct 9 - 13							
10	Oct 16 - 20							
11	Oct 23 - 27	<a href="#">Fall STAR Ren</a> Grades 2-12						
12	Oct 30 - Nov 3							
13	Nov 6 - 10				Nov 10 - Veterans Day			

14	Nov 13 - 17				
	Nov 20 - 24				Thanksgiving Break
15	Nov 27 - Dec 1	ELA Quarter 2 Assessment Grades 9-10 Scan by 12/15	ELA PT and Quarter 2 Assessment Grades 6-8, 11 Scan by 12/15		
16	Dec 4 - Dec 8			Math Quarter 2 Interim Grades 6-8, 11 Scan by 12/13	
17	Dec 11 - 15				
	Dec 18 - 22				Winter Break
	Dec 25 - 29				
	Jan 1 - 5				
18	Jan 8 - 12				
19	Jan 15 - 19				Jan 15 - MLK Day
20	Jan 22 - 26				
21	Jan 29 - Feb 2	Spring STAR Ren Grades 2-12 Recommended to test before ELA ICA	ELA ICA Grades 3-8 & 11		
22	Feb 5 - 9			Math ICA Grades 3-8 & 11	
23	Feb 12 - 16				
24	Feb 19 - 23				Feb 19 - Presidents Day
25	Feb 26 - Mar 2				
26	Mar 5 - 9				
27	Mar 12 - 16				
	Mar 26 - 30	ELPAC Testing K-12 ELs Annual Assessment			
	Apr 2 - 6				
29	Apr 9 - 13				



30	Apr 16 - 20	- May 31			ACT Practice Date Flexible Grades 9 + 10		PFT Testing Grades 5, 7, 9	
31	Apr 23 - 27							
32	Apr 30 - May 4		CAASPP Testing  SBAC 3-8 & 11 ELA+Math  CAST 5, 8, HS Science			ACT 5/3 Grade 11 (no makeup date)		
33	May 7 - 11							
34	May 14 - 18	EOY STAR Ren 2-12						
35	May 21 - 25							
36	May 28 - Jun 1			May 28 - Memorial Day				
37	Jun 4 - 8							
38	Jun 11 - 15							

Appendix VI:  
EL Master Plan



# ***Aspire Public Schools***

**English Learner Master Plan**

**2017-2018**

### **Mission Statement**

Aspire Public Schools operates 40 high-performing, college-preparatory public charter schools serving 16,000 students in underserved communities across California and in Memphis, Tennessee. Founded in 1998, Aspire is one of the nation's largest open-enrollment public charter school systems serving predominantly low-income students, and delivering a rigorous College for Certain education to students in grades K-12.

Our promise at Aspire Public Schools is that every child receives a high-quality education to prepare them for success in college, career and life. Every day, our community of students, parents, teachers and staff come together to learn and grow so that every child's aspirations are within reach.

### **Aspire Public School List**

<u><b>Elementary Schools</b></u>	<u><b>Middle Schools</b></u>
Aspire Alexander Twilight College Preparatory Academy	Aspire Benjamin Holt Middle School
Aspire APEX Academy	Aspire Centennial College Preparatory Academy
Aspire Capitol Heights Academy	Aspire Hanley Elementary School Middle School
Aspire Port City Academy	
Aspire River Oaks Charter School	<u><b>High Schools</b></u>
Aspire Rosa Parks Academy	Aspire Alexander Twilight Secondary Academy
Aspire Summit Charter Academy	Aspire Benjamin Holt College Preparatory Academy
Aspire University Charter School	Aspire Langston Hughes Academy
Aspire Vincent Shalvey Academy	Aspire Vanguard College Preparatory Academy
Aspire Berkley Maynard Academy	Aspire East Palo Alto Phoenix Academy
Aspire College Academy	Aspire Golden State College Preparatory Academy
Aspire East Palo Alto Charter School	Aspire Lionel Wilson College Preparatory Academy
Aspire ERES Academy	Aspire Ollin University Preparatory Academy
Aspire Monarch Academy	Aspire Pacific Academy
Aspire Richmond Technology Academy	
Aspire Triumph Technology Academy	
Aspire Antonio Maria Lugo Academy	
Aspire Firestone Academy	
Aspire Gateway Academy	
Aspire Inskeep Academy	
Aspire Junior Collegiate Academy	
Aspire Slauson Academy	
Aspire Tate Academy	
Aspire Titan Academy	
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Aspire Hanley Elementary School	



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## **ENGLISH LEARNERS MASTER PLAN**

### ***Overview***

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

- Students have the opportunity to receive instruction that will produce high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning will be implemented in a culturally relevant manner;

Aspire will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and capitalize on students' multilingual and multicultural proficiencies.

Aspire is in the last year of administering the California English Language Development Test (CELDT) before it transitions into the English Language Proficiency Assessment for California (ELPAC). Aspire will update the language in the EL Master Plan in the spring of 2018, following the results of administering the first ELPAC. Throughout the document, ELPAC is inserted alongside of CELDT to show that the new assessment will be taking the place of the CELDT in the spring of 2018.

### **Section 1:**

#### **Initial Identification, Assessment, Parent Notification**

##### ***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 than twelve months will be given the state's Designated Primary Language Test (currently the Aprenda and Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

##### ***Transcripts***

Transcripts from private schools, out-of-country schools and out-of-state schools will be considered in

placement of students to the appropriate grade. All students transferring will be given the appropriate assessment, CELDT or ELPAC, unless the student's results from a previous school are included in the cumulative record. After receiving the cumulative records, the principal will review the information in PowerSchool and CALPADs for accuracy.

### ***CELDT (ELPAC) Testing***

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

- be given the California English Language Development Test ("CELDT ") or the current California language assessment and tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.
- Aspire will notify all parents of its responsibility for CELDT (ELPAC) testing and of CELDT (ELPAC) results within thirty days of receiving results from publisher. The CELDT (ELPAC) shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the CELDT (ELPAC) data is received from the state, it will be imported into Aspire's Data Portal. The sample report below will guide the placement and instruction of all English Learners, as well as inform professional development for all staff.

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<sup>1</sup> 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 (ELPAC) tested. All other students who have indicated a home language other than English will continue with annual CELDT (ELPAC) testing based upon the date last tested at the prior school of enrollment.



### ***Parental Notification of Initial Assessment Results and Program Placement***

All Parents of EL students who are administered the annual CELDT (ELPAC) must receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification

In addition to the above, parents must also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option

- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents are advised to contact the school if they should need additional information.

### ***Parent Confirmation of Program Placement***

After parents have been informed of the initial CELDT (ELPAC) results, the Initial Parent Notification of Language Test Results is to be returned to the school with the parent's signature. By signing the letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter. The signed letter will be filed in the student's cumulative record.

### ***Parental Exception Waivers***

Per EC Section 310, the requirement to place an EL in an English Language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. The forms are available at the school office and must be submitted to the school office. At any time during the school year, a parent may request placement into an English language mainstream classroom.

The school will grant the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason will be documented and provided to the parent in writing. Parents may appeal the school's decision by contacting the Vice President of Education at Aspire Public Schools in writing.

### ***Annual Language Classification/Status***

Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

## **Section 2: Achievement, Placement and Instructional Design, Designated English Development, Long Term and Newcomer ELs, Integrated English Language Development, Reclassification Rates**

### ***Student Achievement Goals***

1. Academic Achievement – English Learners will show evidence of academic achievement at the

same rate or higher as measured by performance tasks, Star Ren, ICA Assessments, Eureka Math Interims for K-8, other region-specific assessment, and the California Common Core State Standards Assessment (SBAC). Each school's individual charter and LCAP provide specific growth targets.

2. Reclassifying English learners - All English Learners who meet established criteria will be reclassified. There will be established follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The state required conditions for reclassifying are as follows:
  - a. Students meet the CELDT (ELPAC) criterion, scoring at the Early Advanced or Advanced level on the CELDT (ELPAC) without any subtest scores below the Intermediate level
  - b. Students meet district set Academic Criteria
  - c. Teacher recommends reclassification based on classroom evidence of academic performance
  - d. Notification of parents of student status and right to be involved in the reclassification process

Support for English Learners varies as much as the individual student. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings some unique strength to meet those needs. The School provides comprehensive support for English Learners through professional development and data to support teachers on these differentiated needs. The school will align all English Language Development instruction with the 2012 state adopted standards. By having a common understanding of students' needs and the goals for all students, the school can provide a needed consistent program no matter the adult working with a child.

The tenets of the program include these guiding principles<sup>2</sup>

- The priority for instruction is language learning and exploration.
- Using our RtI program, students will be grouped by proficiency level, as determined by multiple sources such as CELDT (soon to be ELPAC) results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, DRA, SBAC) along with oral language samples.
- Language tasks should be relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

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<sup>2</sup> Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

### ***Placement and Instructional Design***

Placement decisions are guided by student assessments and the California Education Code.

California Education Code Section 305 requires that, except by parental waiver, all children be placed in English language classrooms. ELs are to be educated through sheltered English immersion during a temporary transition period not normally to exceed one year. Once ELs have acquired a good working knowledge of English, they shall be transferred to English language mainstream classes.

Aspire schools makes available an English Learner program<sup>2</sup>Mainstream English Instruction.

The description is as follows:

English Language Mainstream (ELM): Students who score at reasonable fluency in reading, writing, and speaking English are placed in an ELM program. They are taught ELD lessons and other core subjects by authorized teachers using state-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. Once redesignated, student progress is monitored for four consecutive years to ensure their continued access to the core curriculum.

The California English Language Development Standards focus on two different aspects of supporting English Learners. The first part, Interacting in Meaningful Ways, is best reached through student's participation in their content classrooms, Integrated English Language Development. Through successful use of EL instructional strategies, English learners and practice the language through collaboration, interpretation and production of the English Language.

English Learners also need support in how English works. This instruction will take place through daily lessons in English Language Development. The purpose of this instruction, Designated English Language Development, is to develop English language proficiency as rapidly and effectively as possible. Teachers will use the California English Language Development Standards (2012), as well as the English Language Development curriculum to guide them in planning their lessons.

Additionally, our youngest students who will simultaneously be learning English while learning to read and write will have extensive oral language experiences to assist in development of both skills.

### ***Designated English Development***

Kindergarten Through 6th Grade (LA)

All general education teachers will provide a 30-minute block of designated ELD instruction to a group of students within their grade-level or grade-span. Placement will be based on proficiency level, students at risk of becoming long-term English Learners (LTEL's), LTELs, newcomers, and special education status. Students will be grouped within one level of their proficiency level. The program will be guided by the LEA's ELD goal and monitoring tool for LCAP. All schools will follow the EL Achieve designated ELD curriculum, which aligns with ELD standards in listening, speaking, reading, and writing. One tenet of



the program is that students will spend at least 50% of instructional time practicing oral production. Student progress will be monitored through the daily ongoing assessment log and anecdotal notes as well as weekly and unit assessments. Teachers will analyze assessment data to provide differentiated learning targets and supports within that proficiency level. For example, students at a “late beginning” level will be taught more advanced vocabulary and language frames than students at a “beginning” level within the same designated ELD class. Supports will be given and removed according to a student’s proficiency within that level.

### 7th Through 12th Grade (LA)

Students who are ELs in grades 7-12 will be provided with program options designed to meet their diverse needs. The goal of our EL program is to prepare the students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers. Students at ELD levels 1-2, and 3 (considered having “less than reasonable fluency”) will be programmed into Academic Literacy, which serves as designated ELD. These Academic Literacy courses correspond to EL level; curriculum and lessons will be based on the ELD standards. Assessment data will be reviewed by the school team quarterly to ensure that entry and exit points are provided multiple times per year. During the quarterly data review, the students’ progress will be measured against Aspire reclassification criteria. The course curriculum can include: emphasis on listening and speaking, explicitly teaching the elements of English (vocabulary, syntax, grammar, functions and conventions), learning objectives that include specific language, opportunities for frequent student interaction with another and frequent teacher corrective feedback, focus on conversational language and academic language. Curriculum tools can include Study Sync ELD guides aligned to ELD standards, APEX literacy program, and teacher-made lessons with a focus on oral language development and standards-based instruction.

Students at ELD levels 4-5, who are considered “reasonable fluency” will receive supports in the mainstream setting, in an “integrated” setting. Aspire Los Angeles has contracted with EL Achieve™ to train content-area teachers in SDAIE strategies. Each secondary site has approximately 10-20 trained teachers. The EL Achieve™ strategies include a focus on language anchors for the following language functions: cause & effect, compare & contrast, description, argument and sequencing. Once the language function of a text is determined, teachers must consider what specific vocabulary or syntax the content is asking students to use in order to express their ideas. For example, a compare/contrast function may use the vocabulary, however, both and employ parallel sentence construction. EL Achieve™ also focuses on structured student talk, genre-writing, and task analysis to enable EL students to access rigorous content at the secondary level.

### ***Long Term English Learners***

Long term English learners require more intensive services as they function well socially in English. In order to meet the needs of these learners, Aspire has created dashboards to make identification of long

term English learners easier for teachers. A screenshot from our data portal is below.

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on study skills during Advisory

### **Integrated English Language Development**

Aspire will provide EL students full access to the curriculum so that they understand content being taught. Research-based strategies (Rubenstein-Avila, 2006) to provide full access will include:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps
- Visuals: study-prints, textbook 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

- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

The Common Core State Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. Aspire will use integrated English Language Development in tandem with the Common Core State Standards and Next Generation Science Standards. Overall, the School will use these research-based instructional strategies to support English learners in the content areas:

### ***Common Core English Language Arts***

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts<sup>3</sup> and the English Language Development Standards. The School will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration. Finally, the School will leverage technology by providing differentiated on-line books.

#### **Kindergarten Through 5th Grade (LA)**

Teachers will support students in accessing complex texts through building background knowledge, explicitly teaching academic vocabulary, and teaching metacognitive strategies for understanding texts. Teachers will engage students in the close reading process to first read for clarity and address misconceptions, understand what the author is saying and why, and to integrate their understanding

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<sup>3</sup> Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdes;  
Mathematics, the Common Core, and Language: Judit Moschkovich;  
Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch, Amanda Kibler, and Susan Pimentel (the articles can be found here: <http://ell.stanford.edu/papers/practice>)

with other texts and topics. English learners will be supported through the use of texts that capitalize on their background knowledge and experiences. Academic instruction techniques will be implemented such as Marzano's 6 steps for vocabulary acquisition as well as frequent opportunities to practice the language in context. Instruction will be embedded in content units in which students will have repeated exposure to content vocabulary over time. Teachers will also utilize Guided Language Acquisition Design (GLAD) strategies where applicable in supporting students as they work toward mastery of the grade level common core state standards.

### ***Common Core Mathematics***

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specific about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. (p.80, Chapter 2, California Draft ELA/ELD Framework).

This meaning making will take place during Number Talks and Student Led Solutions. The Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

#### **Kindergarten Through 5th Grade (LA)**

When learning new concepts, students will be given functional language frames and academic vocabulary to enable them to use the language of the standard in their discussions with each other. Students will explore concepts first through 3-D models and manipulatives followed by pictorial representations and finally symbolic expression and algorithms. Mathematical problems will involve real-world scenarios that are meaningful and relevant to students and their communities. Students will engage in weekly in-depth problem solving sessions in which they are required to collaborate with others, explain their thinking with evidence, and build upon and challenge the ideas of others. During this time, teachers will support ELs with the Interacting in Meaningful Ways ELD standards, giving them visual supports and language frames as needed to strengthen their discussions. Students will be encouraged to prove their solutions to others using a variety of methods and models. Comparative discussions of the strategies used in the classroom will give students increased opportunities to deepen their conceptual understanding. Teachers will provide supports as needed, based on students' proficiency level. For instance, a student in a primary grade at the emerging level might be encouraged to first count in his/her primary language before continuing their work in English; another student at the emerging level might need word problems read aloud to them. To meet the "Attend to precision" Standard for Mathematical Practice (MP.6), ELs will be instructed in precise vocabulary of the content standards and will be given corrective feedback as they practice this precise language both orally and in writing.

### ***Next Generation Science Standards***

In science integrated instruction will involve support through extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

#### **Kindergarten Through 12th Grade (LA)**

Students will engage in inquiry-based learning as their teachers take them through 5E lesson plans. In this method, students will be able to engage in hand-on experiences and build their schema around a topic at the start of each unit. Inquiry lessons will connect to real-life issues that are relevant to students and their communities. Repeated exposure to the same topic over an extended amount of time will support students with learning related vocabulary terms within that discipline. As part of the inquiry process, students will collaborate, ask and answer questions, and challenge the ideas of other students. They will be required to closely read scientific texts and use evidence to support their conjectures. Teachers will provide supports to students as needed based on their level of proficiency. These might include reading a text aloud to students, providing additional language frames and models, or providing additional visual supports (e.g. GLAD strategies). By using the inquiry method, EL students will be engaged in productive academic struggle which will simultaneously support the development of their proficiency in English.

### ***Social Studies***

Although the California Social Science Standards have not been changed, the School will build the competence of students in ELD and content in anticipation of a rigorous set of expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

#### **Kindergarten Through 5th Grade (LA)**

Social studies will be taught within content units of study that last approximately six weeks. During this time, students will learn the language of a topic through reading multiple texts on the same topic. Students will be exposed to first- and second-hand accounts of historical events through a variety of genres. Throughout the units of study, students will participate in structured language practice while receiving constructive feedback from their teacher and peers. Students may participate in culminating projects in which they will demonstrate their understanding through an artistic, written, or oral presentation for an audience. EL's will receive supports as needed, including differentiated levels of texts, functional language frames, and visual supports.

## ***Newcomers***

Students brand new to the country and/or English have unique and personal needs. Research on students new to the country identifies five important elements for their success<sup>4</sup>. The way our schools address those elements is listed below.

1. Systematic support and placement of students - All students who enter a school spend their initial day or half day being administered an extensive battery of assessments of language, the CELDT (ELPAC) or other appropriate verbal language assessments and content knowledge, Aspire's internal assessments in English and in their native when possible and appropriate. Based on the newcomers' results, students are given a combination of a personalized plan, designated supplemental English Language Development and mainstream classes.
2. Heterogeneous Grouping - Because our schools are small, newcomers will be mixed in with other students at varying levels of language acquisition. They will be supported by classroom teachers and supplemental staff if appropriate, but the learning of English from peers will be a core part of their program for part of their day.
3. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school program can include support for English Language Development for all new comers.
4. Coordinated Efforts: Newcomer Programs, Programs for Advanced ELs, and Mainstream Classes. This coordination and ongoing support is done by the student's advisor, classroom teacher in elementary grades or the academic counselor. The small school allows this coordination to happen automatically as no student slips between the cracks in a small school.
5. Targeted Resources for Language and Literacy Development - Newcomers receiving supplemental English Language Development and other supports via their Personalized Learning Plan will use the Language Central Literacy ELD. This curriculum includes specific programs for newcomers. Teachers providing the support will receive the appropriate professional development through Pearson.

## ***Redesignation Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT (ELPAC).
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum

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<sup>4</sup> *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

mastery.

- 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 will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

After receiving the CELDT (ELPAC) results each year, the Home Office will send a list of possible students for redesignation based on these criteria. Parents will be notified and given the option to review and express an opinion on redesignation.

A parent, student or school may request that the School review a student for redesignation before the criteria is met. A team of the principal, a teacher and the parent will review the request. This can only be done if a student scores intermediate or higher on the CELDT (ELPAC) and can prove mastery of the Common Core Standards at "basic" level or above.

After a student has been redesignated to R-FEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of R-FEP students. If students do not move ahead in their academic progress as measured by internal and external measures, they will receive additional intervention services from the Intervention Teacher.

### ***Reclassifying English Learners with Disabilities***

The reclassification criteria apply to EL students with Disabilities being reconsidered for reclassification; however, a CMA-ELA score (or the current modified state accepted assessment) of Basic or higher may substitute for the SBAC –ELA if the student takes that assessment. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified.

### ***Specialized Services for English Learners with Disabilities***

ELD instruction is mandatory for all ELs, including those with IEPs, and will occur daily until they are reclassified. ELs with disabilities will receive ELD in the mainstream classroom with students of like age/grade and language proficiency whenever possible. For ELs with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development.

The requirements for instructional time and grouping previously described apply to ELs with disabilities. The IEP team will decide placement of ELs with special needs based on individual student needs. At the IEP meeting, the team will discuss the instructional components that have been identified to meet the student's individual needs and monitor the student's progress in ELD.

In order to determine whether a student is making adequate progress in ELD, the IEP team will assessments used by the classroom teacher and others appropriate for the student's disability. If the



student is not making adequate ELD progress, the IEP team will review each of the four language domains and determine a present level of performance that identifies areas of strength, needs, and impact of disability for each domain, and identifies appropriate accommodations and modifications if applicable. The IEP team will also consider whether the student requires ELD interventions or other programmatic supports. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, accommodations, modifications, or interventions have not provided the student with sufficient support to make adequate progress, the team will consider whether the student should receive ELD in a special education setting.

When IEP teams determine that students should receive ELD through special education, the IEP team will develop language development goals for the student. IEP teams will review each of the four language domains, and determine a present level of performance that identifies areas of strength, needs, and impact of disability. IEP teams will develop appropriate goals based on the needs identified in the present level of performance appropriate for the student, and identify appropriate accommodations and modifications if applicable, and any ELD interventions as appropriate. In order to determine whether a student who receives ELD in a special education classroom setting is making adequate progress in ELD, the IEP team will use appropriate assessments as noted in the IEP, as well as classroom assessments and the student's progress toward meeting their IEP language development goals.

### **Section 3: Progress Monitoring, College Readiness, Program Effectiveness, Professional Development**

The school's use of achievement data will be the leading driver in making instructional and professional development decisions as it relates to English Learners. The school will analyze the achievement data by subgroup, and continue to assess the students through teacher-designed assessments and Aspire's benchmark assessments. The results from the Smarter Balance Assessment Consortium and the English Language Progress Indicator on the new CA School Dashboard will also be reviewed with the School Site Council and English Language Advisory Council, which would then have input into the plan for supporting English Learners. Services for English Learners will be revised based on internal and external student achievement measures.

#### ***Progress Monitoring***

English Learners will have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Response to Intervention (RtI) team and our Cycles of Inquiry. Additionally, ELs will be monitored on their mastery of the English Language Development Standards. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

#### ***College Readiness Measures for English Learners***

College readiness at Aspire is measured by several different metrics:



- ACT: Scoring 22+ on English and 23+ on Math
- SBAC: Level 3 meeting on both ELA and Math
- Pass any college course or Pass any AP exam
- Participate in an SEL program

Although Advanced Placement classes are sometimes offered at the school, Aspire's secondary schools are all Early College High Schools. Emphasis is placed on students accruing real college credits rather than hoping they will be granted through an AP test. All English Learners receive support to take these courses. High school teachers have pre-designated time to support ELs struggling with this requirement. Since college classes do not meet every day, Monday through Friday, the days when college classes are not held are designated for specialized support. A teacher would be available to support the student on unfamiliar vocabulary, writing instruction or whatever content the English Learner was not able to manage. Data for scoring college ready by every metric is disaggregated by subgroups including English Learners annually to identify any patterns or needs before the master schedule is created at our secondary schools.

### ***Monitoring and Evaluation of Program Effectiveness***

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

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

### ***Monitoring of Professional Development and Implementation of English Language Development strategies***

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.
2. All teachers in their first two years of teaching receive Induction support which includes a module on teaching English Learners.
3. Each school has devoted time on Fridays for professional development. At least two of these are devoted to strategies for teaching English Learners.

4. New teachers receive ongoing coaching from an instructional coach trained in teaching English Learners.

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

The ASLF identifies that the needs of subgroups such as English Learners be specifically addressed in the Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching domains and associated Core Teacher Skills. These same domains include discrete language related to instructional differentiation for subgroups in both lesson planning and classroom pedagogy.

Scores on these indicators inform a principal, Area Superintendent, and teacher on their success in meeting the needs of English Learners and the strategies taught during professional development.

\*Add a funding section and what those funds are used for?

## APPENDIX A: PARENT LETTERS

### **Aspire <Insert School Name Here>** **INITIAL PARENT NOTIFICATION LETTER** **Federal Title I and State Requirements**

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_ Student ID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary Language: \_\_\_\_\_

**Dear Parent(s) or Guardian(s):** When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code section 6312[e][3][A])

#### Language Assessment Results

Domain	English Language Proficiency Assessment	Primary Language Proficiency Level Test: Date Administered:
Listening		
Speaking		
Reading		
Writing		
<b>Overall</b>		

Based on results of the English language proficiency assessment, your child has been identified:

- ☐ **English learner (EL)**  
☐ **Initial Fluent English Proficient (IFEP)**

Check if applicable: ☐ **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

### Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Required Criteria (EC Section 313[f])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment	
Teacher Evaluation	
Parental Opinion and Consultation	
Comparison of Performance in Basic Skills	
	<b>Optional:</b> Other district criteria

### Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option which is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program. (20 U.S.C Section 6318[c][A][vii]). LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **[insert contact name and information]** to ask about the process.

If you have further questions, please do not hesitate to reach out.

Sincerely,

<Insert School Leader Name Here>

<Insert School Name Here>

**Aspire <Insert School Name Here>**  
**ANNUAL PARENT NOTIFICATION LETTER**  
**Federal Title I and State Requirements**

To the parent(s)/guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_ Student  
 ID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary Language: \_\_\_\_\_

**Dear Parent(s) or Guardian(s):** Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A])

**Language Assessment Results**

Domain	English Language Proficiency Assessment	Primary Language Proficiency Level
		Test: Date Administered: (Optional)
Listening		
Speaking		
Reading		
Writing		
<b>Overall</b>		

Check if applicable: ☐ **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

### Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Required Criteria (EC Section 313[f])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment	
Teacher Evaluation	
Parental Opinion and Consultation	
Comparison of Performance in Basic Skills	
	<b>Optional:</b> Other district measures

### Academic Achievement Results

Skill Area	Smarter Balanced Assessment (SBAC) or Local Measures	Other Measure
English Language Arts		
Mathematics		

### Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option which is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program. (20 U.S.C Section 6318[c][A][vii]). LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **[insert contact name and information]** to ask about the process.

If you have further questions, please do not hesitate to reach out.

Sincerely,

<Insert School Leader Name Here>

<Insert School Name Here>

## APPENDIX B: PACING GUIDES/LESSON PLANS/MODULES

### Secondary ELD Lesson Template

#### Designated ELD

<b>Course: Academic Literacy 3</b>	<b>Text: Ready for Marcos</b>	<b>Text Level: Bridging</b>		
<b>Specific Student Considerations (IEP, 504, SST, etc):</b>				
<b>Monday:</b>	<b>Tuesday:</b>	<b>Wednesday:</b>	<b>Thursday:</b>	<b>Friday:</b>

ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:
<p><b>SWBAT:</b> make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p><b>SWBAT:</b> identify pronouns within the text and connect pronouns to specific nouns to deepen comprehension of the text (PII 7.2a)</p>	<p><b>SWBAT:</b> make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p><b>SWBAT:</b> define story elements (exposition, key events, and resolution) and identify each element using details from <i>Ready for Marcos</i> (PII7.1)</p>	<p><b>SWBAT:</b> use affixes to determine the meaning of specific vocabulary words (PI 7.1c)</p> <p><b>SWBAT:</b> participate in a small group discussion and express an opinion about the main character (PI7.1, PI 7.11b)</p>	<p><b>SWBAT:</b> define specific story elements (character, plot, conflict, static character, dynamic character, dialogue) (PII 7.1)</p> <p><b>SWBAT:</b> re-read the specific text and identify examples of each story element and discuss how those specific elements affect the overall development of the story (PII 7.1, PI 7.6a)</p>	<p><b>SWBAT:</b> Define a synonym and find examples of related synonyms using <i>Ready for Marcos</i> (PII 7.2a)</p> <p><b>SWBAT:</b> Write a response paragraph using pronouns and synonyms to create cohesion within written text (PI 7.10a)</p>



Vocabulary Instruction:	Vocabulary Instruction:	Vocabulary Instruction:	Vocabulary Instruction:	Vocabulary Instruction:
<p>Make predictions and use context clues to determine the meaning of: <u>vivacious, covertly, replica, subtle</u></p>	<p>Make predictions and use context clues to determine the meaning of: <u>gazed, surging, remarkable</u></p>	<p>Define common affixes (chart) and have students determine part of speech and meaning using affix of word in context: <u>walked, quickly, unkind, listening, restart</u></p>	<p>Define story elements (<u>character, plot, conflict, static character, dynamic character, dialogue</u>) and create a visual representation for each word.</p>	<p>Define the word <u>synonym</u> and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading.</p>

Instructional Sequence:	Instructional Sequence:	Instructional Sequence:	Instructional Sequence:	Instructional Sequence:
<p>1. First Read: teacher reads aloud</p> <p>2. Instruction: text cohesion through the use of pronouns (what are pronouns: make a list)</p> <p>3. Re-read for pronouns and attach to nouns to deepen comprehension</p>	<p>1. define story elements (exposition, key events, resolution)</p> <p>2. Model finding exposition</p> <p>3. students read independently to find key events and resolution</p>	<p>1. Provide and define modal verbs (ex: possibly/likely, could/would/should)</p> <p>2. Question: Is it right for Monica to have more responsibilities</p> <p>3. Partner/small group debate and use academic vocabulary and evidence from the text.</p>	<p>1. Re-read the text and find specific examples of each story element</p> <p>2. Discussion question: how does the combination of each element create an interesting story?</p> <p>3. What would happen if Marcos was a dynamic character as well? How would that affect the story?</p>	<p>1. Model personal writing about making a tough decision in life</p> <p>2. Students write answer to: Narrate a time you had to make a difficult decision. What was the outcome? Use pronouns and synonyms to create cohesion</p> <p>3. Students write short response 5</p>

**Secondary ELD Lesson Template**  
**Designated ELD**

<b>Course:</b>	<b>Text:</b>			<b>Text Level:</b>	
<b>Monday:</b>	<b>Tuesday:</b>	<b>Wednesday:</b>	<b>Thursday:</b>	<b>Friday:</b>	
<b>Specific Student Considerations (IEP, 504, SST, etc):</b>					
<b>ELD Objective:</b>	<b>ELD Objective:</b>	<b>ELD Objective:</b>	<b>ELD Objective:</b>	<b>ELD Objective:</b>	
<b>Vocabulary Instruction:</b>	<b>Vocabulary Instruction:</b>	<b>Vocabulary Instruction:</b>	<b>Vocabulary Instruction:</b>	<b>Vocabulary Instruction:</b>	
<b>Instructional Sequence:</b>	<b>Instructional Sequence:</b>	<b>Instructional Sequence:</b>	<b>Instructional Sequence:</b>	<b>Instructional Sequence:</b>	

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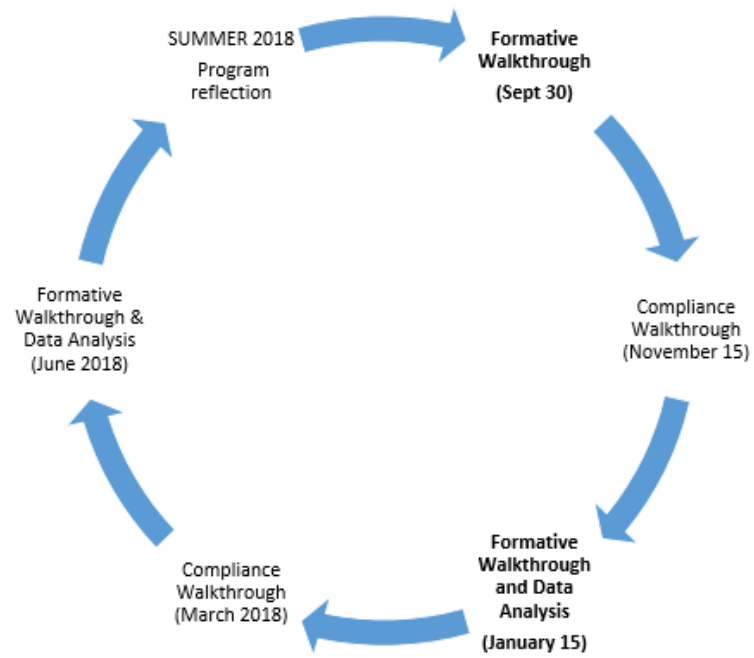
### ELL Planning for Secondary 17-18

Course	Level		m	anning	ng Look Fors:
Literacy 1	s ls 1 – 2 includes SPED on ack	day	text with supports Sync – Use “Bridging”	e site template have ELD objective tied to rds T have explicit vocabulary T explicitly model language d to ELD objective	level text tied to core bjective based on ELD age skills ulary instruction sson Plans with ELD

Literacy 2	Core in Listening & Speaking 1-3	day	<p>Text with supports</p> <p>Sync – Use “Bridging”</p> <p>on oral language &amp; listening</p>	<p>ELD standards focused on</p> <p>ive, productive standards</p> <p>have ELD objective tied to</p> <p>ords</p> <p>T have explicit vocabulary</p> <p>T explicitly model language</p> <p>d to ELD objective</p>	<p>ion of formative data</p> <p>reading data (STAR or</p> <p>just groupings</p>
Literacy 3	Domains Listening & Speaking 4-5	day	<p>Text (Ex: Study Sync –</p> <p>ling Text)</p> <p>riting skills</p>	<p>standards, focus on reading &amp;</p> <p>have ELD objective tied to</p> <p>ords</p> <p>T have explicit vocabulary</p> <p>include written language</p>	
ELD	5	asses	<p>on reading skills,</p> <p>acquisition, Bricks &amp;</p> <p>ed to content area</p> <p>Text</p>	<p>have ELD objectives tied to</p> <p>ords within lesson</p> <p>“Bricks &amp; Mortar” supports</p> <p>EL Achieve</p>	<p>v data on EL groups in</p> <p>ire assessments</p> <p>ts of scaffolding (from</p>

## **Monitoring Plan**

# **Monitoring Plan for Designated EL rollout 17-18**



Appendix VII:  
Aspire's 504 Procedures



Appendix VII:  
Aspire's 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

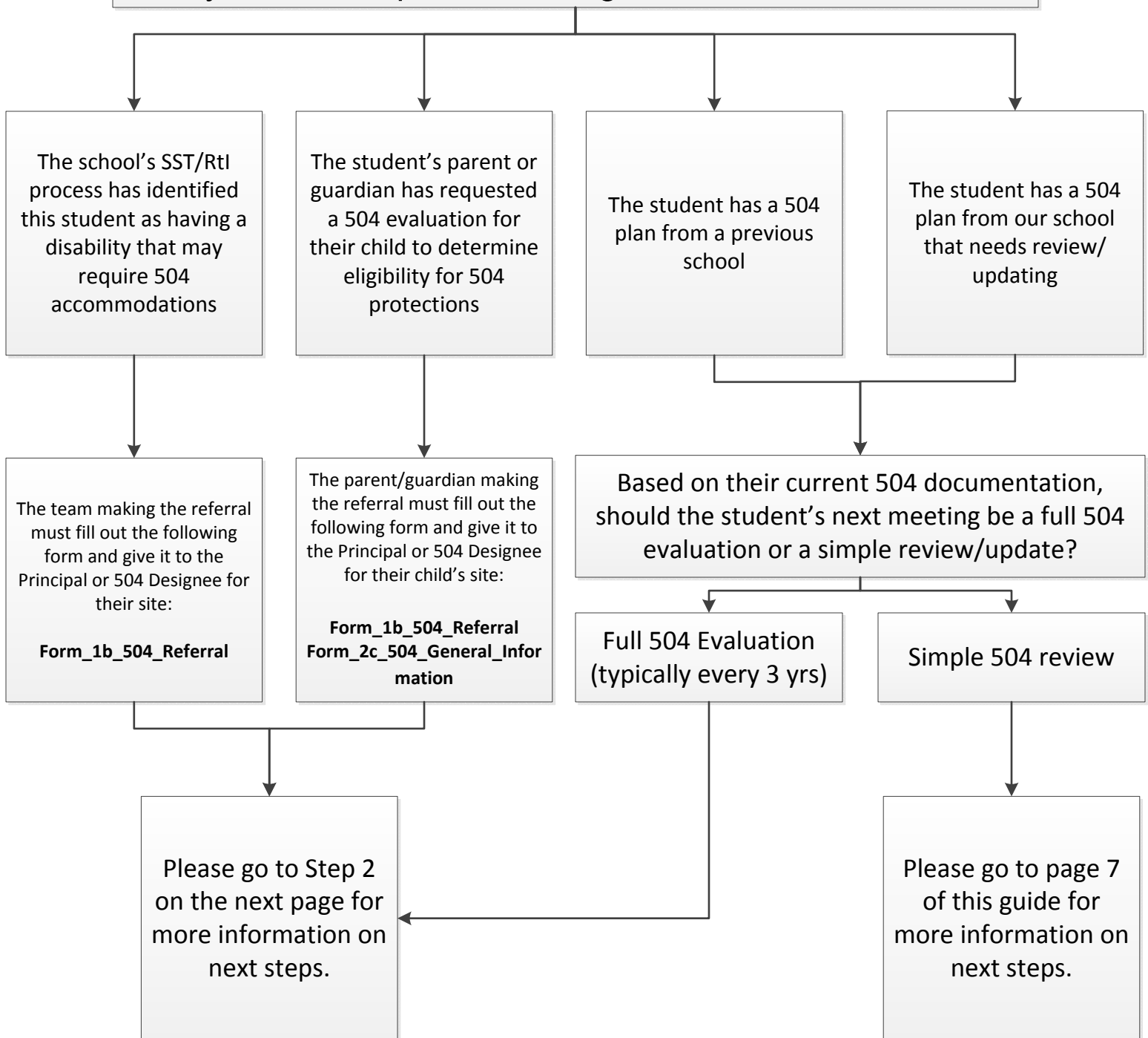
**Need more information on any of these steps? Check out the other process and procedure guides!**

## 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 vital to the 504 documentation process.

### Step 1: 504 Referral

Why is the 504 process being started for this student?



## 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.

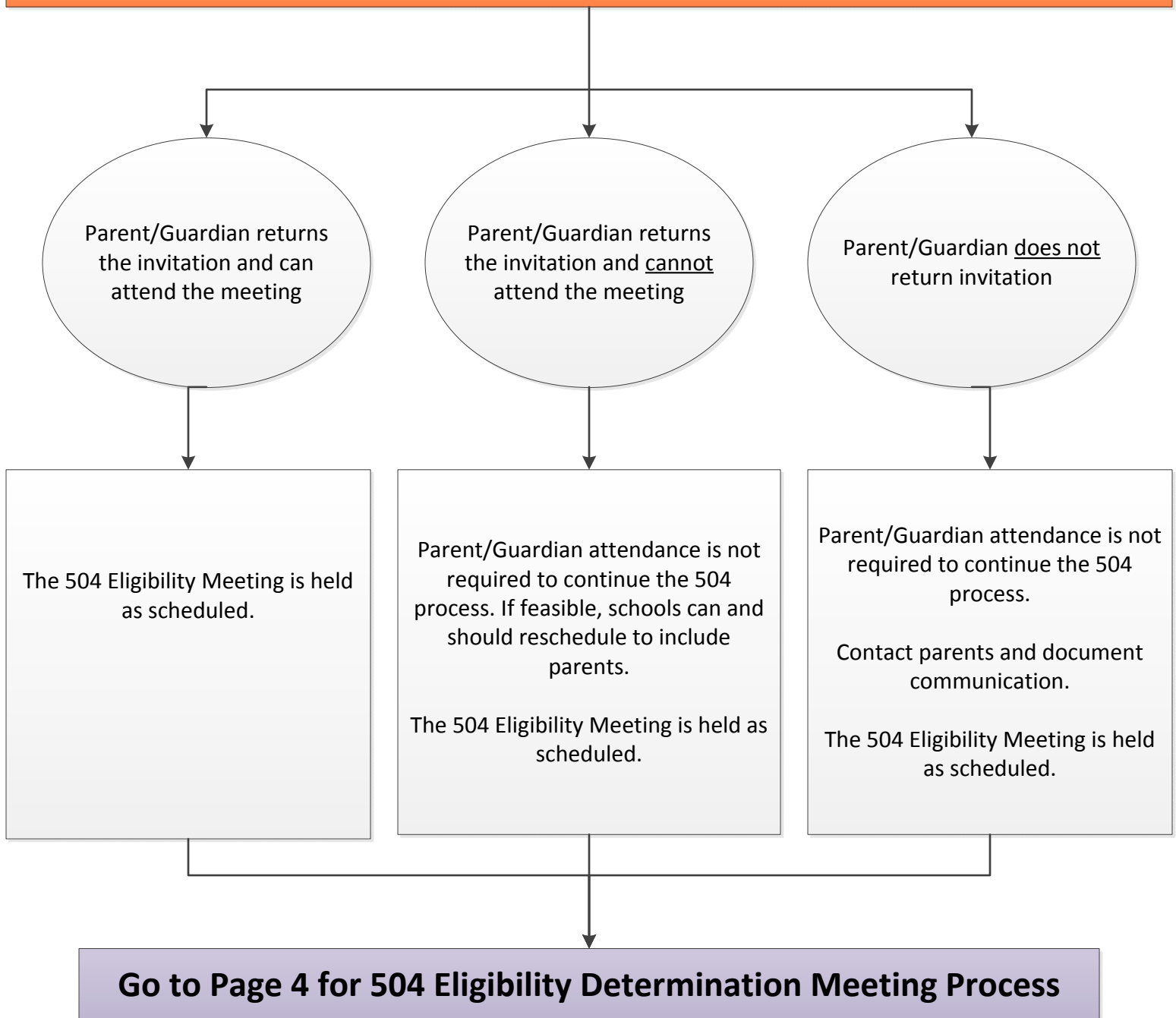
Continue to page 3 for next steps.

### 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



### 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 diagnosed disability

**AND**

2) This disability directly and substantially affects the students ability to access 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 all 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

The student has never had a 504 or was exited from a previous 504.

##### Review Evaluation

The student has a 504, but is being evaluated to see if they still qualify. This should be done at least every 3 years.

##### Removal/Dismissal Evaluation

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

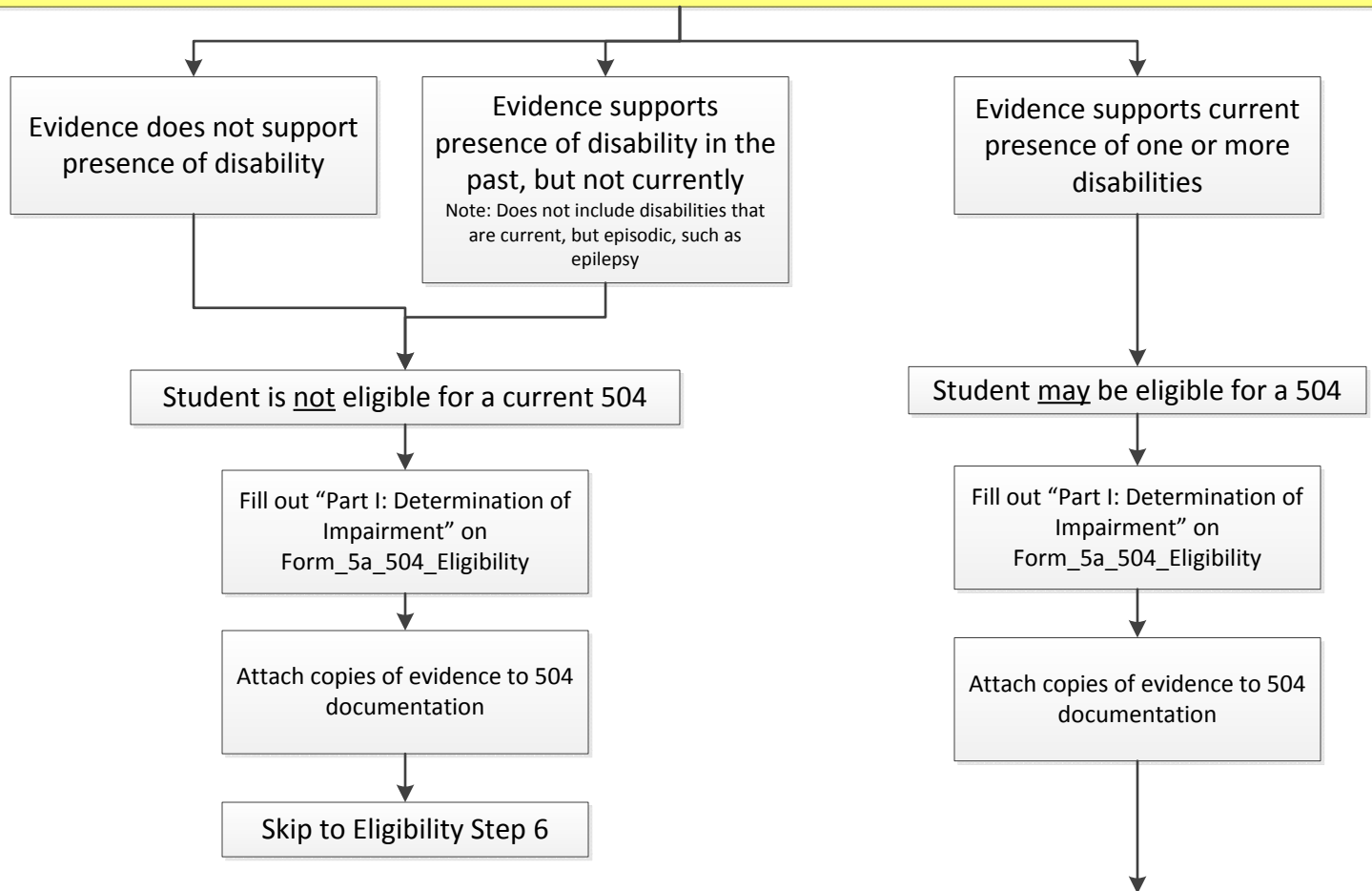
This form prints out at the end of Form\_5a\_504\_Eligibility document, but you may also print it out separately as Form\_2b\_504\_Due\_Process\_Rights

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**



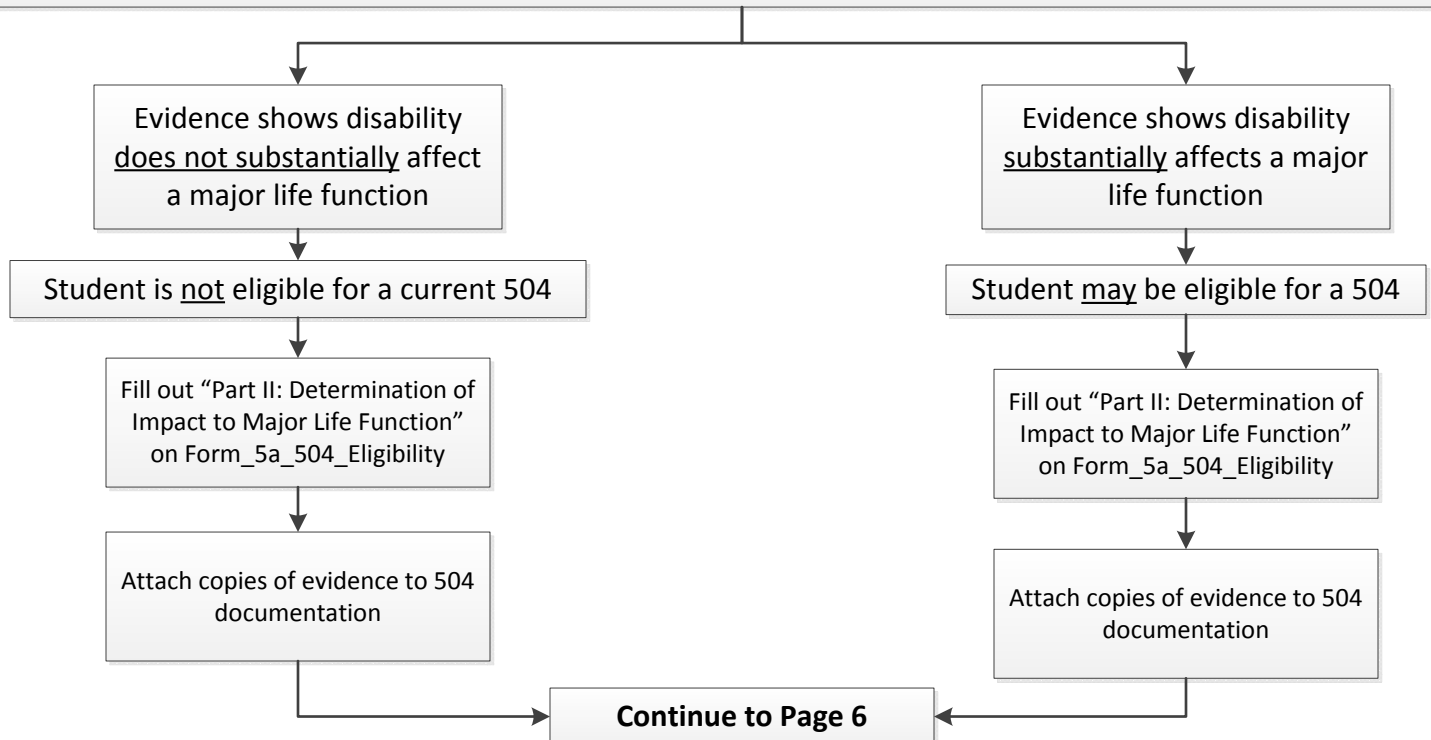
## Step 4: Review the Evidence of Disability



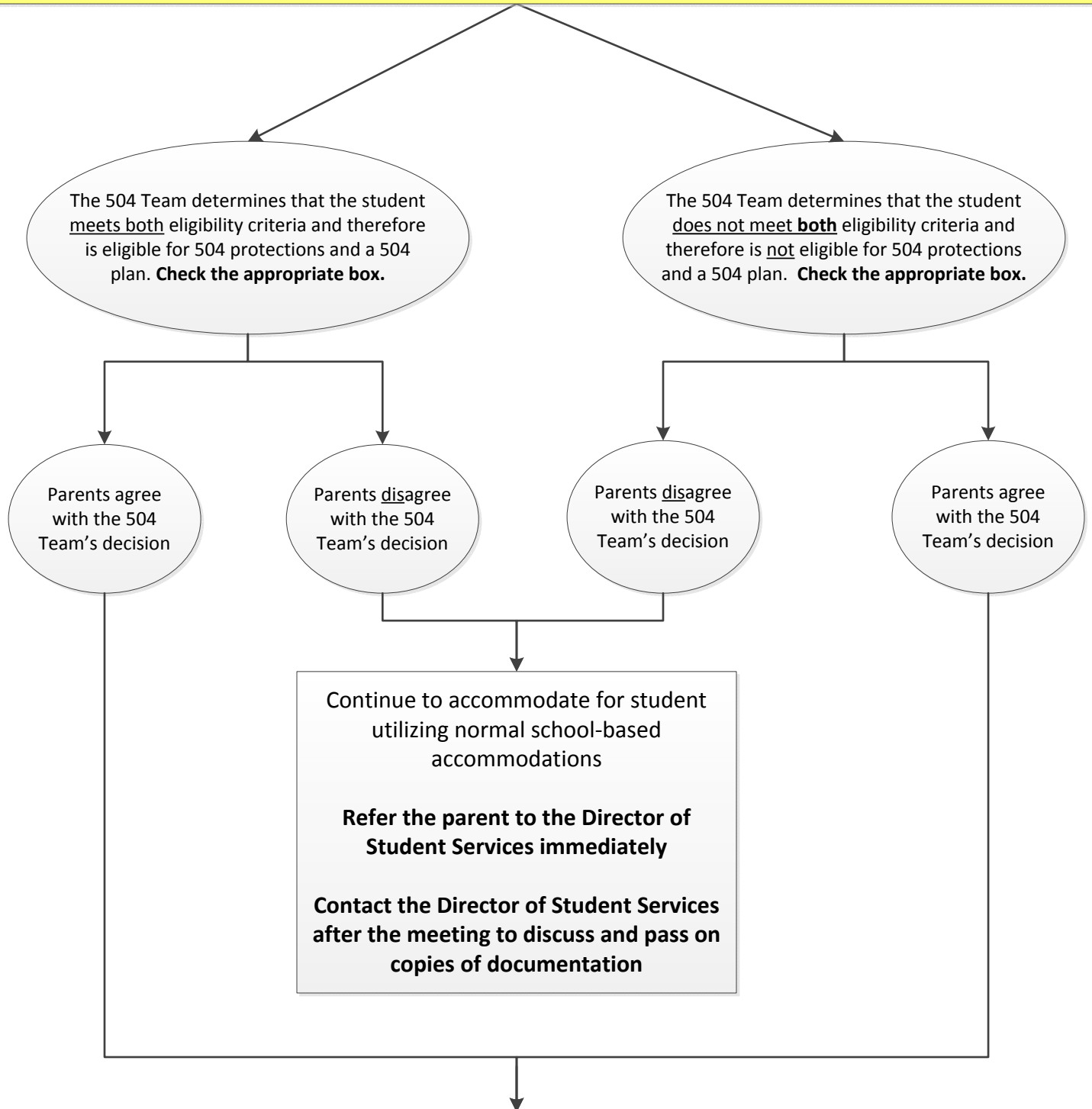
## Step 5: Review Evidence of Impact of Disability on a Major Life Function

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



## Step 6: 504 Eligibility Decision



## 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:

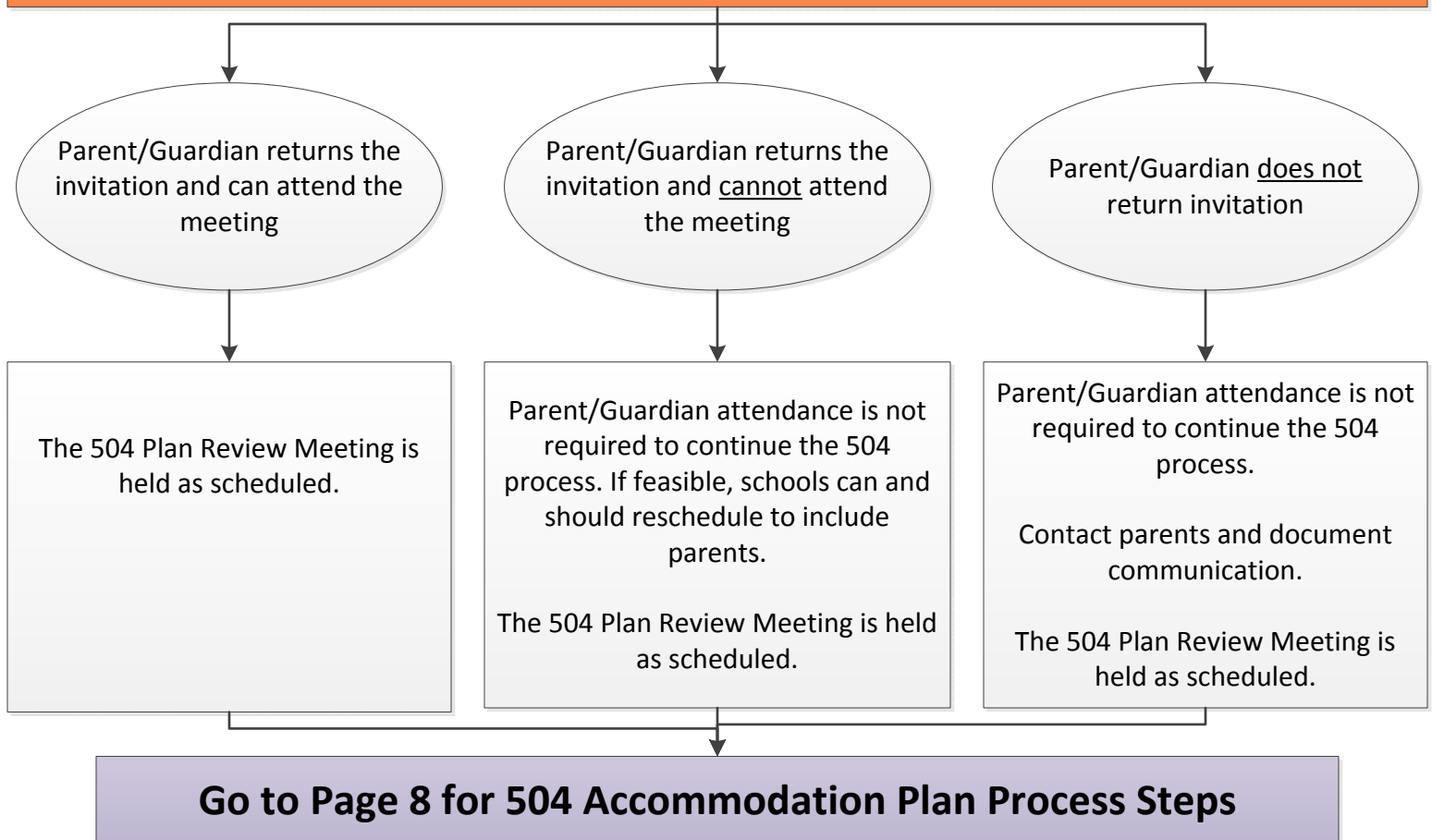
**Form\_4\_504\_Parent\_Invite**

### 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



## 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 ☺

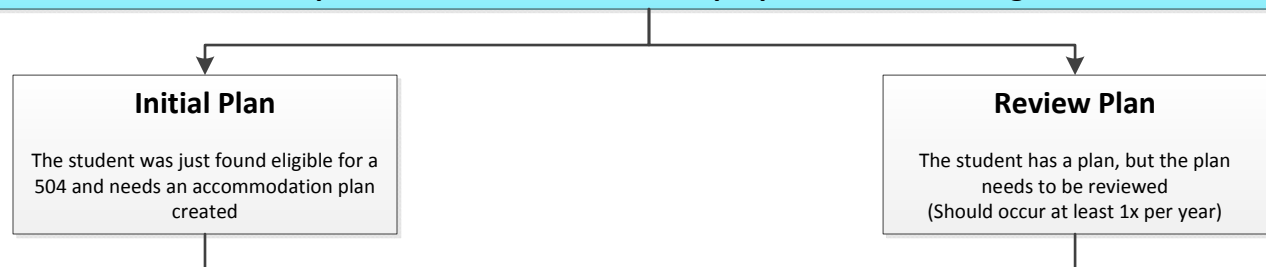
For all 504 Accommodation Plans, the following form should be used:

**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



### 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**

### 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

Appendix VIII:  
LEA SELPA Membership

Name changed to:  
ASPIRE Golden State College  
Preparatory Academy

ASPIRE Millsmont Secondary Academy  
2684

## 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



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 31<sup>st</sup>. 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 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.

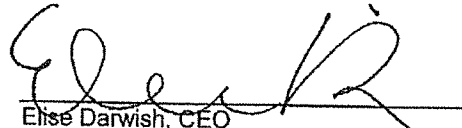
This revised agreement replaces the original participation agreement and is entered into for the 2010-11 fiscal year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 19<sup>th</sup> day of May, 2011

CHARTER SCHOOL APPROVAL

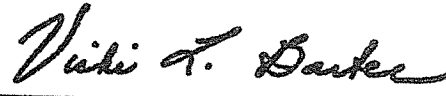
ASPIRE Millsmont Secondary Academy

Date: 6-14-11

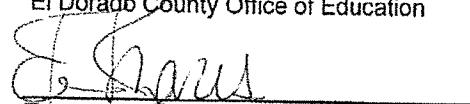
  
Elise Darwish, CEO  
ASPIRE Millsmont Secondary Academy

EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL

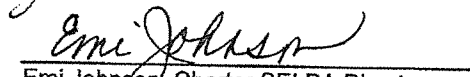
Date: \_\_\_\_\_

  
Vicki L. Barber, Ed.D., Superintendent  
El Dorado County Office of Education

Date: 8/19/11

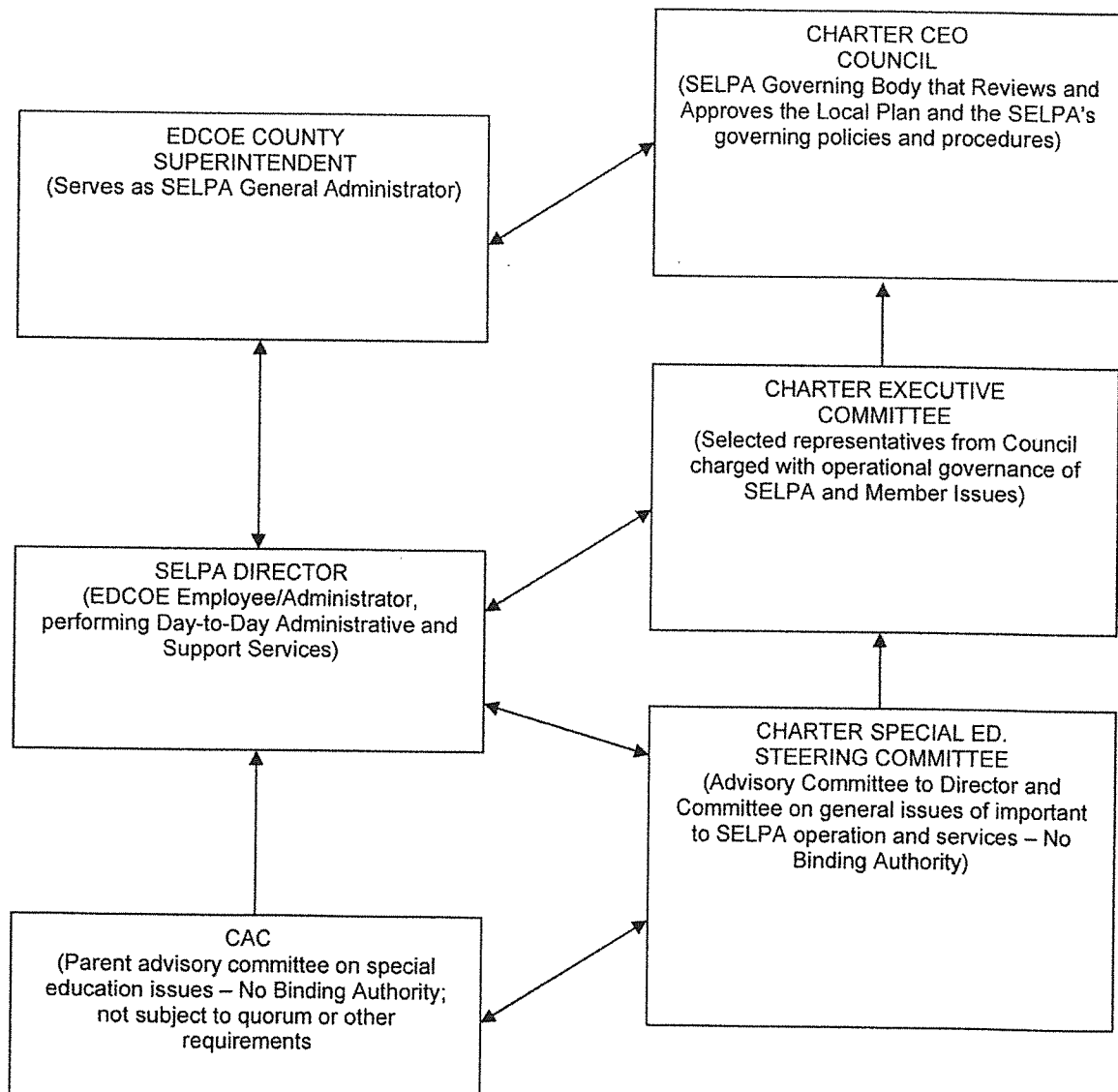
  
Terena Mares, Deputy Superintendent  
El Dorado County Office of Education

Date: 6-15-11

  
Emi Johnson, Charter SELPA Director  
El Dorado County Office of Education



**El Dorado County Charter SELPA**  
**Charter Education SELPA Flow Chart**



Appendix IX:  
Board of Directors Biographies

**Jonathan Garfinkel, Board Chair, TPG Capital**

Jonathan Garfinkel is a Partner of TPG, a global alternative asset investment firm. At TPG, he focuses on corporate development, compensation and human resources, having spent the majority of his career working on private equity transactions. He is a member of the Advisory Council of the Stanford Graduate School of Education, and has been actively involved in the LEAD Commission on digital learning. He holds a BA in Economics, an MBA and an M.Ed., all from Stanford University.

**Jim Boyd, Executive Director, Pyramid Peak Foundation**

From his work as a church leader to non-profit president to running a charitable foundation, Jim Boyd's career has been marked by his spirit of service. Since October 2011, he's been Executive Director of the Pyramid Peak Foundation in Memphis, focusing on public education and the challenges facing women. Jim studied political science at Vanderbilt University, attended Episcopal seminary in Washington, DC and was ordained in 1977. Prior to his work at The Pyramid Peak Foundation, Jim established urban ministries in Memphis, led churches in Fayetteville, NC and Salem, OR, and served as president of BRIDGES, a Memphis youth leadership organization.

**Warren Felson, Private Investor**

Warren Felson has been managing family investments since 2000. He lived in London from 1986 to 2009 where he was President of the commodity trading firm Gerald Metals, S.A., Managing Director of Drexel Burnham Lambert Ltd and ran a quantitative equity hedge fund. Prior to moving to London he was President of Metal Traders Inc. in New York. Mr. Felson was Chairman of the Governors and Financial Governor of Chelsea Community Hospital School, London, where he was also a volunteer teacher from 2003-2008. He has a Bachelor of Metallurgical Engineering from McGill University, Montreal, and an MBA with Distinction from Harvard Business School.

**Nisa Frank, Lower School Division Head, Hamlin School**

Nisa Frank is the Lower School Division Head at the Hamlin School, a K-8 girls school in San Francisco. In her current role, she is responsible for the growth, safety, and support of various constituencies, as well as programmatic growth in all-academic and social emotional curriculum. Over the past 15 years, she has spent most of her career in education in New York City where she has been an educator, director of admission, assistant head of preschool and lower school, faculty board member at the Town School in NYC, an active member of various committees dedicated to equity, and remains truly passionate about her role in ensuring that excellence in education is accessible to all. Nisa is a Bay Area native and was born and raised in Berkeley, CA and currently resides in Oakland. She holds a BS in Child and Adolescent Development from San Francisco State University, a MS Ed in Early Childhood Education from Bank Street College of Education, and an MS Ed in Private School Leadership from Columbia University, Teachers College.

**Kay Hong, CEO, Torrid LLC**

Kay Hong is the Chief Executive Officer of Torrid, a leading women's apparel retailer selling stylish apparel, intimates, accessories and footwear for curvy women sizes 10-30. Prior to Torrid, Kay served as Managing Director with Alvarez & Marsal, a global advisory firm, where she was a member of its

Executive Committee. At Alvarez & Marsal, Kay specialized in providing C-level interim management for retail companies in distress as well as leading performance improvement initiatives for financially healthy companies. She holds a BS from Stanford University and an MBA from Harvard Business School. She lives in the Los Angeles area.

#### **Leslie Parker Hume, Historian**

Leslie P. Hume is an active community volunteer in the San Francisco Bay Area, with a particular focus on education and the arts. For the past twenty years much of Leslie's volunteer service has been centered on Stanford University. She has served on a number of advisory councils; been active in the university's fundraising campaigns; and recently completed eleven years of service as a trustee of Stanford, chairing the board from 2008-2012. She currently co-chairs the Stanford Live Advisory Council and is a member of the Arts Advisory Council. Leslie also volunteers for Radcliffe College and is on the Dean's Advisory Council for the Radcliffe Institute. Previously, she served as either a member or chair of the board of the San Francisco Foundation, the Bay Area Discovery Museum, the Breakthrough Collaborative, and the San Francisco Day School. She earned her bachelor's degree from Radcliffe College in 1969, and a doctorate in history from Stanford University in 1979. Leslie is married to George H. Hume, the President and CEO of Basic American Foods. They have a son, Parker Hume, and a daughter, Lilah Hume.

#### **Beth Hunkapiller, 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.

#### **Joaquin Torres, Deputy Director at the San Francisco Office of Economic and Workforce Development**

Joaquin Torres is the Deputy Director at the San Francisco Office of Economic and Workforce Development where he leads Mayor Lee's Invest In Neighborhoods Initiative leveraging city resources across city departments to maximize positive economic and social impact in our neighborhoods. He is the President of the San Francisco Housing Authority Commission overseeing the historic rehabilitation re-envisioning of public housing. Joaquín also serves on the board of SPUR and the Board of Trustees for A.C.T. (American Conservatory Theatre). Prior to these appointments, Joaquin served as Director of the Mayor's Office of Neighborhood Services (MONS) under Mayor Edwin M. Lee. Under former Mayor Gavin Newsom, Joaquin served as the Liaison to the Latino and American Indian communities and to districts nine and eleven. Joaquin is a graduate of Stanford University and New York University's Tisch School of the Arts. He lives in the Outer Mission.

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.

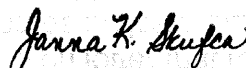
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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, Director, TE/GE  
Customer Account Services

Appendix XI:  
Aspire Articles of Incorporation, Bylaws, and Conflict of  
Interest Code

2158316

ENDORSED - FILED  
IN THE OFFICE OF THE  
SECRETARY OF STATE  
OF THE STATE OF CALIFORNIA

MAR 19 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION  
OF  
UNIVERSITY PUBLIC SCHOOLS

A CALIFORNIA PUBLIC BENEFIT CORPORATION

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

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

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

Don Shalvey  
1564 Laurel Street  
San Carlos, CA 94070

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

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

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




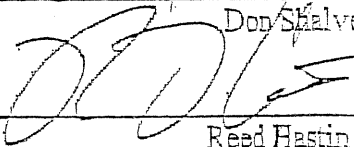

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name	Address
Don Shalvey	131 Kelton Avenue, San Carlos, CA 94070
Reed Hastings	604 Lighthouse Avenue Santa Cruz, CA 95060
Bill Jackson	965 Mission Street, Suite 650 San Francisco, CA 94103

SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

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

Date: 12/21/98

	Don Shalvey, Director
	Reed Hastings, Director
	Bill Jackson, Director

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

Date: 12/21/98

Don Shafvey  
Don Shafvey, Director

Reed Hastings  
Reed Hastings, Director

Bill Jackson  
Bill Jackson, Director



A0551743

ENDORSED FILED  
in the office of the Secretary of State  
of the State of California

SEP 8 2000

BILL JONES, Secretary of State

CERTIFICATE OF AMENDMENT TO  
ARTICLES OF INCORPORATION OF  
UNIVERSITY PUBLIC SCHOOLS  
A CALIFORNIA PUBLIC BENEFIT CORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:  
  
"The name of this Corporation is Aspire Public Schools."
3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on July 1, 2000.

Don Shalvey  
Don Shalvey  
Chief Executive Officer

Sayed Darwish  
Sayed Darwish  
Secretary



A0604947

**ENDORSED - FILED**  
in the office of the Secretary of State  
of the State of California

NOV 03 2003

**KEVIN SHELLEY**  
Secretary of State

**CERTIFICATE OF AMENDMENT TO**  
**ARTICLES OF INCORPORATION OF**  
**ASPIRE PUBLIC SCHOOLS**  
**A CALIFORNIA PUBLIC BENEFIT CORPORATION**

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of Aspire Public Schools, a California Public Benefit Corporation.
2. Article Six of the Articles of Incorporation of this Corporation is amended to read as follows:

"The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities of this corporation, shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

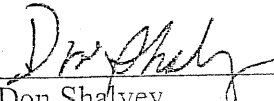
"If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party."

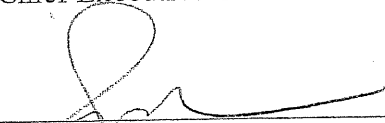
3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.
4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our knowledge.

Executed on May 15, 2003.

  
Don Shalvey  
Chief Executive Officer

  
Gloria Lee  
Secretary



2158316

A0742630

FILED *Amir*  
Secretary of State  
State of California  
JUN 24 2013  
*ice*

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*  
James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013

*James Cleveland*  
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

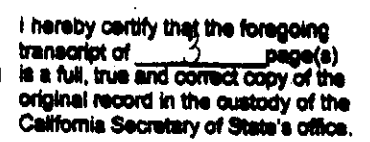
A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from 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.



JUN 25 2013

Date: \_\_\_\_\_ Jm

*Debra Bowen*  
DEBRA BOWEN, Secretary of State

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 – 22<sup>nd</sup> Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2      Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable

purposes and which has established its exempt status under Internal Revenue Code §501(c)(3).

#### ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

#### ARTICLE 5: DIRECTORS

##### Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) Select and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

##### Section 5.2 Number of Directors

The number of Directors shall be not less than three (3) nor more than eleven (11), with the exact authorized number of Directors to be determined by the Board from time to time.

### Section 5.3 Board of Directors; Term of Office.

(a) The members of the Board of Directors are those persons whose names are attached to these Bylaws as Exhibit A. The Directors shall each serve until the later of the date of Annual Meeting designated beside his or her name in Exhibit A, or the date his or her successor is elected. Subsequent Directors shall be elected by a majority vote of the Directors at each Annual Meeting, including the vote(s) of any Director whose term of office expires with that meeting. A term may not exceed six (6) years.

(b) The Chairperson of the Board shall be selected by a majority vote of the Directors following the appointment or election of Directors at each Annual Meeting.

(c) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(d) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(e) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

### Section 5.4 Place of Meetings

Meetings shall be conducted at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been identified notice in compliance with the provisions of the Ralph M. Brown Act.

## Section 5.5 Meetings; Annual Meeting

All meetings of the Board of Directors, including the Annual Meeting, shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The Annual Meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

## Section 5.6 Regular Meetings

Regular meetings of the Board of Directors, including the Annual Meeting, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

## Section 5.7 Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the President, or any two (2) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other

than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

#### Section 5.8 Quorum

During open session, a majority of the directors then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

#### Section 5.9 Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act are followed:

- (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Corporation's schools operate;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

#### Section 5.10 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to

the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

#### Section 5.11 Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

#### Section 5.12 Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

#### Section 5.13 Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

#### Section 5.14 Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

#### Section 5.15 Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

#### Section 5.16 Non-Discrimination

This Corporation shall not discriminate on the basis of race, religion, national origin, gender, age or sexual orientation in hiring, firing or admissions.

### ARTICLE 6: COMMITTEES

#### Section 6.1 Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of two (2) or more Directors, and only of directors, to serve at the pleasure of the Board. Meetings of committees shall comply with the provisions of the Ralph M. Brown Act, including those provisions concerning advisory committees as set forth therein. Minutes of each such



meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

## Section 6.2 Executive Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

## Section 6.3 Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. Directors who are also employees of the Corporation may not serve on the Compensation Committee. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

#### Section 6.4      Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

#### Section 6.5      Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

#### Section 6.6      Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

### ARTICLE 7: OFFICERS

#### Section 7.1      Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.

#### Section 7.2      Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

### Section 7.3 Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

### Section 7.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

### Section 7.5 Vacancies in Office

A vacancy in any Office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

### Section 7.6 Responsibilities of Officers

(a) Chief Executive Officer (CEO). The CEO has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall be empowered to act, speak for, or otherwise represent the Corporation between meetings of the Board. The CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

(b) Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

(c) Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be

open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

## ARTICLE 8: RECORDS AND REPORTS

### Section 8.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

### Section 8.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

### Section 8.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

### Section 8.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

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

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

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

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

(e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than \$50,000; and

(f) Any other information required under these Bylaws.

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

#### Section 8.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate. For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.

### ARTICLE 9: INDEMNIFICATION OF DIRECTORS AND OFFICERS

#### Section 9.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or

proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

#### Section 9.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

### ARTICLE 10: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

#### Section 10.1 Contracts with Directors and Officers

(a) No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the

circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

(b) The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

#### Section 10.2      Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

### ARTICLE 11: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

### ARTICLE 12: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

### ARTICLE 13: CONSTRUCTION AND DEFINITIONS

#### Section 13.1      Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

## Section 13.2      Electronic Transmission

Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

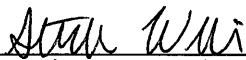


## CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Bylaws consisting of fourteen (14) pages and the following one (1) page exhibit were adopted as the Bylaws of the Corporation by the Directors of the Corporation on March 16, 2012, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on March 16, 2012.

  
By: Stephanie Wilson  
Its: Interim Secretary

CONFLICT-OF-INTEREST CODE FOR THE  
**ASPIRE PUBLIC SCHOOLS**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Aspire Public Schools ("Aspire")**

Individuals holding designated positions shall file their statements of economic interests with **Aspire**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the Members of the Board, and the Chief Executive Officer/President, **Aspire** shall make and retain copies and forward the originals to the Fair Political Practices Commission. All other statements will be retained by **Aspire**.

## APPENDIX A DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
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.

This is the last page of the conflict-of-interest code for the **Aspire Public Schools**.



## CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict-of-interest code for the **Aspire Public Schools** was approved on July 28, 2009. This code will become effective on August 27, 2009.

A handwritten signature in black ink, appearing to read "R. G. Porter", written over a horizontal line.

Roman G. Porter

Executive Director

Fair Political Practices Commission

Appendix XII:  
Uniform Complaint Procedures

## **UNIFORM COMPLAINT 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. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP 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 or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. 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 any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees<sup>1,2</sup>, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer  
c/o Regional Manager of Student Services  
Insert Regional Office Address here  
Insert Regional Office Phone and Fax Number here

Any pupil fees complaint should be filed with the principal of a school.

<sup>1</sup> 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.

<sup>2</sup> A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

## **ASSURANCES**

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.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

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 those involved.

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 its 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.

## **INITIATION OF COMPLAINT**

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Investigation document 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.

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 with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' 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 (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

## **MEDIATION**

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.

## **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.



College for Certain

## UNIFORM COMPLAINT PROCEDURES FORM

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Student Name (if applicable) \_\_\_\_\_ Grade \_\_\_\_\_  
Address \_\_\_\_\_ Apt. # \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_  
Email Address \_\_\_\_\_

Date of Alleged Violation \_\_\_\_\_ School/Office of Alleged Violation \_\_\_\_\_

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Child Nutrition  | <input type="checkbox"/> Consolidated Categorical Aid          | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> Foster/Homeless  | <input type="checkbox"/> Pupil Fees for Educational Activities | <input type="checkbox"/> After School Education/Safety |
| <input type="checkbox"/> School Safety Plans  | <input type="checkbox"/> Local Control Accountability Plan     | <input type="checkbox"/> Physical Education Minutes    |
| <input type="checkbox"/> No Child Left Behind   | <input type="checkbox"/> Every Student Succeeds Act            | <input type="checkbox"/> Migrant Education             |
| <input type="checkbox"/> Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education |  |  |

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- ☐ Sex ☐ Sexual Orientation ☐ Gender ☐ Gender Identity ☐ Gender Expression ☐ Ancestry  
☐ Ethnic Group Identification ☐ Race or Ethnicity ☐ Religion ☐ Nationality ☐ National Origin ☐ Age  
☐ Color ☐ Mental or Physical Disability ☐ Lactating Student  
☐ Association with a person or group with one or more of the actual or perceived categories listed above

***For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.***

### Regional Office Contact Information:

- ☐ Bay Area (EPA, Oakland, Richmond): 510.434.5000  
☐ Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903  
☐ Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000

1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you attempted to discuss your complaint with any Aspire Public Schools personnel? If so, with whom and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes\_\_\_\_ No\_\_\_\_

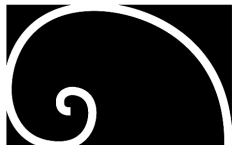
Signature \_\_\_\_\_

Date \_\_\_\_\_

Mail, email or deliver your complaint/documents to your regional office:

Uniform Complaint Officer  
c/o Regional Manager of Student Services  
Insert Regional Office Address here  
Insert Regional Office Phone and Fax Number here

Appendix XIII:  
Discrimination and Harassment Policy



## **Discrimination/Harassment Policy**

Aspire Public Schools (“Aspire”) shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire’s programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

The Board of Directors (the “Board”) shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

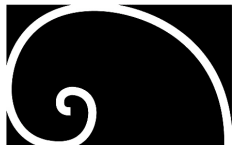
The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire’s “Discrimination/Harassment Complaint Procedure.” Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire’s “Discrimination/Harassment Complaint Procedure.”

Aspire’s “Discrimination/Harassment Policy” and the “Discrimination/Harassment Complaint Procedure” will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.



## **Discrimination/Harassment Complaint Procedure**

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

### **How to File a Complaint**

Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

### **Procedures**

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
  - The student who is complaining
  - The person accused
  - Anyone who saw the incident or conduct take place
  - Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - The Chief Executive Officer or designee
  - The parent/guardian of the student who complained
  - The parent/guardian of the person accused of the discrimination or harassing conduct
  - The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - Child protective agencies responsible for investigating child abuse reports
  - Legal counsel for Aspire
4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
  5. In reaching a decision about the complaint, the principal or designee may take into account:
    - Statements made by the persons identified above
    - The details and consistency of each person's account
    - Evidence of how the complaining student reacted to the incident
    - Evidence of past instances of discrimination or harassment by the accused person
    - Evidence of past complaints
  6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
    - How the misconduct affected one or more students' education
    - The type, frequency, and duration of the misconduct
    - The number of persons involved
    - The age and sex of the person accused of harassment
    - The subject(s) of harassment
    - The place and situation where the incident occurred
    - Other incidents at the school, including incidents of discrimination/harassment
  7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.
  8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.
  9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Appendix XIV:  
Principal Biography



### Leader Bio: Greg Dutton

Greg is entering his second year as principal of Aspire Golden State Prep! After serving in New York City for three years as an Assistant Principal and four years as a principal, Greg and his family made the move to the Bay Area in June of 2016.

Greg graduated from Vanderbilt University with a degree in Education and began his career teaching middle school Social Studies in Maryland. After earning his Master's in Education, Policy and Leadership from the University of Maryland, Greg moved to New York City and was accepted to New Leaders to complete his principal residency. Most recently, Greg became a fellow with the Leverage Leadership Institute, a fellowship for school and district leaders who have made dramatic gains in their schools or whose school's data is in the top ten percent in their region. Greg has also served as a New Leaders mentor principal and is passionate about developing other leaders.

Greg has enjoyed the move west and loves the community at Golden State Prep. Significant progress was made in year one and Greg looks forward to continuing the work with his amazing leaders, teachers, students and families.

When Greg is not at work, he enjoys spending time with his wife, Emily, and daughter, Claire, and spending time outside training for triathlons.

Appendix XV:  
Aspire Instructional Rubric

# Aspire Student Learning Framework (SY 2017-18)

*A tool to support student learning and educator development at Aspire Public Schools*



## What is the purpose of the Student Learning Framework?

The Aspire Student Learning Framework (SLF) was created to support student learning and educator development at Aspire. Adapted from TNTP's CORE Teaching Rubric, the SLF is grounded in three instructional principles:

1. An explicit focus on student academic behaviors
2. Alignment of instructional activities (ie. student task) to rigorous content standards
3. Culturally Responsive Teaching

## What are the components of the rubric?

There are 4 components of the rubric:

- **Domains:** The rubric includes five discrete domains: Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching
- **Essential Question:** The essential questions are the core questions to answer about the particular domain. In an effective teacher's classroom, the answer to each essential question is "yes."
- **Descriptor Language:** Descriptions of each domain are used to differentiate five levels of performance. The rubric uses descriptors that focus primarily on observable student actions and responses.
- **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each domain. These behaviors have been drawn from a variety of sources, including TNTP, Anchorage School District Culturally Responsive Education Continuum, and the Ready for Rigor Framework from Zaretta Hammond's Culturally Responsive Teaching & the Brain. After each observation, we recommend that teachers and observers identify one or two Core Teacher Skills (or identify a skill not listed) to prioritize for the next coaching cycle.

## How was the rubric developed?

- After reviewing several research-based rubrics from high-performing CMOs, districts, and other sources, TNTP's Core Teaching Rubric was selected as a foundation for the Aspire Student Learning Framework based on its focus on observable student academic behaviors, alignment with Common Core and other rigorous content standards, and alignment with Hammond's Ready for Rigor Framework.
- A guiding team of regional Aspire leaders and an advisory team of teachers and administrators provided input on TNTP's original rubric and crafted the Culturally Responsive Teaching domain to align with Aspire values and instructional priorities.
- In this version of the rubric, descriptor language and core teaching skills have been coded to illustrate alignment between the rubric and culturally responsive teaching practices.

## How does the rubric support culturally responsive teaching practices?

Although there are many ways to approach culturally responsive teaching, we have chosen the four practice areas from Zaretta Hammond's [Ready for Rigor Framework](#) as a guide to highlight alignment with the rubric domains. Elements of the rubric that directly align with the Ready for Rigor Framework are tagged according to the key at the bottom of each page.

## CULTURE OF LEARNING *Are all students engaged in the work of the lesson from start to finish?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions</p> <p>Students do not execute transitions, routines and procedures in an orderly manner. (CL)</p> <p>Students are left without work to do for a significant portion of the class period. (CL)</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. (CL)</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time. (CL)</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. (CL)</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. (CL)</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. (CL)</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. (CL)</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. (CL)</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. (CL)</p>

### Core Teacher Skills: Culture of Learning

#### **Maintaining High Behavior Expectations**

- Providing specific, concrete, sequential, and observable directions for behavior and academics
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior
- Using voice and presence to maintain authority and convey caring for students (LP)
- Investing time in knowing individual students and in forming relationships to best support their learning (LP)
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students

#### **Maximizing Instructional Time**

- Using efficient techniques for starting and ending lessons
- Using efficient routines and procedures
- Responding to student requests without interrupting instruction
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson

# ESSENTIAL CONTENT *Are all students working with content aligned to the appropriate standards for their subject and grade?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>All descriptors for Level 4 are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

## **Core Teacher Skills: Essential Content**

### **Planning and Delivering Lessons Effectively**

- Allocating instructional time to address the most important content for the grade or course
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- Teacher delivers lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable)
- Anticipating common student misunderstandings given the content, and ensuring strategies are in place to overcome those misunderstandings

**Note to observers:** When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.

# ACADEMIC OWNERSHIP

*Are all students responsible for doing the thinking in this classroom?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. (IP)</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. (IP)</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own. (IP)</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. (IP)</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

## Core Teacher Skills: Academic Ownership

### **Maintaining High Academic Expectations**

- Promoting student persistence to get correct, defended responses
- Using an appropriate tone when responding to student answers
- Requiring that students use complete sentences, correct grammar and academic language

### **Building Thinking Skills**

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

# DEMONSTRATION OF LEARNING *Do all students demonstrate that they are learning?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. (A)</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. (A)</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.(A)</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice. (A)</p>

## **Core Teacher Skills: Demonstration of Learning**

### **Leading Instruction**

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s)
- Using explanations of content that are clear, coherent and support student understanding of content
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support

### **Checking for Understanding of Content**

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson)
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards

### **Responding to Student Misunderstanding**

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding

**Note to observers:** *Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling*

# Culturally Responsive Teaching *Are all students and their communities valued for their individual and collective strengths?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Class does not exhibit a familial warmth and no evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students get little or no opportunity to feel their identity, experience, and culture is valued by the teacher and it is not reflected in the learning environment.</p> <p>Little or no explicit focus on building rapport or trust, emotional support is limited, and instructional scaffolding is ineffective. (LP)</p>	<p>Class somewhat exhibits a familial warmth and some evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students have few opportunities to feel their identity, experience, and culture is valued by the teacher and is somewhat reflected in the learning environment.</p> <p>Some focus on building rapport or trust, some emotional support is provided, and instructional scaffolding is somewhat effective. (LP)</p>	<p>Most of the class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Most of students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>Most students respond to instructor being a warm demander, emotional support is evident, and instructional scaffolding is effective. (LP)</p>	<p>Class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>All students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>All students respond to instructor being a warm demander due to emotional support and instructional scaffolding to move towards learner independence. (LP)</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Student interactions are caring and supportive of each other's social-emotional growth. With minimal teacher support, students use proactive social-emotional language and conflict resolution strategies to manage conflicts and relationships.</p> <p>Teacher actively seeks to learn about the contexts and cultural backgrounds/experiences of individual and groups of students, in order to build alliances and bridges across similarities and difference. (A)</p>

## Core Teacher Skills: Culturally Responsive Teaching

### Instruction

- Develop meaningful relationships that promote mutual trust and academic risk-taking
- Use local language and cultural knowledge as a foundation for the rest of the curriculum
- Explicitly teach the knowledge and behaviors that play a role in a person's success within the school culture while still validating students' culture and home language
- Help students make connections between what they are learning in school and their personal experiences
- Value multiple perspectives of historic and current events

### Habits of Mind & Attitudes

- Cultivate habits of mind to actively address equity issues, such as checking implicit bias, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students
- Is aware and reflects on key personal triggers that cause them to move up the ladder of inference
- Collaborate with a diverse range of educators to solicit multiple perspectives and deepen understandings of how systems of oppression impact students and families



Appendix XVI:  
School Site Safety Plan



GOLDEN STATE COLLEGE PREPARATORY ACADEMY (GSP)  
COMPREHENSIVE SCHOOL SAFETY PLAN  
2017-2018 SCHOOL YEAR

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# INTRODUCTION

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training regarding the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

## SCHOOL SAFETY COMMITTEE

The undersigned members of the Golden State College Preparatory Academy Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)

(Greg Dutton), Principal	Date
(Matt Britten), (AP of Culture)	Date
(Edgar Romero), Afterschool Program Director	Date
(Grace Kwon), (Business Manager)	Date
(name), (Oakland PD; 510-777-3211)	Date
(name), (Oakland Fire Department; 510-238-3851)	Date
(name), (Other)	Date

### Schedule of School Safety Committee Meetings

- Minimum of 1 meeting per year.
- Please pre-populate the schedule (can be modified later on)
- One meeting must be at the beginning of the school year in order to review Emergency

- Preparedness for the year as a team
- Afterschool Director must take part in these meetings
- Once team meets, please sign under “Signature of Designee” on printed hard copy kept at the school

Date	Time	Description of Meeting	Signature of Designee
9/29	1:30pm	Discuss emergency procedures and plan	
3/8	2:30pm	Discuss emergency procedures and plan	

# 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 to 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 information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting police stations and sheriff offices or by calling a 900 toll-free number. Now, 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), 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 California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), 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.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

Urban Area Security Initiative grant program Houston, TX: <http://www.readyhouston.tx.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.

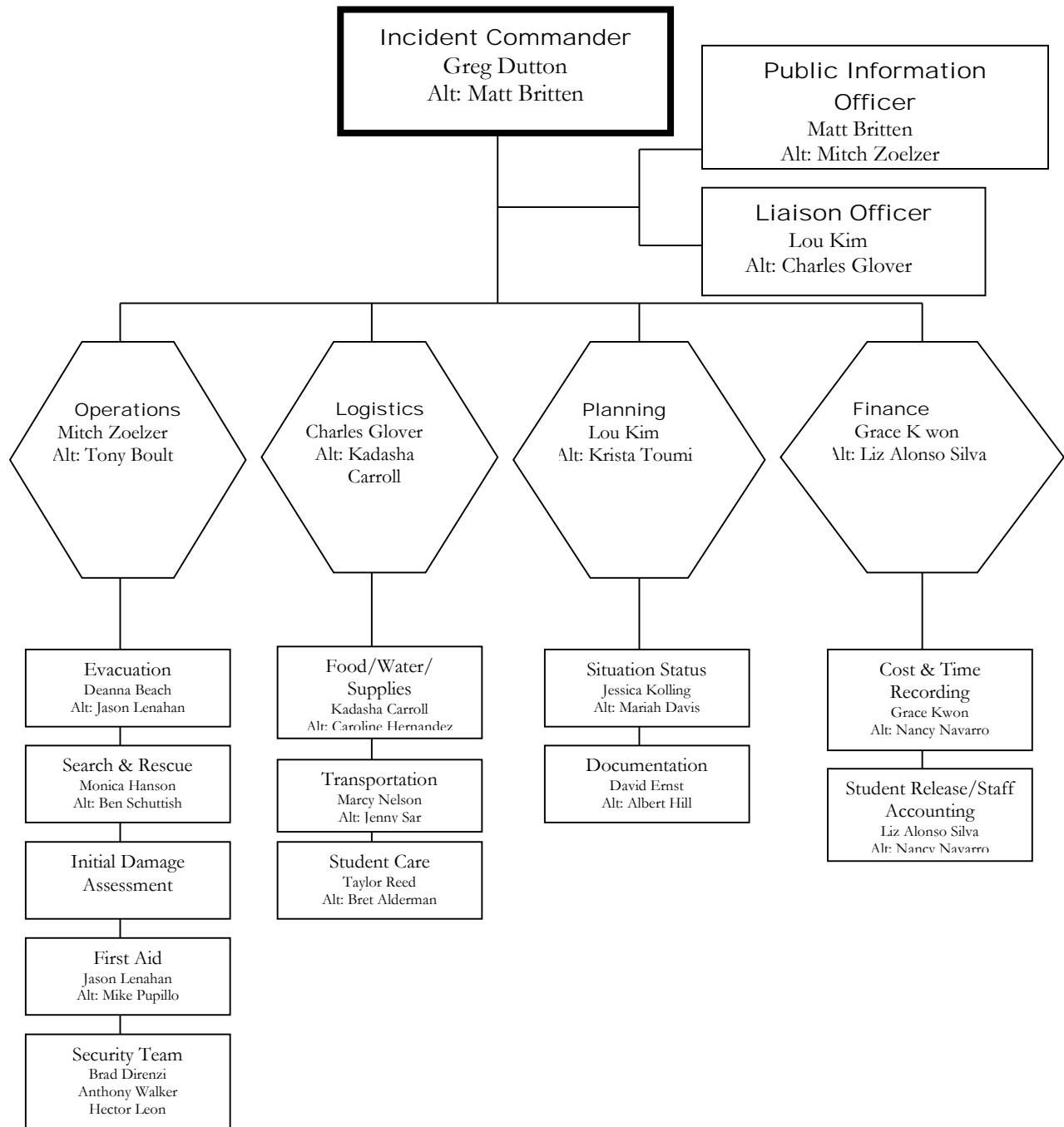
Response Options ALICE Training Institute: <http://www.alicetraining.com>

D-Prep LLC: <http://www.dprep.com>

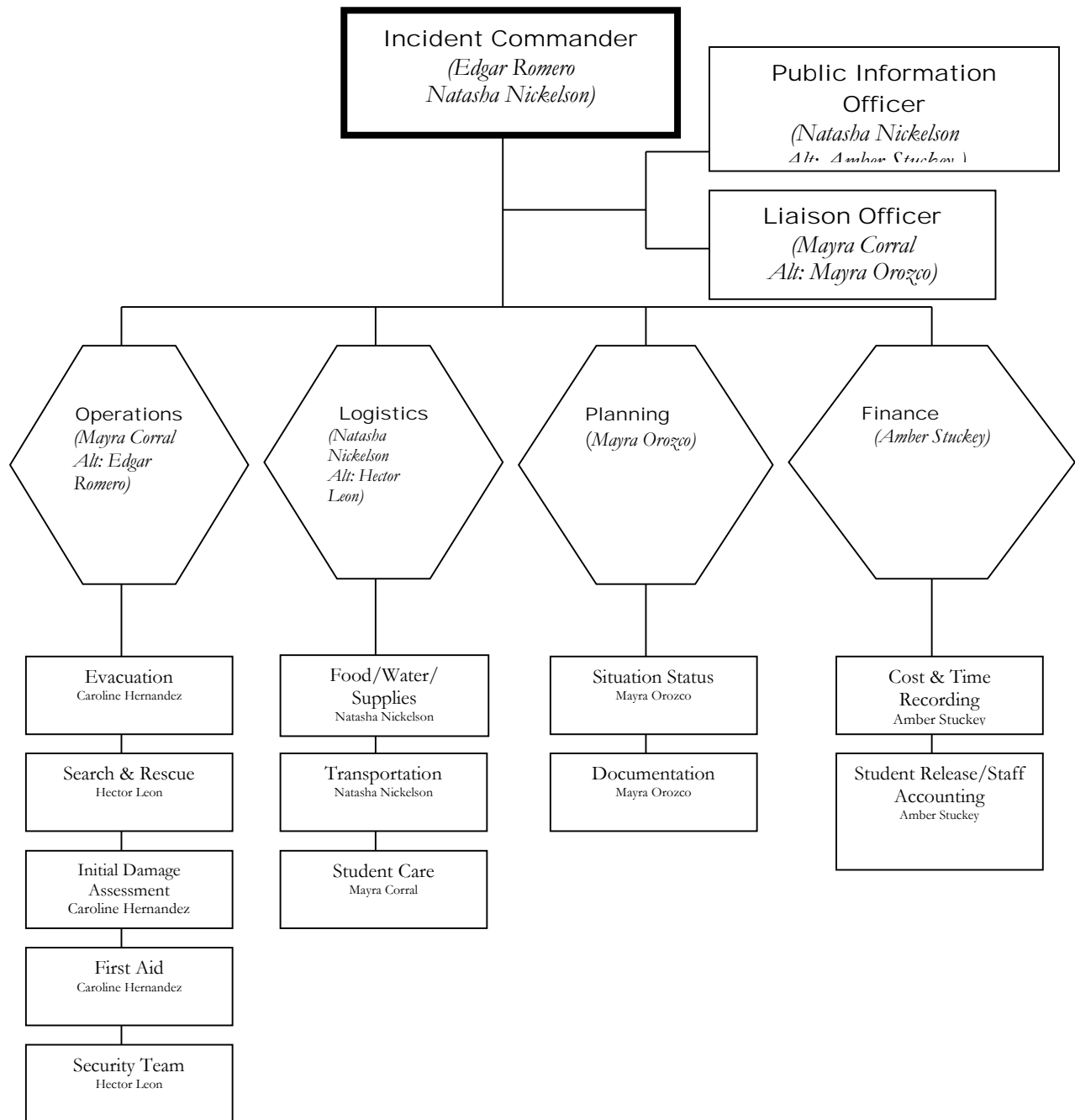
What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

# Incident Command System – For Day Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



# Incident Command System – For Afterschool Program



<b>Role</b>	<b>Role Definition and Responsibilities</b>
Incident Commander	Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent.
Public Information Officer	This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement.
Liaison Officer	Controls all internal communications. Posts and maintains status information.
Operations	In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.
Planning	Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners.
Logistics	Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources.
Finance	Supervises accounting and documentation.

## Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

### Principal

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left 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 communication 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 emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA's website at <http://www.ready.gov>. Other recommended items may include:

Solar blankets

First aid kits

Flashlights

Batteries

Radios

Megaphone

Walkie-talkies

General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)

Log with special instructions from parents whose children have special needs

## **Staff Training Schedule**

Please fill out the staff training schedule with any emergency preparedness/drill/safety trainings that will be held this school year.

<b><i>Date &amp; Time</i></b>	<b><i>Type of Training</i></b>	<b><i>Comments</i></b>
August 25, 2017	Lockdown Training	
September 1, 2017	Fire Drill/Earthquake Drill Training	
September 13, 2017	Feedback from Drills/Improve Plan	
January 19, 2018	Review of E-Prep plan, roles, and protocols	





# Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. 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:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
  - **Elementary:** once per month
  - **Middle school:** four times per school year
  - **Secondary:** twice per school year
  - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
  - **Elementary:** once per quarter
  - **Secondary:** once per semester
  - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
  - **Elementary:** once per quarter
  - **Secondary:** twice per school year
  - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

## Drill Schedule & Log – For Day Program

All drills should be pre-scheduled.

<b><i>Date</i></b>	<b><i>Type of drill</i></b>	<b><i>How long did the evacuation take?</i></b>	<b><i>Activity of students at the time of drill:</i></b>	<b><i>Comments</i></b>	<b><i>Signatures (date signature please)</i></b>
9/14	Fire drill				
10/12	Lockdown				
11/8	Fire drill				
12/5	Earthquake/ Evacuation				
2/1	Earthquake/ Evacuation				
3/14	Lockdown				
4/12	Fire drill				
5/23	Fire drill				

## Drill Schedule & Log – For Afterschool Program

All drills should be pre-scheduled.

<b>Date</b>	<b>Type of drill</b>	<b>How long did the evacuation take?</b>	<b>Activity of students at the time of drill:</b>	<b>Comments</b>	<b>Signatures (date signature please)</b>
9/14	Fire drill				
10/12	Lockdown				
11/8	Fire drill				
12/5	Earthquake/ Evacuation				
2/1	Earthquake/ Evacuation				
3/14	Lockdown				
4/12	Fire drill				
5/23	Fire drill				

## Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a

period of national or local emergency. The DHS(FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Reverse 911 is a relatively new method in which local authorities can send out emergency messages that target specific geographic areas via phone. Determine if this is a service provided in your school's community by contacting your local law enforcement agency or fire department.

## Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able 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 announcement/sound of an EAS "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.
- Office Manager will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

### **At the announcement of an EAS "Shelter in Place" message:**

- Children on the playground or library will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

**At the announcement/sound of an EAS “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.

# Situational Communication Plans

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

<b>911 Calls</b>	<ul style="list-style-type: none"><li>• When placing a 911 call: give your name, school name, and school address</li><li>• Give specific location of shooter, intruder, fire, hazardous material or other emergency</li><li>• Indicate location of incident command post</li></ul>
<b>Mass Notification to Parents</b>	During an emergency, we will use the all call system to contact parents. We will also allow students to call using classroom phones and if classroom phones are not available, teachers will make their cellular phones available.
	After an emergency, parents will be notified through the all call system

# Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

## PLAN FOR LOSS OF COMMUNICATION:

### **If no telephone service:**

Send automated communications via ParentSquare. All messages can be typed and sent to families.

### **If no Internet service:**

Use teacher phones to contact parents. If telephone service is up, use in class telephones to contact parents
Use smart phones to send all call message

## PLAN FOR LOSS OF ELECTRICITY:

### **List loss of services in event of electrical outage:**

Lights, air conditioner, elevator, automatic doors, kitchen equipment

### **List capability of backup power:**

Acts Full Gospel Church across the street is a designated American Red Cross Emergency Site. There are several generators onsite.



# Staff Phone List

This information will be used only during a school emergency

Please see the staff contact list on Google Drive here:

<https://docs.google.com/spreadsheets/d/1GQrYM0jqpvbXYKXWqrPrHZCJyVJER9GU7k7AeKnUa00/edit#gid=2001068845>

Staff emergency contact information can be found in the Staff Emergency Card Binder, located in the Main Office.

# Emergency Procedures

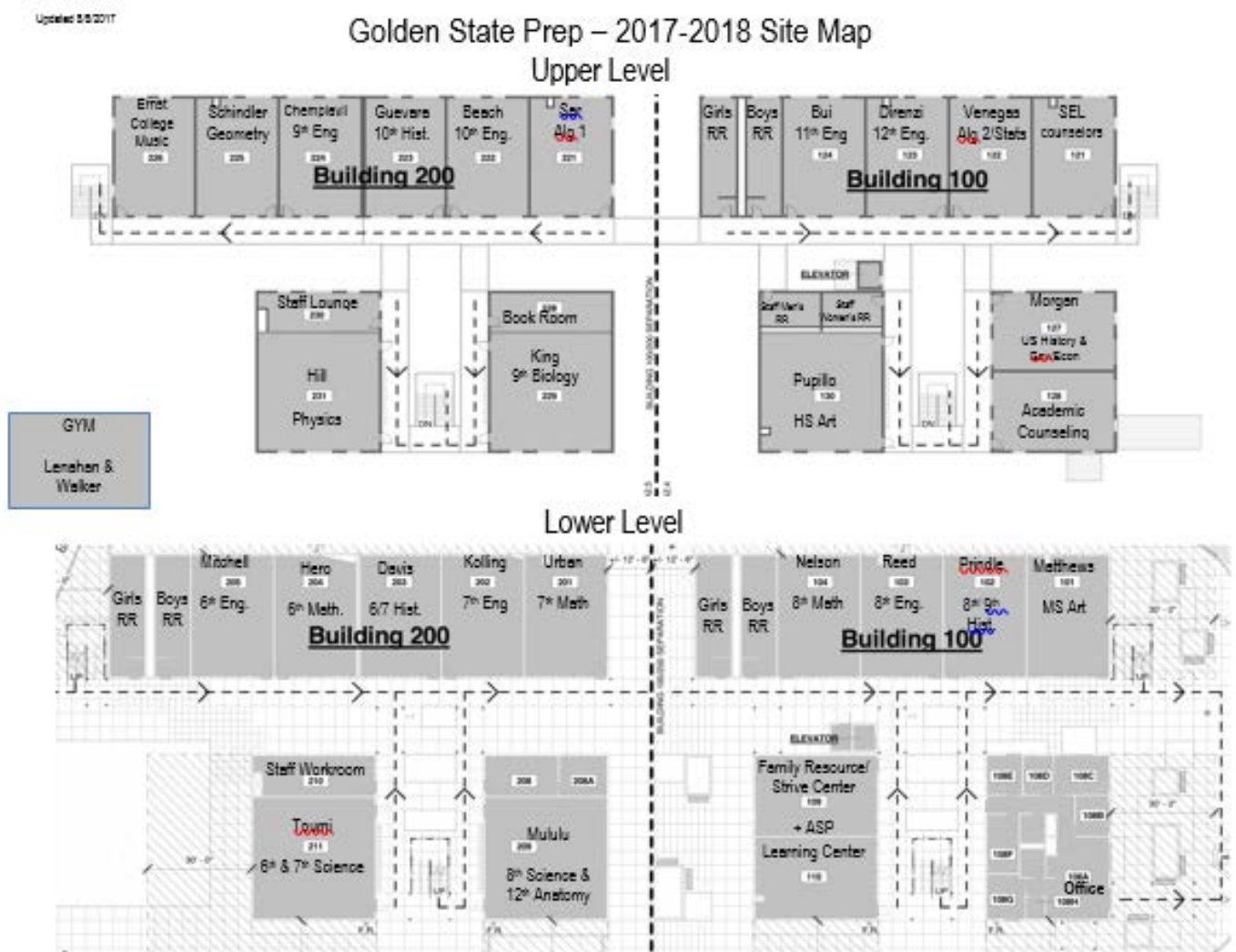
All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
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. The 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 applicable communications device(s).
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, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

## 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.

# Site Evacuation Plan & Map



Fire Drill	
Before the Drill	<input type="checkbox"/> Teach the students the expectations <input type="checkbox"/> Know where your materials are located <input type="checkbox"/> Report any missing materials to the office
During the Drill	<input type="checkbox"/> Take with you: <ul style="list-style-type: none"> <li>○ Emergency folder</li> <li>○ Pen/pencil</li> <li>○ Your cell phone (for communication if needed)</li> </ul> <input type="checkbox"/> Line scholars up and take them silently out your main evacuation route (see map inside your classroom)

	<ul style="list-style-type: none"> <li>❑ Line up (same as departure lines)</li> <li>❑ Check attendance quickly <ul style="list-style-type: none"> <li>○ All present- hold up green card (do not include absent students)</li> <li>○ Someone is missing- hold up red card and tell the runner who is missing and where they are. (Ex: “Juan is missing. He went to the bathroom. Or “Alexandria is missing. She is working with Ms. Moore”)</li> </ul> </li> <li>❑ Teachers who have pulled out students for intervention, etc. will escort students to their lines.</li> </ul>
After the Drill	<ul style="list-style-type: none"> <li>❑ Wait silently with your scholars until the all clear signal</li> <li>❑ When returning to classrooms, silent lines remain intact to signify the gravity of our practice</li> </ul>

Earthquake Procedures	
Indoors	Outdoors
<ul style="list-style-type: none"> <li>❑ Drop down to the floor and duck and cover under a desk or table.</li> <li>❑ Turn away from windows.</li> <li>❑ Cover head with one arm and the other arm hold the cover (desk). Be prepared to move with the cover.</li> <li>❑ Hold the position until the ground stops shaking.</li> <li>❑ When the initial shaking stops, an announcement over the intercom will instruct you to evacuate the building.</li> </ul>	<ul style="list-style-type: none"> <li>❑ 1. Move away from buildings.</li> <li>❑ 2. Lie down or crouch low to the ground.</li> <li>❑ 3. Look out for dangers that demand movement (if something is going to fall on you, move).</li> <li>❑ 4. Be prepared to duck and cover again due to aftershocks.</li> <li>❑ 5. Staff to follow emergency procedures previously described in the fire drill procedures (evacuate).</li> </ul>

Lock Down	Shelter-In-Place
Violent Activity has spilled onto campus; all people inside take cover	Violent Activity outside campus; all people stay inside building and proceed with learning as usual
<b>Instruction stops.</b>	<b>Teachers proceed with lessons.</b>
<b>Lockdown: Do not leave room</b>	<b>Shelter in Place: lock door/business as usual</b>
Class Time: <ul style="list-style-type: none"> <li>❑ Shut and lock your door (<i>it should be open, but locked every day</i>)</li> <li>❑ As you lock door, sweep any students in the hallway into your class.</li> <li>❑ Email or text in your missing students and let the office know if you have swept any scholars in (sent to Matt &amp; Mitch)</li> </ul>	Class Time: <ul style="list-style-type: none"> <li>❑ <b>Shut and lock</b> your door</li> <li>❑ <b>Email or text</b> in your missing students and let the office know if you have swept any scholars in (sent to Matt &amp; Mitch)</li> <li>❑ Bathroom: call office and someone will pick up small groups to escort to the bathroom (emergency use only)</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers instruct students to move away from doors and windows and sit on the floor (close windows and blinds)</li> <li><input type="checkbox"/> Students <u>do not leave the room for any reason.</u></li> <li><input type="checkbox"/> Bathroom- you can set up a restroom station in a corner of your classroom or closet using a trashcan.</li> <li><input type="checkbox"/> Await all-school announcement that safety has been restored</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>If in an integral: stay there until shelter in place is over</u></b></li> <li><input type="checkbox"/> Integrals schedule freezes until the situation is over (do not send your scholars to integrals during a shelter in place)</li> </ul>
<p>Recess/Lunch: On the yard:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yard duty adults blow the whistle</li> <li><input type="checkbox"/> Students walk safely into the gym</li> <li><input type="checkbox"/> Adults instruct students to enter the gym using whichever door is closest (door is shut and locked)</li> </ul> <p>In University Hall:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yard duty adults take attendance to be sure all students are inside and together.</li> <li><input type="checkbox"/> Email or text Matt and Mitch for students who are missing</li> <li><input type="checkbox"/> Students sit on the floor, away from windows and door</li> </ul>	<p>Recess/Lunch: On the yard:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yard duty adults blow the whistle</li> <li><input type="checkbox"/> Students walk safely into GYM (door is shut and locked)</li> <li><input type="checkbox"/> Main building teachers stay where you are (do not leave the main building to come over to GYM). If you are in the GYM for any reason, stay and support.</li> </ul>

# Site Lockdown Procedures

The purpose of a “Lock Down – Response” or a “Lock Down – No Response” signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and movement in the school will be restricted temporarily.

A Lock-Down signal should never be used for a fire/explosion or weather emergency. These events have their own signal and should not be confused with a Lock-Down situation.

Because of the variety of emergencies/crises that can occur in a school it was necessary to establish a “Lock Down – Response” and a “Lock Down – No Response” Signal:

**Lock Down – No Response: is used when there is a gunman in the school, or shots are fired, or there is a hostage situation on campus.**

1. These three situations pose the greatest threat to students and staff.
2. They require that NO ONE MOVES IN THE SCHOOL.
3. The School Emergency Response Team (SERT) is not activated.
4. Staff without supervision of children should remain where they are.
5. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.
6. Teachers close their classroom doors, make a list of all children not accounted for (on an Emergency Attendance sheet), add to this list any child or adult that enters the classroom after the Lock Down – No Response is declared, move the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.
7. Students who are not under the direct supervision of an adult when the Lock Down – No Response signal is given should find the nearest adult and follow their directions.
8. Any visitor to the school will remain where they are, assuming they are either in a classroom or office. If in neither location, go to the nearest classroom and follow the teacher’s instructions.
9. The secretary or someone else who is in the Command Post (office) at the time the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after the Lock Down – No Response signal was given.

**Lock Down – Response: is used at the discretion of the Incident Commander when: in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time**

1. This activates the School Emergency Response Team who will respond to the Command Post and receive their instructions.

2. All adults not having direct supervision of children will report to a designated location and assist in the searching of the school for stray children and guests.
3. Teachers will follow the same procedures as they would for a Lock Down – No Response except there is no need to move children away from windows or to sit on the floor.
4. The Search Team will collect the Emergency Attendance sheets from each classroom.

## **Lock-Down Procedures Checklist for Teachers**

1. Immediate recognition of Emergency Signals Over Public Address System:
  - a. “Lock Down – No Response”
  - b. “Lock Down – Response”
2. Immediate action.
  - a. **Lock Down – Response:**
    - i. Close the classroom door.
    - ii. Make a list of all students NOT in the classroom when the signal was given on your emergency roster.
    - iii. Add any students who enter the classroom after the signal was given to your emergency roster.
    - iv. Maintain order in the classroom.
    - v. Do not call the office unless there is a problem in your classroom.
    - vi. Any adult who does not have supervisory responsibilities for students at the time the Lock Down – Response is given, report to the main office to assist in the management of the crisis/emergency.
  - b. **Lockdown - No Response** – This command is only used when there is a gunman in the school, or shots are fired, or is a hostage situation
    - i. Close the classroom door.
    - ii. Use basic duck and cover techniques: Lie flat, face down, on floor; get under tables/desks if possible.
    - iii. Stay away from windows.
    - iv. Prepare a list of all missing students
    - v. Add the names of anyone who enters the classroom after the signal to your emergency roster.
    - vi. Turn the red/green alert card to the ‘green’ side if your classroom does not need immediate medical attention.
    - vii. Be prepared to give this attendance information to the office or SERT members (wait until you are contacted).
    - viii. Be prepared to move quickly if directed to do so by the police or school official

- ix. If directed to evacuate the classroom, take roll book or attendance record with you.
  
- c. You and your students are taken hostage.
  - i. Stay calm and don't be a hero.
  - ii. Follow instructions of captor.
  - iii. Cooperate, be friendly; don't argue with or antagonize captor or other hostages.
  - iv. Inform captor of medical or other needs.
  - v. Be prepared to wait; elapsed time is a good sign.
  - vi. Don't try to escape; don't try to resolve situation by force.
  - vii. Be observant and remember everything you see and hear.
  - viii. When rescue takes place, lie on floor and await instructions from the rescuers.



# Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
  - a wheelchair on a daily basis
  - specialized equipment
  - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
  - identifying all students who will require additional assistance
  - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

**\* Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner</b> <i>(complete below)</i>		

<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>

<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (<i>complete below</i>)</b>		

## 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. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

### 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 evacuation 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. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
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 evacuation 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 seek cover again soon after initial quake due to after shocks.
5. Staff to follow evacuation procedures previously described.

## **Flood/ Severe Weather**

Warnings of severe weather are usually received via the EAS. 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 via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

## **Electrical Failure**

1. Principal and/or custodian notify the appropriate electrical company (PG&E, SMUD, etc.).
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 evacuation procedures previously described.

## **Water Main Break**

1. Principal and/or custodian immediately notifies the local water control authority.
2. Custodian shuts off water.
3. Principal determines if it is necessary to follow the emergency procedures 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

Several strategies/philosophies exist in relation to how to properly respond to school site violence (i.e. A.L.I.C.E., Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Principal to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. **Aspire Public Schools directs that if a shooting takes place the first priority is to shelter students and staff from danger.**

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.
6. Shortly after the conclusion of an event, an 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 the sighting 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. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much for warning as possible.
3. 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 sighting 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 the Principal determines the need 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. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

# Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will 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. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
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. Distribute media packages and/or make references to the appropriate school website that contains media information.
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. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

## **Allergic Reaction**

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

### **STAFF ACTIONS:**

1. If imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

## **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, BE RESPECTFUL, AND 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, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- **REFRAIN** from the possession, use, or distribution of tobacco products or cigarettes.

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- **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, etc.
- 3) **USE POSITIVE LANGUAGE:** No teasing, bullying, profanity, or insults, etc..
- 4) **KEEP HANDS, FEET, AND OBJECTS TO YOURSELF:** No provoking or fighting, etc..
- 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 and/or 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 receive 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. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

### Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

### Suspension Alternatives

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community

or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [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) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors,

teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

B. Causing a reasonable pupil to experience a substantially detrimental effect on 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 need 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, CEO's designee 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 (maximum of five consecutive school days). [Education Code 48911 (a)]  
The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

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].

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 stored in the OnCourse discipline system– 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 Manager of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

## **EXPULSION**

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature [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;
- 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.

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.

## **SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS AND STUDENTS WITH 504S: MANIFESTATION DETERMINATION**

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student

## **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 a 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 Recommendation for Expulsion requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

## 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, sexual orientation, gender 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, pictures or video 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 Snapchat, Facebook, and Twitter, etc.

#### 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.

#### Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.

- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

## 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 OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

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.

## DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. 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 for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may 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 and/or 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's 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 chest 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 may 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 safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

## **PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS**

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will send a notification out to the relevant teachers with required information. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

## **ANTI-DISCRIMINATION AND ANTI-HARASSMENT 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.

## **PREVENTION OF CHILD ABUSE POLICY**

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.

Appendix XVII:  
Evidence of Insurance



## EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE NAMED MEMBER LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM, OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE AND/OR APPLICABLE POLICIES. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

**Effective Date:** July 1, 2017 12:01 AM - July 1, 2018 12:01 AM

**Named Member:**

Aspire Public Schools  
1001 22nd Avenue, Suite 100  
Oakland, CA 94606

**Coverage Provided by (CP):**

Provider E: Genesis Reinsurance Corporation and Argonaut Insurance Company  
Provider F: Safety National Casualty Corporation  
Provider G: Westchester Surplus Lines, Scottsdale Insurance Co., Homeland Insurance Co. of NY, Continental Casualty Co.  
Provider H: Illinois Union Insurance Company  
Provider I: Underwriters at Lloyds of London  
Provider J: Underwriters at Lloyds of London  
Provider K: Arch Insurance Company  
Provider L: Indian Harbor Insurance Company  
Provider M: Permissibly Self-Insured\*

**Coverage Provided by (CP):**

Provider A: California Charter Schools JPA dba CharterSAFE  
Provider B: Great American Insurance  
Provider C: Scottsdale Insurance Company  
Provider D: Markel Corporation Group and Scholar Reinsurance Insurance Co. Inc.

CP	COVERAGES	SCHEDULE OF LIMITS
A,B	<b><u>Section I: General Liability</u></b> <b>Deductible:</b> \$500 per occurrence for losses arising out of participation in High Risk Activities **  <input checked="" type="checkbox"/> General Liability  <input checked="" type="checkbox"/> Premises Medical Payment Sublimit  <input checked="" type="checkbox"/> Damage to Premises Rented  <input checked="" type="checkbox"/> Products-Completed Operations  <input checked="" type="checkbox"/> Personal and Advertising Injury	\$2,000,000 per occurrence  \$10,000 per person sublimit \$50,000 per occurrence sublimit  Included  Included  Included
A,B	<b>Section II: Employee Benefits Liability</b>	\$2,000,000 per occurrence
A,B	<b><u>Section III: Educator's Legal Liability</u></b> <b>Deductible:</b> \$2,500 per occurrence  <input checked="" type="checkbox"/> IEP Defense Sublimit <b>Deductible:</b> \$7,500 per occurrence	\$2,000,000 per occurrence  \$50,000 per occurrence/aggregate sublimit
A,B	<b>Section IV: Sexual Abuse Liability</b>	\$2,000,000 per occurrence
A,B	<b>Section V: Law Enforcement Activities Liability</b>	\$2,000,000 per occurrence
A,B	<b><u>Section VI: Automobile</u></b>  <b>Auto Liability</b> <input checked="" type="checkbox"/> Automobile Liability (Autos scheduled with CharterSAFE, non-owned autos, and hired autos)  <input checked="" type="checkbox"/> Uninsured/Underinsured Sublimit  <input checked="" type="checkbox"/> Automobile Medical Payment Sublimit  <b>Auto Physical Damage</b> <b>Deductible:</b> \$500 per occurrence for Hired Auto Physical Damage	\$2,000,000 per occurrence  \$1,000,000 per occurrence sublimit  \$10,000 per person sublimit \$50,000 per occurrence sublimit \$1,000,000 per occurrence

# charterSAFE

A,B,C	<b>Section VII: Board and Employment Liability<sup>‡</sup></b> <input checked="" type="checkbox"/> Director's & Officer's Liability <b>Deductible:</b> \$5,000 per claim <b>Continuity Date:</b> 07/01/2005  <input checked="" type="checkbox"/> Employment Practices Liability <b>Deductible:</b> \$35,000 per claim <b>Continuity Date:</b> 07/01/2005  <input checked="" type="checkbox"/> Fiduciary Liability <b>Continuity Date:</b> 07/01/2005	<div>\$2,000,000 per claim/aggregate</div> <div>\$2,000,000 per claim/aggregate</div> <div>\$1,000,000 per claim/aggregate</div>
D	<b>Section VIII: Excess Liability - First Layer</b> Excess Liability - First Layer applies to the following coverage areas: Section I (General Liability, excluding Damage to Premises Rented), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities Liability), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board & Employment Liability, excluding Fiduciary Liability)	<div>\$8,000,000 per occurrence/claim based on underlying coverage</div>
E	<b>Section IX: Excess Liability - Second Layer</b> Excess Liability - Second Layer applies to the following coverage areas: Section I (General Liability, excluding Damage to Premises Rented), Section II (Employee Benefits Liability), Section III (Educator's Legal Liability), Section IV (Sexual Abuse Liability), Section V (Law Enforcement Activities Liability), Section VI (Automobile Liability, excluding Auto Physical Damage), Section VII (Board & Employment Liability, excluding Fiduciary Liability), Section VIII (Excess Liability - First Layer)	<div>\$20,000,000 per occurrence/claim based on underlying coverage</div> <div>\$20,000,000 aggregate</div>
A,B, F,M	<b>Section X: Workers' Compensation</b> <input checked="" type="checkbox"/> Workers' Compensation <b>Workers' Compensation rate:</b> \$0.567 per \$100 of payroll  <input checked="" type="checkbox"/> Employer's Liability	<div>Statutory</div> <div>\$5,000,000 per accident</div> <div>\$5,000,000 by disease per employee</div> <div>\$5,000,000 by disease policy limit</div>
A,B	<b>Section XI: Crime</b> <input checked="" type="checkbox"/> Monies and Securities <b>Deductible:</b> \$500 per occurrence  <input checked="" type="checkbox"/> Computer & Funds Transfer Fraud <b>Deductible:</b> \$500 per occurrence  <input checked="" type="checkbox"/> Forgery or Alteration <b>Deductible:</b> \$500 per occurrence  <input checked="" type="checkbox"/> Employee Dishonesty <b>Deductible:</b> \$500 per occurrence	<div>\$1,000,000 per occurrence</div> <div>\$1,000,000 per occurrence</div> <div>\$1,000,000 per occurrence</div> <div>\$1,000,000 per occurrence</div>
A,G	<b>Section XII: Property</b> <b>Valuation:</b> Replacement Cost <b>Deductible:</b> \$1,000 per occurrence  <input checked="" type="checkbox"/> Building (As Scheduled) <input checked="" type="checkbox"/> Personal Property - Contents & Electronic Data Processing (As Scheduled) <input checked="" type="checkbox"/> Business Interruption/Business Income <input checked="" type="checkbox"/> Extra Expense <input checked="" type="checkbox"/> Boiler and Machinery / Equipment Breakdown <input checked="" type="checkbox"/> Ordinance or Law <input checked="" type="checkbox"/> Builder's Risk (As Scheduled with CharterSAFE)	<div>As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower</div> <div>Building Value</div> <div>Content Value</div> <div>EDP</div> <div>\$10,000,000</div> <div>Business Interruption</div> <div>\$5,000,000</div> <div>Extra Expense</div> <div>As Scheduled with CharterSAFE or \$150,000,000 per occurrence, whichever is lower</div> <div>Boiler and Machinery / Equipment Breakdown</div>



# charterSAFE

A,H	<b>Section XIII: Pollution Liability and First Party Remediation</b> <b>Deductible:</b> \$10,000 per occurrence	\$1,000,000 per pollution condition \$5,000,000 per occurrence/aggregate for all CharterSAFE members combined
A,I	<b>Section XIV: Terrorism Liability</b>	\$5,000,000 per occurrence/aggregate for all CharterSAFE members combined
A,J	<b>Section XV: Terrorism Property</b> <b>Deductible:</b> \$1,000 per occurrence	As Scheduled with CharterSAFE or \$20,000,000 per occurrence, whichever is lower  Total insured Value (Building Value + Content Value + EDP)  \$20,000,000 aggregate for all CharterSAFE members combined
A, K	<b>Section XVI: Student Accident and Volunteer Accident</b> <b>Deductible:</b> \$500 per incident for losses arising out of participation in High Risk Activities**  <input checked="" type="checkbox"/> Student Accident <input checked="" type="checkbox"/> Volunteer Accident	\$50,000 per incident \$25,000 per incident
L	<b>Section XVII: Cyber Liability</b> <b>Deductible:</b> \$2,500 per claim	\$1,000,000 per claim \$5,000,000 aggregate for all CharterSAFE members combined

\*Self-insured in California as a named member of the California Charter Schools Joint Powers Authority dba CharterSAFE .

\*\*A list of High Risk Activities is available at [www.chartersafe.org](http://www.chartersafe.org) or you may contact Carly Weston ([cweston@chartersafe.org](mailto:cweston@chartersafe.org) / 818-709-1570) from CharterSAFE's Risk Management Team.

‡ Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.

## INSURED EXPOSURES

No. Students: 15,134

Vehicles:

Mobile Equipment:

No. Employees: 1,744

- No. Sedans: 0

- No. Drones: 0

Payroll: \$89,834,679.10

- No. Trucks: 0

- No. Trailers: 0

Builder's Risk Projects Scheduled: 2

- No. Vans: 4

- No. Golf Carts: 0

- No. Buses: 0

- Other Mobile Equipment: 0

## BUILDER'S RISK PROJECTS

<u>Project Location</u>	<u>Start Date</u>	<u>End Date</u>	<u>Total Construction Value</u>
3201 E. Morada Lane, Stockton, CA	01/15/2016	07/15/2017	\$9,269,849.00
1039 Garden Street, East Palo Alto, CA	02/01/2016	07/15/2017	\$4,829,213.00

## INSURED SCHOOLS AND LOCATIONS

<u>ID</u>	<u>LOCATION NAME</u>	<u>BLDG VALUE</u>	<u>CONTENT VALUE</u>	<u>EDP VALUE</u>	<u>TOTAL TIV</u>
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# charterSAFE

<u>ID</u>	<u>LOCATION NAME</u>	<u>BLDG_VALUE</u>	<u>CONTENT_VALUE</u>	<u>EDP_VALUE</u>	<u>TOTAL_TIV</u>
1541	Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue	\$306,877.57	\$141,053.66	\$67,545.04	\$515,476.27
1545	Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue	\$172,198.06	\$120,570.78	\$61,299.69	\$354,068.53
14623	Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave.	\$14,135,593.69	\$265,574.38	\$100,000.00	\$14,501,168.07
10002	Aspire APEX Academy: 444 N. American	\$894,158.11	\$50,000.00	\$30,008.33	\$974,166.44
1522	Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane	\$22,429.28	\$367,121.77	\$44,279.98	\$433,831.03
15765	Aspire Benjamin Holt Middle School: 3293 East Morada	\$0.00	\$281,334.32	\$40,000.00	\$321,334.32
1528	Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue	\$264,512.15	\$50,000.00	\$74,436.32	\$388,948.47
1524	Aspire Capitol Heights Academy: 2520 33rd Street	\$492,866.65	\$165,694.12	\$13,569.01	\$672,129.78
1535	Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue	\$328,505.60	\$215,026.05	\$225,466.40	\$768,998.05
15945	Aspire Central Valley Regional Office: 3311 East Morada	\$5,879.16	\$93,242.48	\$30,000.00	\$129,121.64
1552	Aspire College Academy: 8030 Atherton Street	\$502,046.10	\$236,859.30	\$66,912.57	\$805,817.97
10125	Aspire College for Certain: 1009 66th Avenue	\$15,905,328.00	\$0.00	\$0.00	\$15,905,328.00
10126	Aspire College for Certain: 1039 Garden Street	\$9,675,693.00	\$0.00	\$0.00	\$9,675,693.00
15762	Aspire College for Certain: 1801 Pyrenees Ave.	\$6,500,000.00	\$0.00	\$0.00	\$6,500,000.00
10121	Aspire College for Certain: 2040-2050 West Lane	\$16,785,105.00	\$0.00	\$0.00	\$16,785,105.00
10120	Aspire College for Certain: 2360 El Camino Avenue	\$7,499,150.43	\$0.00	\$0.00	\$7,499,150.43
10124	Aspire College for Certain: 2565 58th Street	\$6,875,539.75	\$0.00	\$0.00	\$6,875,539.75
15763	Aspire College for Certain: 3201 East Morado Lane	\$9,000,000.00	\$0.00	\$0.00	\$9,000,000.00
15971	Aspire College for Certain: 3293 East Morada Lane	\$6,656,908.00	\$0.00	\$0.00	\$6,656,908.00
15972	Aspire College for Certain: 3311 East Morada Lane	\$3,190,281.00	\$0.00	\$0.00	\$3,190,281.00
10119	Aspire College for Certain: 400 105th Avenue	\$7,751,235.37	\$0.00	\$0.00	\$7,751,235.37

# charterSAFE

<u>ID</u>	<u>LOCATION NAME</u>	<u>BLDG_VALUE</u>	<u>CONTENT_VALUE</u>	<u>EDP_VALUE</u>	<u>TOTAL_TIV</u>
10118	Aspire College for Certain: 6720-6724 S. Alameda Street	\$8,717,789.42	\$0.00	\$0.00	\$8,717,789.42
1523	Aspire East Palo Alto Charter School: 1286 Runnymede Street	\$196,644.84	\$50,000.00	\$112,993.34	\$359,638.18
10003	Aspire East Palo Alto Phoenix Academy: 1039 Garden Street	\$18,000.00	\$68,705.30	\$95,105.76	\$181,811.06
1538	Aspire ERES Academy: 1936 Courtland Avenue	\$260,461.59	\$50,000.00	\$38,625.27	\$349,086.86
1547	Aspire Firestone Academy: 8929 Kauffman Avenue	\$0.00	\$54,991.06	\$130,629.08	\$185,620.14
1546	Aspire Gateway Academy: 8929 Kauffman Avenue	\$500,000.00	\$33,475.65	\$113,157.07	\$646,632.72
1532	Aspire Golden State College Preparatory Academy: 1009 66th Avenue	\$2,850,436.87	\$306,125.13	\$66,187.97	\$3,222,749.97
1550	Aspire Inskeep Academy: 123 W. 59th Street	\$9,900.00	\$33,534.99	\$147,857.88	\$191,292.87
1543	Aspire Junior Collegiate Academy: 6720 S. Alameda Street	\$143,420.50	\$191,982.11	\$88,352.41	\$423,755.02
1531	Aspire Langston Hughes Academy: 2050 West Lane	\$86,048.87	\$223,835.58	\$48,037.13	\$357,921.58
1520	Aspire Lionel Wilson College Preparatory Academy: 400 105th Avenue	\$311,058.75	\$365,095.46	\$208,855.96	\$885,010.17
1519	Aspire Monarch Academy: 1445 101st Avenue	\$614,938.86	\$237,763.31	\$74,912.13	\$927,614.30
10112	Aspire Ollin Academy: 2540 East 58th Street	\$11,552,188.65	\$267,542.30	\$270,830.57	\$12,090,561.52
10352	Aspire Ollin Gymnasium: 2545 East 58th Street	\$4,707,123.00	\$64,574.17	\$20,000.00	\$4,791,697.17
1548	Aspire Pacific Academy: 2565 58th Street	\$16,316.12	\$55,215.50	\$159,368.27	\$230,899.89
10004	Aspire Port City Academy: 2040 West Lane	\$53,103.95	\$134,095.87	\$58,042.78	\$245,242.60
1542	Aspire Public Schools: 1001 22nd Avenue	\$434,135.00	\$376,723.00	\$858,066.00	\$1,668,924.00
14258	Aspire Richmond California College Preparatory Academy: 3040 Hilltop Road	\$90,985.29	\$286,859.29	\$38,445.63	\$416,290.21
	Aspire Richmond Technology Academy: 3170 Hilltop Road	\$69,519.39	\$253,553.22	\$20,134.79	\$343,207.40
1533	Aspire River Oaks Charter School: 1801 Pyrenees Avenue	\$159,794.08	\$192,209.89	\$36,896.66	\$388,900.63
1526	Aspire Rosa Parks Academy: 1930 South D. Street	\$10,509,900.82	\$258,625.90	\$48,461.59	\$10,816,988.31

# charterSAFE

<u>ID</u>	<u>LOCATION_NAME</u>	<u>BLDG_VALUE</u>	<u>CONTENT_VALUE</u>	<u>EDP_VALUE</u>	<u>TOTAL_TIV</u>
1551	Aspire Slauson Academy: 123 W. 59th Street	\$500,000.00	\$185,088.21	\$151,052.00	\$836,140.21
1521	Aspire Summit Charter Academy: 2036 E. Hatch Road	\$826,233.36	\$215,903.91	\$120,801.45	\$1,162,938.72
1549	Aspire Tate Academy: 123 W. 59th Street	\$9,900.00	\$36,432.61	\$128,993.82	\$175,326.43
1540	Aspire Titan Academy: 6724 South Alameda Street	\$84,831.33	\$256,370.09	\$221,439.29	\$562,640.71
1525	Aspire Triumph Technology Academy: 3200 62nd Avenue	\$397,889.16	\$47,248.39	\$105,834.97	\$550,972.52
1517	Aspire University Charter School: 3313 Coffee Road	\$148,683.07	\$50,000.00	\$52,438.03	\$251,121.10
1539	Aspire Vanguard College Preparatory Academy: 5255 First Street	\$41,150.00	\$50,000.00	\$95,866.68	\$187,016.68
1518	Aspire Vincent Shalvey Academy: 10038 Hwy 99 E. Frontage Road	\$2,112,541.01	\$311,489.23	\$42,790.11	\$2,466,820.35
15745	Los Angeles Regional Office: 5901 E Slauson Avenue	\$33,271.00	\$30,000.00	\$30,000.00	\$93,271.00
<b>Total:</b>	<b>51</b>	<b>\$152,420,571.85</b>	<b>\$6,673,917.03</b>	<b>\$4,337,693.98</b>	<b>\$163,432,182.86</b>

## Appendix XVIII:

### School Financials

# Aspire Golden State College Prep Academy

## Budget

		2017-2018 Budget	2018-2019 Budget	2019-2020 Budget	2020-2021 Budget
<b>Revenues</b>					
State	LCFF - net state aid	\$3,881,697	\$4,430,547	\$4,598,271	\$4,886,618
	LCFF - education protection account	\$795,547	\$795,547	\$795,547	\$795,547
	Lottery	\$108,911	\$118,285	\$120,876	\$124,176
	Mandate block grant	\$107,384	\$18,800	\$19,367	\$20,768
	ASES grant	\$150,000	\$150,000	\$150,000	\$150,000
	SB740 facility grant	\$625,835	\$683,966	\$698,950	\$718,030
	State SpEd	\$412,337	\$422,929	\$420,004	\$429,012
	State nutrition	\$4,941	\$5,047	\$5,166	\$5,298
	Other state	\$0	\$0	\$0	\$0
Federal	Title I/II/III	\$253,238	\$276,760	\$282,823	\$290,544
	CSFIG facility grant	\$14,088	\$14,088	\$14,088	\$14,088
	Federal SpEd	\$72,169	\$78,381	\$80,098	\$82,285
	Federal nutrition	\$86,867	\$88,734	\$90,820	\$93,154
	Other federal	\$112,006	\$0	\$0	\$0
Local	LCFF - In lieu of property taxes	\$1,187,496	\$1,289,703	\$1,317,958	\$1,353,935
	Local nutrition	\$1,648	\$1,683	\$1,722	\$1,767
	Other local	\$350,071	\$466,388	\$466,388	\$466,388
<b>Revenues - Total</b>		<b>\$8,164,234</b>	<b>\$8,840,857</b>	<b>\$9,062,079</b>	<b>\$9,431,610</b>
<b>Expenses - Personnel</b>					
Pay	Certificated - teachers	\$2,211,000	\$2,326,977	\$2,381,661	\$2,442,870
	Certificated - support	\$218,400	\$223,096	\$228,338	\$234,207
	Certificated - admin	\$430,000	\$439,245	\$449,567	\$461,121
	Classified - instructional aides	\$183,600	\$211,451	\$216,420	\$231,633
	Classified - support	\$402,600	\$424,740	\$434,721	\$445,893
	Classified - admin	\$0	\$0	\$0	\$0
	Classified - clerical/office staff	\$350,750	\$328,923	\$336,653	\$345,305
	Classified - other	\$210,000	\$250,268	\$256,149	\$262,732
Benefits	Benefits & payroll taxes	\$1,426,137	\$1,597,932	\$1,743,450	\$1,880,359
<b>Expenses - Personnel</b>		<b>\$5,432,487</b>	<b>\$5,802,630</b>	<b>\$6,046,958</b>	<b>\$6,304,119</b>
<b>Expenses - Operating</b>					
Supplies	Books	\$47,000	\$54,012	\$55,195	\$56,702
	Materials	\$134,000	\$147,890	\$151,130	\$155,256
	Software	\$37,437	\$40,914	\$41,811	\$42,952
	Computers, equipment, & furniture	\$57,734	\$62,418	\$63,803	\$65,526
	Food services	\$93,455	\$95,464	\$97,708	\$100,219
Services	Travel & conferences	\$88,500	\$92,928	\$95,112	\$97,556
	Repairs & maintenance	\$32,089	\$35,069	\$35,838	\$36,816
	Insurance	\$65,568	\$71,659	\$73,229	\$75,228
	Utilities	\$75,516	\$82,530	\$84,338	\$86,640
	Rent	\$726,842	\$794,355	\$811,758	\$833,917
	Leases	\$19,253	\$21,042	\$21,503	\$22,090
	Professional services	\$194,888	\$197,530	\$200,480	\$203,782
	Communications	\$22,533	\$24,626	\$25,165	\$25,852
	Authorizer oversight fees	\$58,647	\$65,158	\$67,118	\$70,361
Interest	Interest	\$0	\$0	\$0	\$0
Depreciation	Depreciation	\$192,000	\$192,000	\$192,000	\$192,000
Other Outgo	National, Regional, & SpEd contributions	\$918,470	\$1,004,798	\$1,034,552	\$1,083,380
<b>Expenses - Operating</b>		<b>\$2,763,932</b>	<b>\$2,982,393</b>	<b>\$3,050,739</b>	<b>\$3,148,277</b>
<b>Expenses - Total</b>		<b>\$8,196,418</b>	<b>\$8,785,023</b>	<b>\$9,097,697</b>	<b>\$9,452,396</b>

### Notes

See revenue assumptions below  
 Estimated based on most recent apportionment data  
 See revenue assumptions below  
 See revenue assumptions below  
 Assumed continuation of current ASES grant  
 See revenue assumptions below  
 See revenue assumptions below; includes EDCOE transfers  
 Estimated based on historical participation rates  
  
 Estimated based on current grant amounts  
 Assume all facility grant revenue from SB740; assume zero  
 See revenue assumptions below  
 Estimated based on historical participation rates  
 Teacher Incentive Fund grant  
 See revenue assumptions below  
 Estimated based on historical participation rates  
 Measure N, Measure G1

See staffing assumptions below  
 See staffing assumptions below  
 See staffing assumptions below  
 See staffing assumptions below  
 See staffing assumptions below  
 See staffing assumptions below  
 See staffing assumptions below  
 See staffing assumptions below  
 See staffing assumptions below  
 See expense assumptions below

See expense assumptions below  
 See expense assumptions below  
 See expense assumptions below  
 See expense assumptions below  
 Set equal to nutrition revenues; assume break-even  
 See expense assumptions below  
 See expense assumptions below  
 See expense assumptions below  
 Estimated based on historical amounts  
 Estimated based on historical amounts  
 Estimated based on historical amounts  
 See expense assumptions below  
 Estimated based on historical amounts  
 See expense assumptions below  
 Estimated based on debt balance  
 Estimated based on net fixed assets balance  
 See expense assumptions below

## Aspire Golden State College Prep Academy

### Budget

	2017-2018 Budget	2018-2019 Budget	2019-2020 Budget	2020-2021 Budget
Surplus/(Deficit)	(\$32,184)	\$55,834	(\$35,618)	(\$20,786)
Beginning Fund Balance	\$4,288,051	\$4,255,867	\$4,311,701	\$4,276,083
Ending Fund Balance	\$4,255,867	\$4,311,701	\$4,276,083	\$4,255,297

#### Notes

#### Students

Total enrollment	601	643	642	643
Attendance rate	94.6%	94.0%	94.0%	94.0%
Total ADA	568	604	603	604
Unduplicated %	90.6%	90.6%	90.6%	90.6%

See enrollment assumptions below  
 Estimated based on most recent attendance report data  
 Product of enrollment x attendance rate

Estimated based on most recent CALPADS data

#### Enrollment

Enrollment - K	-	-	-	-
Enrollment - 1	-	-	-	-
Enrollment - 2	-	-	-	-
Enrollment - 3	-	-	-	-
Enrollment - 4	-	-	-	-
Enrollment - 5	-	-	-	-
Enrollment - 6	92	90	90	60
Enrollment - 7	94	92	90	90
Enrollment - 8	91	94	90	90
Enrollment - 9	94	120	94	120
Enrollment - 10	85	88	116	90
Enrollment - 11	80	82	84	114
Enrollment - 12	65	77	78	79
Total enrollment	601	643	642	643

# Aspire Golden State College Prep Academy

## Budget

		2017-2018 Budget	2018-2019 Budget	2019-2020 Budget	2020-2021 Budget
<b>Staffing Assumptions</b>					
Staff FTEs	Cert. Teachers	33.0	34.0	34.0	34.0
	Cert. Support (Dean, Psych, SLP)	2.8	2.8	2.8	2.8
	Cert. Admin (Principals, APs)	5.0	5.0	5.0	5.0
	Instructional Aides	5.1	5.8	5.8	6.0
	Class. Support (Counselors)	6.1	6.3	6.3	6.3
	Class. Admin	-	-	-	-
	Clerical/Office Staff	7.6	7.0	7.0	7.0
	Class. Other (Custodial, Campus Monitors)	6.0	7.0	7.0	7.0
	Total FTEs	65.6	67.9	67.9	68.1
Avg pay per FTE	Cert. Teachers	\$67,000	\$68,441	\$70,049	\$71,849
	Cert. Support (Dean, Psych, SLP)	\$78,000	\$79,677	\$81,549	\$83,645
	Cert. Admin (Principals, APs)	\$86,000	\$87,849	\$89,913	\$92,224
	Instructional Aides	\$36,000	\$36,774	\$37,638	\$38,605
	Class. Support (Counselors)	\$66,000	\$67,419	\$69,003	\$70,777
	Class. Admin	\$0	\$0	\$0	\$0
	Clerical/Office Staff	\$46,000	\$46,989	\$48,093	\$49,329
	Class. Other (Custodial, Campus Monitors)	\$35,000	\$35,753	\$36,593	\$37,533
	Average pay per FTE	\$61,049	\$61,970	\$63,427	\$64,960

### Revenue Assumptions

LCFF	COLA	1.56%	2.15%	2.35%	2.57%
	Base Grant - K-3	\$7,194	\$7,348	\$7,521	\$7,714
	Base Grant - 4-6	\$7,301	\$7,458	\$7,633	\$7,829
	Base Grant - 7-8	\$7,518	\$7,680	\$7,860	\$8,062
	Base Grant - 9-12	\$8,711	\$8,898	\$9,108	\$9,342
	Grade Level Supplement % - K-3	10.4%	10.4%	10.4%	10.4%
	Grade Level Supplement % - 9-12	2.6%	2.6%	2.6%	2.6%
	Supplemental grant %	20.0%	20.0%	20.0%	20.0%
	Concentration grant threshold %	55.0%	55.0%	55.0%	55.0%
	Unduplicated % - local district	77.6%	77.6%	77.6%	77.6%
	Concentration grant %	50.0%	50.0%	50.0%	50.0%
	LCFF gap funded %	44.0%	71.5%	73.5%	100.0%
	In Lieu	\$2,089	\$2,134	\$2,184	\$2,240
Lottery	Amount per ADA - K-12	\$192	\$196	\$200	\$205
	Amount per ADA - K-8	\$14	\$15	\$15	\$15
Mandate	Amount per ADA - 9-12	\$43	\$44	\$45	\$46
	One-time discretionary funds	\$90,586	\$0	\$0	\$0
	SB740 facility grant - eligibility (Yes/No)	Yes	Yes	Yes	Yes
Facility Grant	SB740 facility grant - % of rent method	75.0%	75.0%	75.0%	75.0%
	SB740 facility grant - \$/ADA method	\$1,117	\$1,141	\$1,168	\$1,198
	SpEd	\$511	\$522	\$534	\$548
SpEd	State special education funding rate (per ADA)	\$12	\$12	\$13	\$13
	EDCOE intra-Aspire revenue transfer	\$115,000	\$100,000	\$90,000	\$90,000
	Federal special education funding rate (per ADA)	\$127	\$130	\$133	\$136

### Expense Assumptions

COLA	COLA	1.56%	2.15%	2.35%	2.57%
Benefits	STRS % (certificated staff)	14.43%	16.28%	18.13%	19.10%
	PERS % (classified staff)	15.53%	18.10%	20.80%	23.80%
	Medicare % (all staff)	1.45%	1.45%	1.45%	1.45%

### Notes

Mirrors changes in enrollment  
Mirrors changes in enrollment  
Mirrors changes in enrollment  
Mirrors changes in enrollment  
Mirrors changes in enrollment  
Mirrors changes in enrollment  
Mirrors changes in enrollment  
Mirrors changes in enrollment

Increases from 2016-2017 onward tracking with COLA  
Increases from 2016-2017 onward tracking with COLA  
Increases from 2016-2017 onward tracking with COLA  
Increases from 2016-2017 onward tracking with COLA  
Increases from 2016-2017 onward tracking with COLA  
Increases from 2016-2017 onward tracking with COLA  
Increases from 2016-2017 onward tracking with COLA  
Increases from 2016-2017 onward tracking with COLA

CDE/DOF estimates  
CDE/DOF estimates  
CDE/DOF estimates  
CDE/DOF estimates  
CDE/DOF estimates  
CDE/DOF estimates  
CDE/DOF estimates  
CDE/DOF estimates  
CDE/DOF estimates  
Estimated based on most recent apportionment data  
CDE/DOF estimates  
CDE/DOF estimates  
Estimated based on most recent apportionment data  
School Services estimates  
School Services estimates  
School Services estimates  
School Services estimates  
Eligible - in a non-district facility until new facility is ready  
CSFA estimates  
CSFA estimates  
Estimated based on most recent apportionment data  
Estimated based on most recent apportionment data  
Estimated based on historical amounts  
Estimated based on most recent apportionment data

Match revenue COLA  
School Services estimates  
School Services estimates  
No change to current rate



## Aspire Golden State College Prep Academy

### Budget

		2017-2018	2018-2019	2019-2020	2020-2021	
		Budget	Budget	Budget	Budget	Notes
Supplies	Social Security % (classified staff)	6.20%	6.20%	6.20%	6.20%	No change to current rate
	Other benefits costs % (all staff)	2.00%	2.00%	2.00%	2.00%	No change to current rate
	Healthcare average per eligible employee	\$10,500	\$11,025	\$11,576	\$12,155	5% increase per year
	Books - cost per student	\$78	\$84	\$86	\$88	Estimated based on historical amounts
	Materials - cost per student	\$223	\$230	\$235	\$241	Estimated based on historical amounts
	Software - cost per student	\$62	\$64	\$65	\$67	Estimated based on historical amounts
	Comp., equip., & furn. - per student	\$78	\$80	\$82	\$84	Estimated based on historical amounts
Services	Comp., equip., & furn. - per staff	\$250	\$255	\$261	\$268	Estimated based on historical amounts
	Travel & conferences - cost per cert. staff	\$2,472	\$2,525	\$2,585	\$2,651	Estimated based on historical amounts
	Repairs & maintenance - cost per student	\$53	\$55	\$56	\$57	Estimated based on historical amounts
	Insurance - cost per student	\$109	\$111	\$114	\$117	Estimated based on historical amounts
	Prof. services - facility contractors per month	\$3,935	\$4,020	\$4,115	\$4,220	Estimated based on historical amounts
	Prof. services - ed consultants - flat amount	\$72,000	\$72,000	\$72,000	\$72,000	Estimated based on historical amounts
	Prof. services - other - flat amount	\$75,662	\$77,289	\$79,105	\$81,138	Estimated based on historical amounts
	Authorizer oversight fees	1.00%	1.00%	1.00%	1.00%	% of LCFF revenues
Other Outgo	National, Regional, & SpEd contributions	14.50%	14.50%	14.50%	14.50%	% of ongoing state and federal revenues

## Cash Flow

<b>Timing Assumptions</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>AR/AP</b>
<b><u>Revenue</u></b>													
LCFF - net state aid	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	0.0%
LCFF - 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%
Other state	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	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%
LCFF - 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%
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%
<b><u>Expenses</u></b>													
(1000) Certificated Salaries	8.0%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	8.4%	0.0%
(2000) Classified Salaries	7.0%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	8.5%	0.0%
(3000) Employee Benefits	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	16.0%
(4000) Books/Supplies	10.0%	10.0%	8.0%	7.5%	7.5%	7.5%	7.5%	7.5%	7.5%	7.5%	7.5%	7.5%	4.5%
(5000) Services/Other Operating Expenses	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.0%
(5870) Interest	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%
(6000) Capital Outlay	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%
(7000) All Other Outgo	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%

## Cash Flow

2016-2017	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 808,272	\$ 635,430	\$ 506,420	\$ 829,875	\$ 1,097,643	\$ 1,114,250	\$ 1,327,205	\$ 1,282,838	\$ 1,233,924	\$ 1,457,993	\$ 1,495,090	\$ 1,359,048	\$ 1,404,489	
<b>Revenues</b>															
<b>State</b>															
LCFF - net state aid	\$ 3,516,426	\$ 175,821	\$ 175,821	\$ 316,478	\$ 316,478	\$ 316,478	\$ 316,478	\$ 316,478	\$ 316,478	\$ 316,478	\$ 316,478	\$ 316,478	\$ 316,478	\$ -	\$ 3,516,426
LCFF - education protection account	\$ 795,547	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ 795,547
Lottery	\$ 101,821	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,455	\$ -	\$ -	\$ 25,455	\$ -	\$ -	\$ 50,911	\$ 101,821
Mandate block grant	\$ 132,132	\$ -	\$ -	\$ -	\$ -	\$ 132,132	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 132,132
ASES grant	\$ 99,693	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,893	\$ -	\$ -	\$ -	\$ 24,923	\$ -	\$ -	\$ 39,877	\$ 99,693
SB740 facility grant	\$ 404,828	\$ -	\$ -	\$ -	\$ 202,414	\$ -	\$ -	\$ -	\$ -	\$ 151,810	\$ -	\$ -	\$ -	\$ 50,603	\$ 404,828
State SpEd	\$ 297,982	\$ 14,899	\$ 14,899	\$ 26,818	\$ 26,818	\$ 26,818	\$ 26,818	\$ 26,818	\$ 26,818	\$ 26,818	\$ 16,627	\$ 536	\$ -	\$ 63,291	\$ 297,982
State nutrition	\$ 4,865	\$ -	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ -	\$ 4,865
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 5,353,294	\$ 190,720	\$ 191,163	\$ 542,626	\$ 546,153	\$ 475,872	\$ 577,518	\$ 369,194	\$ 343,739	\$ 694,436	\$ 383,927	\$ 317,457	\$ 515,807	\$ 204,683	\$ 5,353,294
<b>Federal</b>															
Title I/II/III	\$ 236,753	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 94,701	\$ -	\$ -	\$ -	\$ 94,701	\$ -	\$ -	\$ 47,351	\$ 236,753
CSFIG facility grant	\$ 9,070	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ 756	\$ -	\$ 9,070
Federal SpEd	\$ 67,471	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,868	\$ -	\$ -	\$ -	\$ 16,868	\$ -	\$ 33,736	\$ 67,471
Federal nutrition	\$ 85,532	\$ -	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ 7,776	\$ -	\$ 85,532
Other federal	\$ 115,342	\$ -	\$ -	\$ -	\$ 28,836	\$ -	\$ -	\$ 28,836	\$ -	\$ -	\$ 28,836	\$ -	\$ -	\$ 28,836	\$ 115,342
Subtotal Federal	\$ 514,169	\$ 756	\$ 8,532	\$ 8,532	\$ 37,367	\$ 8,532	\$ 103,233	\$ 54,235	\$ 8,532	\$ 8,532	\$ 132,068	\$ 25,399	\$ 8,532	\$ 109,922	\$ 514,169
<b>Local</b>															
LCFF - In lieu of property taxes	\$ 1,110,195	\$ 66,612	\$ 133,223	\$ 88,816	\$ 88,816	\$ 88,816	\$ 88,816	\$ 88,816	\$ 155,427	\$ 77,714	\$ 77,714	\$ 77,714	\$ 77,714	\$ -	\$ 1,110,195
Local nutrition	\$ 1,622	\$ -	\$ 147	\$ 147	\$ 147	\$ 147	\$ 147	\$ 147	\$ 147	\$ 147	\$ 147	\$ 147	\$ 147	\$ -	\$ 1,622
Other local	\$ 87,489	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ 7,291	\$ -	\$ 87,489
Subtotal Local	\$ 1,199,306	\$ 73,902	\$ 140,662	\$ 96,254	\$ 96,254	\$ 96,254	\$ 96,254	\$ 96,254	\$ 162,865	\$ 85,152	\$ 85,152	\$ 85,152	\$ 85,152	\$ -	\$ 1,199,306
Total Revenues	\$ 7,066,769	\$ 265,379	\$ 340,356	\$ 647,411	\$ 679,774	\$ 580,657	\$ 777,005	\$ 519,683	\$ 515,136	\$ 788,120	\$ 601,147	\$ 428,008	\$ 609,491	\$ 314,604	\$ 7,066,769
<b>Expenses</b>															
(1000) Certificated Salaries	\$ 2,520,825	\$ 201,666	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ 210,833	\$ -	\$ 2,520,825
(2000) Classified Salaries	\$ 899,611	\$ 62,973	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ 76,058	\$ -	\$ 899,611
(3000) Employee Benefits	\$ 1,168,517	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 81,796	\$ 186,963	\$ 1,168,517
(4000) Books/Supplies	\$ 359,303	\$ 35,930	\$ 35,930	\$ 28,744	\$ 26,948	\$ 26,948	\$ 26,948	\$ 26,948	\$ 26,948	\$ 26,948	\$ 26,948	\$ 26,948	\$ 26,948	\$ 16,169	\$ 359,303
(5000) Services/Other Operating Expenses	\$ 1,254,320	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 97,210	\$ 87,802	\$ 1,254,320
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 123,000	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ -	\$ 123,000
(7000) All Other Outgo	\$ 854,467	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ 71,206	\$ -	\$ 854,467
Total Expenses	\$ 7,180,043	\$ 561,031	\$ 583,283	\$ 576,096	\$ 574,300	\$ 574,300	\$ 574,300	\$ 574,300	\$ 574,300	\$ 574,300	\$ 574,300	\$ 574,300	\$ 574,300	\$ 290,934	\$ 7,180,043
<b>Surplus/(Deficit)</b>	\$ (113,275)	\$ (295,652)	\$ (242,927)	\$ 71,314	\$ 105,474	\$ 6,357	\$ 202,705	\$ (54,617)	\$ (59,164)	\$ 213,820	\$ 26,847	\$ (146,292)	\$ 35,191	\$ 23,670	\$ (113,275)
<b>Assets</b>															
Accounts Receivables (prior year)	\$ 872,365	\$ 244,262	\$ 130,855	\$ 305,328	\$ 191,920									\$ -	\$ -
<b>Liabilities</b>															
Accounts Payable (prior year)	\$ (181,251)	\$ (50,750)	\$ (27,188)	\$ (63,438)	\$ (39,875)									\$ -	\$ -
Intercompany Payable	\$ (80,952)	\$ (80,952)												\$ -	\$ -
0	\$ -													\$ -	\$ -
<b>Capital Expenditures</b>															
Facility - Acquisition & Construction														\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -
Depreciation (add back)		\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ 10,250	\$ (123,000)	\$ (123,000)
Ending Cash Balance		\$ 635,430	\$ 506,420	\$ 829,875	\$ 1,097,643	\$ 1,114,250	\$ 1,327,205	\$ 1,282,838	\$ 1,233,924	\$ 1,457,993	\$ 1,495,090	\$ 1,359,048	\$ 1,404,489		

## Cash Flow

2017-2018	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
<b>Beginning Cash Balance</b>		\$ 1,404,489	\$ 1,110,755	\$ 862,585	\$ 944,956	\$ 1,168,840	\$ 1,156,822	\$ 1,390,102	\$ 1,343,972	\$ 1,295,820	\$ 1,598,118	\$ 1,646,763	\$ 1,497,161	\$ 1,527,660	
<b>Revenues</b>															
<b>State</b>															
LCFF - net state aid	\$ 3,881,697	\$ 194,085	\$ 194,085	\$ 349,353	\$ 349,353	\$ 349,353	\$ 349,353	\$ 349,353	\$ 349,353	\$ 349,353	\$ 349,353	\$ 349,353	\$ 349,353	\$ -	\$ 3,881,697
LCFF - education protection account	\$ 795,547	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ 795,547
Lottery	\$ 108,911	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,228	\$ -	\$ -	\$ 27,228	\$ -	\$ -	\$ 54,455	\$ 108,911
Mandate block grant	\$ 107,384	\$ -	\$ -	\$ -	\$ -	\$ 107,384	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 107,384
ASES grant	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ -	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 60,000	\$ 150,000
SB740 facility grant	\$ 625,835	\$ -	\$ -	\$ -	\$ 312,917	\$ -	\$ -	\$ -	\$ -	\$ 234,688	\$ -	\$ -	\$ -	\$ 78,229	\$ 625,835
State SpEd	\$ 412,337	\$ 20,617	\$ 20,617	\$ 37,110	\$ 37,110	\$ 37,110	\$ 37,110	\$ 37,110	\$ 37,110	\$ 37,110	\$ 23,008	\$ 742	\$ -	\$ 87,580	\$ 412,337
State nutrition	\$ 4,941	\$ -	\$ 449	\$ 449	\$ 449	\$ 449	\$ 449	\$ 449	\$ 449	\$ 449	\$ 449	\$ 449	\$ 449	\$ -	\$ 4,941
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 6,086,652	\$ 214,702	\$ 215,151	\$ 585,799	\$ 699,830	\$ 494,296	\$ 638,299	\$ 414,140	\$ 386,912	\$ 820,487	\$ 437,538	\$ 350,544	\$ 548,689	\$ 280,265	\$ 6,086,652
<b>Federal</b>															
Title I/II/III	\$ 253,238	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 101,295	\$ -	\$ -	\$ -	\$ 101,295	\$ -	\$ -	\$ 50,648	\$ 253,238
CSFIG facility grant	\$ 14,088	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ -	\$ 14,088
Federal SpEd	\$ 72,169	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,042	\$ -	\$ -	\$ -	\$ 18,042	\$ -	\$ 36,085	\$ 72,169
Federal nutrition	\$ 86,867	\$ -	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ 7,897	\$ -	\$ 86,867
Other federal	\$ 112,006	\$ -	\$ -	\$ -	\$ 28,001	\$ -	\$ -	\$ 28,001	\$ -	\$ -	\$ 28,001	\$ -	\$ -	\$ 28,001	\$ 112,006
Subtotal Federal	\$ 538,368	\$ 1,174	\$ 9,071	\$ 9,071	\$ 37,072	\$ 9,071	\$ 110,366	\$ 55,115	\$ 9,071	\$ 9,071	\$ 138,368	\$ 27,113	\$ 9,071	\$ 114,734	\$ 538,368
<b>Local</b>															
LCFF - In lieu of property taxes	\$ 1,187,496	\$ 71,250	\$ 142,500	\$ 95,000	\$ 95,000	\$ 95,000	\$ 95,000	\$ 95,000	\$ 166,249	\$ 83,125	\$ 83,125	\$ 83,125	\$ 83,125	\$ -	\$ 1,187,496
Local nutrition	\$ 1,648	\$ -	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ -	\$ 1,648
Other local	\$ 350,071	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ 29,173	\$ -	\$ 350,071
Subtotal Local	\$ 1,539,215	\$ 100,422	\$ 171,822	\$ 124,322	\$ 124,322	\$ 124,322	\$ 124,322	\$ 124,322	\$ 195,572	\$ 112,447	\$ 112,447	\$ 112,447	\$ 112,447	\$ -	\$ 1,539,215
<b>Total Revenues</b>	\$ 8,164,234	\$ 316,298	\$ 396,044	\$ 719,192	\$ 861,224	\$ 627,689	\$ 872,987	\$ 593,577	\$ 591,555	\$ 942,005	\$ 688,353	\$ 490,105	\$ 670,207	\$ 394,999	\$ 8,164,234
<b>Expenses</b>															
(1000) Certificated Salaries	\$ 2,859,400	\$ 228,752	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ 239,150	\$ -	\$ 2,859,400
(2000) Classified Salaries	\$ 1,146,950	\$ 80,287	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ 96,969	\$ -	\$ 1,146,950
(3000) Employee Benefits	\$ 1,426,137	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 99,830	\$ 228,182	\$ 1,426,137
(4000) Books/Supplies	\$ 369,626	\$ 36,963	\$ 36,963	\$ 29,570	\$ 27,722	\$ 27,722	\$ 27,722	\$ 27,722	\$ 27,722	\$ 27,722	\$ 27,722	\$ 27,722	\$ 27,722	\$ 16,633	\$ 369,626
(5000) Services/Other Operating Expenses	\$ 1,283,836	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 99,497	\$ 89,868	\$ 1,283,836
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 192,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	\$ 192,000
(7000) All Other Outgo	\$ 918,470	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ 76,539	\$ -	\$ 918,470
<b>Total Expenses</b>	\$ 8,196,418	\$ 637,867	\$ 664,948	\$ 657,555	\$ 655,707	\$ 655,707	\$ 655,707	\$ 655,707	\$ 655,707	\$ 655,707	\$ 655,707	\$ 655,707	\$ 655,707	\$ 334,684	\$ 8,196,418
<b>Surplus/(Deficit)</b>	\$ (32,184)	\$ (321,569)	\$ (268,904)	\$ 61,637	\$ 205,517	\$ (28,018)	\$ 217,280	\$ (62,130)	\$ (64,152)	\$ 286,298	\$ 32,646	\$ (165,603)	\$ 14,499	\$ 60,315	\$ (32,184)
<b>Assets</b>															
Accounts Receivables (prior year)	\$ 314,604	\$ 157,302	\$ 62,921	\$ 62,921	\$ 31,460									\$ -	\$ -
<b>Liabilities</b>															
Accounts Payable (prior year)	\$ (290,934)	\$ (145,467)	\$ (58,187)	\$ (58,187)	\$ (29,093)									\$ -	\$ -
Intercompany Payable	\$ -	\$ -												\$ -	\$ -
0	\$ -													\$ -	\$ -
<b>Capital Expenditures</b>															
Facility - Acquisition & Construction														\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -
Depreciation (add back)		\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ (192,000)	\$ (192,000)
<b>Ending Cash Balance</b>		\$ 1,110,755	\$ 862,585	\$ 944,956	\$ 1,168,840	\$ 1,156,822	\$ 1,390,102	\$ 1,343,972	\$ 1,295,820	\$ 1,598,118	\$ 1,646,763	\$ 1,497,161	\$ 1,527,660		

## Cash Flow

2018-2019	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
<b>Beginning Cash Balance</b>		\$ 1,527,660	\$ 1,250,704	\$ 1,013,165	\$ 1,125,078	\$ 1,376,059	\$ 1,297,825	\$ 1,562,882	\$ 1,515,015	\$ 1,495,364	\$ 1,840,807	\$ 1,894,188	\$ 1,766,550	\$ 1,817,442	
<b>Revenues</b>															
<b>State</b>															
LCFF - net state aid	\$ 4,430,547	\$ 221,527	\$ 221,527	\$ 398,749	\$ 398,749	\$ 398,749	\$ 398,749	\$ 398,749	\$ 398,749	\$ 398,749	\$ 398,749	\$ 398,749	\$ 398,749	\$ -	\$ 4,430,547
LCFF - education protection account	\$ 795,547	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ 795,547
Lottery	\$ 118,285	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,571	\$ -	\$ -	\$ 29,571	\$ -	\$ -	\$ 59,142	\$ 118,285
Mandate block grant	\$ 18,800	\$ -	\$ -	\$ -	\$ -	\$ 18,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,800
ASES grant	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ -	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 60,000	\$ 150,000
SB740 facility grant	\$ 683,966	\$ -	\$ -	\$ -	\$ 341,983	\$ -	\$ -	\$ -	\$ -	\$ 256,487	\$ -	\$ -	\$ -	\$ 85,496	\$ 683,966
State SpEd	\$ 422,929	\$ 21,146	\$ 21,146	\$ 38,064	\$ 38,064	\$ 38,064	\$ 38,064	\$ 38,064	\$ 38,064	\$ 38,064	\$ 23,599	\$ 761	\$ -	\$ 89,830	\$ 422,929
State nutrition	\$ 5,047	\$ -	\$ 459	\$ 459	\$ 459	\$ 459	\$ 459	\$ 459	\$ 459	\$ 459	\$ 459	\$ 459	\$ 459	\$ -	\$ 5,047
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 6,625,120	\$ 242,674	\$ 243,133	\$ 636,158	\$ 779,255	\$ 456,071	\$ 688,658	\$ 466,843	\$ 437,272	\$ 892,646	\$ 489,879	\$ 399,969	\$ 598,095	\$ 294,468	\$ 6,625,120
<b>Federal</b>															
Title I/II/III	\$ 276,760	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 110,704	\$ -	\$ -	\$ -	\$ 110,704	\$ -	\$ -	\$ 55,352	\$ 276,760
CSFIG facility grant	\$ 14,088	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ -	\$ 14,088
Federal SpEd	\$ 78,381	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,595	\$ -	\$ -	\$ -	\$ 19,595	\$ -	\$ 39,190	\$ 78,381
Federal nutrition	\$ 88,734	\$ -	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ -	\$ 88,734
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 457,963	\$ 1,174	\$ 9,241	\$ 9,241	\$ 9,241	\$ 9,241	\$ 119,945	\$ 28,836	\$ 9,241	\$ 9,241	\$ 119,945	\$ 28,836	\$ 9,241	\$ 94,542	\$ 457,963
<b>Local</b>															
LCFF - In lieu of property taxes	\$ 1,289,703	\$ 77,382	\$ 154,764	\$ 103,176	\$ 103,176	\$ 103,176	\$ 103,176	\$ 103,176	\$ 180,558	\$ 90,279	\$ 90,279	\$ 90,279	\$ 90,279	\$ -	\$ 1,289,703
Local nutrition	\$ 1,683	\$ -	\$ 153	\$ 153	\$ 153	\$ 153	\$ 153	\$ 153	\$ 153	\$ 153	\$ 153	\$ 153	\$ 153	\$ -	\$ 1,683
Other local	\$ 466,388	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ -	\$ 466,388
Subtotal Local	\$ 1,757,774	\$ 116,248	\$ 193,783	\$ 142,195	\$ 142,195	\$ 142,195	\$ 142,195	\$ 142,195	\$ 219,577	\$ 129,298	\$ 129,298	\$ 129,298	\$ 129,298	\$ -	\$ 1,757,774
Total Revenues	\$ 8,840,857	\$ 360,096	\$ 446,156	\$ 787,594	\$ 930,690	\$ 607,507	\$ 950,798	\$ 637,874	\$ 666,090	\$ 1,031,184	\$ 739,121	\$ 558,103	\$ 736,633	\$ 389,011	\$ 8,840,857
<b>Expenses</b>															
(1000) Certificated Salaries	\$ 2,989,318	\$ 239,145	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ 250,016	\$ -	\$ 2,989,318
(2000) Classified Salaries	\$ 1,215,381	\$ 85,077	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ 102,755	\$ -	\$ 1,215,381
(3000) Employee Benefits	\$ 1,597,932	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 111,855	\$ 255,669	\$ 1,597,932
(4000) Books/Supplies	\$ 400,699	\$ 40,070	\$ 40,070	\$ 32,056	\$ 30,052	\$ 30,052	\$ 30,052	\$ 30,052	\$ 30,052	\$ 30,052	\$ 30,052	\$ 30,052	\$ 30,052	\$ 18,031	\$ 400,699
(5000) Services/Other Operating Expenses	\$ 1,384,896	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 107,329	\$ 96,943	\$ 1,384,896
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 192,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	\$ 192,000
(7000) All Other Outgo	\$ 1,004,798	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ 83,733	\$ -	\$ 1,004,798
Total Expenses	\$ 8,785,023	\$ 683,210	\$ 711,758	\$ 703,744	\$ 701,741	\$ 701,741	\$ 701,741	\$ 701,741	\$ 701,741	\$ 701,741	\$ 701,741	\$ 701,741	\$ 701,741	\$ 370,643	\$ 8,785,023
<b>Surplus/(Deficit)</b>	\$ 55,834	\$ (323,114)	\$ (265,602)	\$ 83,850	\$ 228,950	\$ (94,234)	\$ 249,057	\$ (63,867)	\$ (35,651)	\$ 329,443	\$ 37,380	\$ (143,638)	\$ 34,893	\$ 18,367	\$ 55,834
<b>Assets</b>															
Accounts Receivables (prior year)	\$ 394,999	\$ 197,499	\$ 79,000	\$ 79,000	\$ 39,500									\$ -	\$ -
<b>Liabilities</b>															
Accounts Payable (prior year)	\$ (334,684)	\$ (167,342)	\$ (66,937)	\$ (66,937)	\$ (33,468)									\$ -	\$ -
Intercompany Payable	\$ -	\$ -	\$ -	\$ -	\$ -									\$ -	\$ -
0	\$ -													\$ -	\$ -
<b>Capital Expenditures</b>															
Facility - Acquisition & Construction														\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -
Depreciation (add back)		\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ (192,000)	\$ (192,000)
<b>Ending Cash Balance</b>		\$ 1,250,704	\$ 1,013,165	\$ 1,125,078	\$ 1,376,059	\$ 1,297,825	\$ 1,562,882	\$ 1,515,015	\$ 1,495,364	\$ 1,840,807	\$ 1,894,188	\$ 1,766,550	\$ 1,817,442		

## Cash Flow

2019-2020	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
<b>Beginning Cash Balance</b>		\$ 1,817,442	\$ 1,505,970	\$ 1,247,728	\$ 1,344,578	\$ 1,592,229	\$ 1,507,935	\$ 1,768,789	\$ 1,715,371	\$ 1,690,787	\$ 2,034,939	\$ 2,084,582	\$ 1,950,721	\$ 1,994,966	
<b>Revenues</b>															
<b>State</b>															
LCFF - net state aid	\$ 4,598,271	\$ 229,914	\$ 229,914	\$ 413,844	\$ 413,844	\$ 413,844	\$ 413,844	\$ 413,844	\$ 413,844	\$ 413,844	\$ 413,844	\$ 413,844	\$ 413,844	\$ -	\$ 4,598,271
LCFF - education protection account	\$ 795,547	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ 795,547
Lottery	\$ 120,876	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,219	\$ -	\$ -	\$ 30,219	\$ -	\$ -	\$ 60,438	\$ 120,876
Mandate block grant	\$ 19,367	\$ -	\$ -	\$ -	\$ -	\$ 19,367	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,367
ASES grant	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ -	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 60,000	\$ 150,000
SB740 facility grant	\$ 698,950	\$ -	\$ -	\$ -	\$ 349,475	\$ -	\$ -	\$ -	\$ -	\$ 262,106	\$ -	\$ -	\$ -	\$ 87,369	\$ 698,950
State SpEd	\$ 420,004	\$ 21,000	\$ 21,000	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800	\$ 37,800	\$ 23,436	\$ 756	\$ -	\$ 89,209	\$ 420,004
State nutrition	\$ 5,166	\$ -	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ 470	\$ -	\$ 5,166
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 6,808,181	\$ 250,914	\$ 251,383	\$ 651,001	\$ 801,590	\$ 471,482	\$ 703,501	\$ 482,333	\$ 452,114	\$ 913,107	\$ 505,469	\$ 415,070	\$ 613,201	\$ 297,016	\$ 6,808,181
<b>Federal</b>															
Title I/II/III	\$ 282,823	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 113,129	\$ -	\$ -	\$ -	\$ 113,129	\$ -	\$ -	\$ 56,565	\$ 282,823
CSFIG facility grant	\$ 14,088	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ -	\$ 14,088
Federal SpEd	\$ 80,098	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,025	\$ -	\$ -	\$ -	\$ 20,025	\$ -	\$ 40,049	\$ 80,098
Federal nutrition	\$ 90,820	\$ -	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ 8,256	\$ -	\$ 90,820
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 467,829	\$ 1,174	\$ 9,430	\$ 9,430	\$ 9,430	\$ 9,430	\$ 122,560	\$ 29,455	\$ 9,430	\$ 9,430	\$ 122,560	\$ 29,455	\$ 9,430	\$ 96,614	\$ 467,829
<b>Local</b>															
LCFF - In lieu of property taxes	\$ 1,317,958	\$ 79,077	\$ 158,155	\$ 105,437	\$ 105,437	\$ 105,437	\$ 105,437	\$ 105,437	\$ 184,514	\$ 92,257	\$ 92,257	\$ 92,257	\$ 92,257	\$ -	\$ 1,317,958
Local nutrition	\$ 1,722	\$ -	\$ 157	\$ 157	\$ 157	\$ 157	\$ 157	\$ 157	\$ 157	\$ 157	\$ 157	\$ 157	\$ 157	\$ -	\$ 1,722
Other local	\$ 466,388	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ -	\$ 466,388
Subtotal Local	\$ 1,786,069	\$ 117,943	\$ 197,177	\$ 144,459	\$ 144,459	\$ 144,459	\$ 144,459	\$ 144,459	\$ 223,536	\$ 131,279	\$ 131,279	\$ 131,279	\$ 131,279	\$ -	\$ 1,786,069
Total Revenues	\$ 9,062,079	\$ 370,031	\$ 457,991	\$ 804,890	\$ 955,479	\$ 625,371	\$ 970,520	\$ 656,247	\$ 685,081	\$ 1,053,817	\$ 759,308	\$ 575,804	\$ 753,910	\$ 393,629	\$ 9,062,079
<b>Expenses</b>															
(1000) Certificated Salaries	\$ 3,059,567	\$ 244,765	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ 255,891	\$ -	\$ 3,059,567
(2000) Classified Salaries	\$ 1,243,942	\$ 87,076	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ 105,170	\$ -	\$ 1,243,942
(3000) Employee Benefits	\$ 1,743,450	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 122,041	\$ 278,952	\$ 1,743,450
(4000) Books/Supplies	\$ 409,647	\$ 40,965	\$ 40,965	\$ 32,772	\$ 30,724	\$ 30,724	\$ 30,724	\$ 30,724	\$ 30,724	\$ 30,724	\$ 30,724	\$ 30,724	\$ 30,724	\$ 18,434	\$ 409,647
(5000) Services/Other Operating Expenses	\$ 1,414,540	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 109,627	\$ 99,018	\$ 1,414,540
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 192,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	\$ 192,000
(7000) All Other Outgo	\$ 1,034,552	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ 86,213	\$ -	\$ 1,034,552
Total Expenses	\$ 9,097,697	\$ 706,687	\$ 735,906	\$ 727,713	\$ 725,665	\$ 725,665	\$ 725,665	\$ 725,665	\$ 725,665	\$ 725,665	\$ 725,665	\$ 725,665	\$ 725,665	\$ 396,404	\$ 9,097,697
<b>Surplus/(Deficit)</b>	\$ (35,618)	\$ (336,656)	\$ (277,915)	\$ 77,177	\$ 229,814	\$ (100,294)	\$ 244,854	\$ (69,418)	\$ (40,584)	\$ 328,152	\$ 33,643	\$ (149,861)	\$ 28,245	\$ (2,775)	\$ (35,618)
<b>Assets</b>															
Accounts Receivables (prior year)	\$ 389,011	\$ 194,505	\$ 77,802	\$ 77,802	\$ 38,901									\$ -	\$ -
<b>Liabilities</b>															
Accounts Payable (prior year)	\$ (370,643)	\$ (185,322)	\$ (74,129)	\$ (74,129)	\$ (37,064)									\$ -	\$ -
Intercompany Payable	\$ -	\$ -												\$ -	\$ -
0	\$ -													\$ -	\$ -
<b>Capital Expenditures</b>															
Facility - Acquisition & Construction														\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -
Depreciation (add back)		\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ (192,000)	\$ (192,000)
<b>Ending Cash Balance</b>		\$ 1,505,970	\$ 1,247,728	\$ 1,344,578	\$ 1,592,229	\$ 1,507,935	\$ 1,768,789	\$ 1,715,371	\$ 1,690,787	\$ 2,034,939	\$ 2,084,582	\$ 1,950,721	\$ 1,994,966		

## Cash Flow

2020-2021	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
<b>Beginning Cash Balance</b>		\$ 1,994,966	\$ 1,663,070	\$ 1,392,242	\$ 1,487,182	\$ 1,744,632	\$ 1,664,111	\$ 1,930,427	\$ 1,880,753	\$ 1,860,701	\$ 2,214,021	\$ 2,269,282	\$ 2,137,187	\$ 2,182,635	
<b>Revenues</b>															
<b>State</b>															
LCFF - net state aid	\$ 4,886,618	\$ 244,331	\$ 244,331	\$ 439,796	\$ 439,796	\$ 439,796	\$ 439,796	\$ 439,796	\$ 439,796	\$ 439,796	\$ 439,796	\$ 439,796	\$ 439,796	\$ -	\$ 4,886,618
LCFF - education protection account	\$ 795,547	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ -	\$ 198,887	\$ -	\$ 795,547
Lottery	\$ 124,176	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,044	\$ -	\$ -	\$ 31,044	\$ -	\$ -	\$ 62,088	\$ 124,176
Mandate block grant	\$ 20,768	\$ -	\$ -	\$ -	\$ -	\$ 20,768	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,768
ASES grant	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,500	\$ -	\$ -	\$ -	\$ 37,500	\$ -	\$ -	\$ 60,000	\$ 150,000
SB740 facility grant	\$ 718,030	\$ -	\$ -	\$ -	\$ 359,015	\$ -	\$ -	\$ -	\$ -	\$ 269,261	\$ -	\$ -	\$ -	\$ 89,754	\$ 718,030
State SpEd	\$ 429,012	\$ 21,451	\$ 21,451	\$ 38,611	\$ 38,611	\$ 38,611	\$ 38,611	\$ 38,611	\$ 38,611	\$ 38,611	\$ 23,939	\$ 772	\$ -	\$ 91,122	\$ 429,012
State nutrition	\$ 5,298	\$ -	\$ 482	\$ 482	\$ 482	\$ 482	\$ 482	\$ 482	\$ 482	\$ 482	\$ 482	\$ 482	\$ 482	\$ -	\$ 5,298
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 7,129,449	\$ 265,782	\$ 266,263	\$ 677,775	\$ 837,904	\$ 499,656	\$ 730,275	\$ 509,932	\$ 478,888	\$ 947,036	\$ 532,760	\$ 441,050	\$ 639,164	\$ 302,964	\$ 7,129,449
<b>Federal</b>															
Title I/II/III	\$ 290,544	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 116,218	\$ -	\$ -	\$ -	\$ 116,218	\$ -	\$ -	\$ 58,109	\$ 290,544
CSFIG facility grant	\$ 14,088	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ 1,174	\$ -	\$ 14,088
Federal SpEd	\$ 82,285	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,571	\$ -	\$ -	\$ -	\$ 20,571	\$ -	\$ 41,142	\$ 82,285
Federal nutrition	\$ 93,154	\$ -	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ 8,469	\$ -	\$ 93,154
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 480,070	\$ 1,174	\$ 9,643	\$ 9,643	\$ 9,643	\$ 9,643	\$ 125,860	\$ 30,214	\$ 9,643	\$ 9,643	\$ 125,860	\$ 30,214	\$ 9,643	\$ 99,251	\$ 480,070
<b>Local</b>															
LCFF - In lieu of property taxes	\$ 1,353,935	\$ 81,236	\$ 162,472	\$ 108,315	\$ 108,315	\$ 108,315	\$ 108,315	\$ 108,315	\$ 189,551	\$ 94,775	\$ 94,775	\$ 94,775	\$ 94,775	\$ -	\$ 1,353,935
Local nutrition	\$ 1,767	\$ -	\$ 161	\$ 161	\$ 161	\$ 161	\$ 161	\$ 161	\$ 161	\$ 161	\$ 161	\$ 161	\$ 161	\$ -	\$ 1,767
Other local	\$ 466,388	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ 38,866	\$ -	\$ 466,388
Subtotal Local	\$ 1,822,090	\$ 120,102	\$ 201,499	\$ 147,341	\$ 147,341	\$ 147,341	\$ 147,341	\$ 147,341	\$ 228,577	\$ 133,802	\$ 133,802	\$ 133,802	\$ 133,802	\$ -	\$ 1,822,090
Total Revenues	\$ 9,431,610	\$ 387,057	\$ 477,404	\$ 834,759	\$ 994,887	\$ 656,640	\$ 1,003,476	\$ 687,487	\$ 717,108	\$ 1,090,481	\$ 792,422	\$ 605,065	\$ 782,608	\$ 402,215	\$ 9,431,610
<b>Expenses</b>															
(1000) Certificated Salaries	\$ 3,138,197	\$ 251,056	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ 262,467	\$ -	\$ 3,138,197
(2000) Classified Salaries	\$ 1,285,563	\$ 89,989	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ 108,688	\$ -	\$ 1,285,563
(3000) Employee Benefits	\$ 1,880,359	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 131,625	\$ 300,857	\$ 1,880,359
(4000) Books/Supplies	\$ 420,655	\$ 42,065	\$ 42,065	\$ 33,652	\$ 31,549	\$ 31,549	\$ 31,549	\$ 31,549	\$ 31,549	\$ 31,549	\$ 31,549	\$ 31,549	\$ 31,549	\$ 18,929	\$ 420,655
(5000) Services/Other Operating Expenses	\$ 1,452,242	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 112,549	\$ 101,657	\$ 1,452,242
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 192,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	\$ 192,000
(7000) All Other Outgo	\$ 1,083,380	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ 90,282	\$ -	\$ 1,083,380
Total Expenses	\$ 9,452,396	\$ 733,566	\$ 763,677	\$ 755,264	\$ 753,161	\$ 753,161	\$ 753,161	\$ 753,161	\$ 753,161	\$ 753,161	\$ 753,161	\$ 753,161	\$ 753,161	\$ 421,444	\$ 9,452,396
<b>Surplus/(Deficit)</b>	\$ (20,786)	\$ (346,509)	\$ (286,273)	\$ 79,495	\$ 241,727	\$ (96,521)	\$ 250,316	\$ (65,673)	\$ (36,052)	\$ 337,320	\$ 39,261	\$ (148,096)	\$ 29,448	\$ (19,229)	\$ (20,786)
<b>Assets</b>															
Accounts Receivables (prior year)	\$ 393,629	\$ 196,815	\$ 78,726	\$ 78,726	\$ 39,363									\$ -	\$ -
<b>Liabilities</b>															
Accounts Payable (prior year)	\$ (396,404)	\$ (198,202)	\$ (79,281)	\$ (79,281)	\$ (39,640)									\$ -	\$ -
Intercompany Payable	\$ -													\$ -	\$ -
0	\$ -													\$ -	\$ -
<b>Capital Expenditures</b>															
Facility - Acquisition & Construction														\$ -	\$ -
Facility - Tenant Improvements														\$ -	\$ -
Other Capital Expenditures														\$ -	\$ -
Depreciation (add back)		\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ (192,000)	\$ (192,000)
<b>Ending Cash Balance</b>		\$ 1,663,070	\$ 1,392,242	\$ 1,487,182	\$ 1,744,632	\$ 1,664,111	\$ 1,930,427	\$ 1,880,753	\$ 1,860,701	\$ 2,214,021	\$ 2,269,282	\$ 2,137,187	\$ 2,182,635		

**Enrollment & ADA****2016-2017**

Enrollment	Enrollment - K	
	Enrollment - 1	
	Enrollment - 2	
	Enrollment - 3	
	Enrollment - 4	
	Enrollment - 5	
	Enrollment - 6	96.07
	Enrollment - 7	91.13
	Enrollment - 8	94.78
	Enrollment - 9	90.67
	Enrollment - 10	84.08
	Enrollment - 11	73.57
	Enrollment - 12	40.33
	= Enrollment - Total	570.64
Attendance Rate	Attendance Rate	94.6%
ADA	ADA - K-3	0.00
	ADA - 4-6	90.88
	ADA - 7-8	175.86
	ADA - 9-12	273.04
	= ADA - Total	539.77

**2017-2018**

Enrollment	Enrollment - K	
	Enrollment - 1	
	Enrollment - 2	
	Enrollment - 3	
	Enrollment - 4	
	Enrollment - 5	
	Enrollment - 6	92.00
	Enrollment - 7	94.00
	Enrollment - 8	91.00
	Enrollment - 9	94.00
	Enrollment - 10	85.00
	Enrollment - 11	80.00
	Enrollment - 12	65.00
	= Enrollment - Total	601.00
Attendance Rate	Attendance Rate	94.6%
ADA	ADA - K-3	0.00
	ADA - 4-6	87.02
	ADA - 7-8	174.99
	ADA - 9-12	306.47
	= ADA - Total	568.49



**Enrollment & ADA****2018-2019**

Enrollment	Enrollment - K	
	Enrollment - 1	
	Enrollment - 2	
	Enrollment - 3	
	Enrollment - 4	
	Enrollment - 5	
	Enrollment - 6	90.00
	Enrollment - 7	92.00
	Enrollment - 8	94.00
	Enrollment - 9	120.00
	Enrollment - 10	88.00
	Enrollment - 11	82.00
	Enrollment - 12	77.00
	= Enrollment - Total	643.00
Attendance Rate	Attendance Rate	94%
ADA	ADA - K-3	0.00
	ADA - 4-6	84.60
	ADA - 7-8	174.84
	ADA - 9-12	344.98
	= ADA - Total	604.42

**2019-2020**

Enrollment	Enrollment - K	
	Enrollment - 1	
	Enrollment - 2	
	Enrollment - 3	
	Enrollment - 4	
	Enrollment - 5	
	Enrollment - 6	90.00
	Enrollment - 7	90.00
	Enrollment - 8	90.00
	Enrollment - 9	94.00
	Enrollment - 10	116.00
	Enrollment - 11	84.00
	Enrollment - 12	78.00
	= Enrollment - Total	642.00
Attendance Rate	Attendance Rate	94.0%
ADA	ADA - K-3	0.00
	ADA - 4-6	84.60
	ADA - 7-8	169.20
	ADA - 9-12	349.68
	= ADA - Total	603.48

**LCFF Revenues****2016-2017**

Unduplicated %	91% Unduplicated % - school	91%
Funding Target	\$7,083 Base Grant - K-3 - prior year	\$7,083
	\$7,189 Base Grant - 4-6 - prior year	\$7,189
	\$7,403 Base Grant - 7-8 - prior year	\$7,403
	\$8,577 Base Grant - 9-12 - prior year	\$8,577
	0.00% COLA	0.00%
	Base Grant - K-3	\$7,083
	Base Grant - 4-6	\$7,189
	Base Grant - 7-8	\$7,403
	Base Grant - 9-12	\$8,577
	Grade Level Supplement % - K-3	10.4%
	Grade Level Supplement % - 4-6	0.0%
	Grade Level Supplement % - 7-8	0.0%
	Grade Level Supplement % - 9-12	2.6%
	Base Grant & Grade Level Supplement - K-3	\$7,820
	Base Grant & Grade Level Supplement - 4-6	\$7,189
	Base Grant & Grade Level Supplement - 7-8	\$7,403
	Base Grant & Grade Level Supplement - 9-12	\$8,800
	Unduplicated % - school	91%
	Supplemental grant %	20%
	= Supplemental Grant Addition	18.12%
	Unduplicated % - school	91%
78%	Unduplicated % - local district	78%
	= Effective Unduplicated % (minimum of above)	78%
	Concentration grant threshold %	-55%
	= Concentration Grant Eligible % (minimum of zero)	23%
	Concentration grant %	50%
	= Concentration Grant Addition	11.31%
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - K-3	\$10,121
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 4-6	\$9,304
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 7-8	\$9,581
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 9-12	\$11,390
	ADA - K-3	0.00
	ADA - 4-6	90.88
	ADA - 7-8	175.86
	ADA - 9-12	273.04
	= ADA - Total	539.77
	LCFF Funding Target (sumproduct)	\$5,640,166
Starting Point	\$9,302 GP & Categorical per ADA - prior year	\$9,302
	GP & Categorical per ADA - new school (based on local district)	\$0
	= GP & Categoricals Starting Point per ADA	\$9,302
	x ADA	539.77
	= GP & Categoricals Starting Point	\$5,020,947
	\$0 + Frozen Categoricals	\$131,746
	= Starting Point	\$5,152,693
Total Funding	LCFF Funding Target	\$5,640,166
	- Starting Point	-\$5,152,693
	= LCFF Gap	\$487,473
55.28%	LCFF gap funded %	55.28%
	= LCFF Incremental Funding	\$269,475
	+ Starting Point	\$5,152,693
	LCFF - Total Funding	\$5,422,168

**LCFF Revenues****2017-2018**

Unduplicated %	Unduplicated % - school	91%
Funding Target	Base Grant - K-3 - prior year	\$7,083
	Base Grant - 4-6 - prior year	\$7,189
	Base Grant - 7-8 - prior year	\$7,403
	Base Grant - 9-12 - prior year	\$8,577
	1.56% COLA	1.56%
	Base Grant - K-3	\$7,194
	Base Grant - 4-6	\$7,301
	Base Grant - 7-8	\$7,518
	Base Grant - 9-12	\$8,711
	Grade Level Supplement % - K-3	10.4%
	Grade Level Supplement % - 4-6	0.0%
	Grade Level Supplement % - 7-8	0.0%
	Grade Level Supplement % - 9-12	2.6%
	Base Grant & Grade Level Supplement - K-3	\$7,942
	Base Grant & Grade Level Supplement - 4-6	\$7,301
	Base Grant & Grade Level Supplement - 7-8	\$7,518
	Base Grant & Grade Level Supplement - 9-12	\$8,938
	Unduplicated % - school	91%
	Supplemental grant %	20%
	= Supplemental Grant Addition	18.12%
	Unduplicated % - school	91%
	Unduplicated % - local district	78%
	= Effective Unduplicated % (minimum of above)	78%
	Concentration grant threshold %	-55%
	= Concentration Grant Eligible % (minimum of zero)	23%
	Concentration grant %	50%
	= Concentration Grant Addition	11.31%
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - K-3	\$10,278
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 4-6	\$9,449
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 7-8	\$9,730
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 9-12	\$11,567
	ADA - K-3	0.00
	ADA - 4-6	87.02
	ADA - 7-8	174.99
	ADA - 9-12	306.47
	= ADA - Total	568.49
	LCFF Funding Target (sumproduct)	\$6,070,061
Starting Point	GP & Categorical per ADA - prior year	\$9,801
	GP & Categorical per ADA - new school (based on local district)	
	= GP & Categoricals Starting Point per ADA	\$9,801
	x ADA	568.49
	= GP & Categoricals Starting Point	\$5,571,867
	+ Frozen Categoricals	\$131,746
	= Starting Point	\$5,703,613
Total Funding	LCFF Funding Target	\$6,070,061
	- Starting Point	-\$5,703,613
	= LCFF Gap	\$366,448
	43.97% LCFF gap funded %	43.97%
	= LCFF Incremental Funding	\$161,127
	+ Starting Point	\$5,703,613
	LCFF - Total Funding	\$5,864,740

**LCFF Revenues****2018-2019**

Unduplicated %	Unduplicated % - school	91%
Funding Target	Base Grant - K-3 - prior year	\$7,194
	Base Grant - 4-6 - prior year	\$7,301
	Base Grant - 7-8 - prior year	\$7,518
	Base Grant - 9-12 - prior year	\$8,711
	2.15% COLA	2.15%
	Base Grant - K-3	\$7,348
	Base Grant - 4-6	\$7,458
	Base Grant - 7-8	\$7,680
	Base Grant - 9-12	\$8,898
	Grade Level Supplement % - K-3	10.4%
	Grade Level Supplement % - 4-6	0.0%
	Grade Level Supplement % - 7-8	0.0%
	Grade Level Supplement % - 9-12	2.6%
	Base Grant & Grade Level Supplement - K-3	\$8,112
	Base Grant & Grade Level Supplement - 4-6	\$7,458
	Base Grant & Grade Level Supplement - 7-8	\$7,680
	Base Grant & Grade Level Supplement - 9-12	\$9,130
	Unduplicated % - school	91%
	Supplemental grant %	20%
	= Supplemental Grant Addition	18.12%
	Unduplicated % - school	91%
	Unduplicated % - local district	78%
	= Effective Unduplicated % (minimum of above)	78%
	Concentration grant threshold %	-55%
	= Concentration Grant Eligible % (minimum of zero)	23%
	Concentration grant %	50%
	= Concentration Grant Addition	11.31%
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - K-3	\$10,499
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 4-6	\$9,652
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 7-8	\$9,940
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 9-12	\$11,816
	ADA - K-3	0.00
	ADA - 4-6	84.60
	ADA - 7-8	174.84
	ADA - 9-12	344.98
	= ADA - Total	604.42
	LCFF Funding Target (sumproduct)	\$6,630,692
Starting Point	GP & Categorical per ADA - prior year	\$10,085
	GP & Categorical per ADA - new school (based on local district)	
	= GP & Categoricals Starting Point per ADA	\$10,085
	x ADA	604.42
	= GP & Categoricals Starting Point	\$6,095,378
	+ Frozen Categoricals	\$131,746
	= Starting Point	\$6,227,124
Total Funding	LCFF Funding Target	\$6,630,692
	- Starting Point	-\$6,227,124
	= LCFF Gap	\$403,569
71.53%	LCFF gap funded %	71.53%
	= LCFF Incremental Funding	\$288,673
	+ Starting Point	\$6,227,124
	LCFF - Total Funding	\$6,515,796

**LCFF Revenues****2019-2020**

Unduplicated %	Unduplicated % - school	91%
Funding Target	Base Grant - K-3 - prior year	\$7,348
	Base Grant - 4-6 - prior year	\$7,458
	Base Grant - 7-8 - prior year	\$7,680
	Base Grant - 9-12 - prior year	\$8,898
	2.35% COLA	2.35%
	Base Grant - K-3	\$7,521
	Base Grant - 4-6	\$7,633
	Base Grant - 7-8	\$7,860
	Base Grant - 9-12	\$9,108
	Grade Level Supplement % - K-3	10.4%
	Grade Level Supplement % - 4-6	0.0%
	Grade Level Supplement % - 7-8	0.0%
	Grade Level Supplement % - 9-12	2.6%
	Base Grant & Grade Level Supplement - K-3	\$8,303
	Base Grant & Grade Level Supplement - 4-6	\$7,633
	Base Grant & Grade Level Supplement - 7-8	\$7,860
	Base Grant & Grade Level Supplement - 9-12	\$9,344
	Unduplicated % - school	91%
	Supplemental grant %	20%
	= Supplemental Grant Addition	18.12%
	Unduplicated % - school	91%
	Unduplicated % - local district	78%
	= Effective Unduplicated % (minimum of above)	78%
	Concentration grant threshold %	-55%
	= Concentration Grant Eligible % (minimum of zero)	23%
	Concentration grant %	50%
	= Concentration Grant Addition	11.31%
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - K-3	\$10,746
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 4-6	\$9,879
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 7-8	\$10,173
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 9-12	\$12,094
	ADA - K-3	0.00
	ADA - 4-6	84.60
	ADA - 7-8	169.20
	ADA - 9-12	349.68
	= ADA - Total	603.48
	LCFF Funding Target (sumproduct)	\$6,785,977
Starting Point	GP & Categorical per ADA - prior year	\$10,562
	GP & Categorical per ADA - new school (based on local district)	
	= GP & Categoricals Starting Point per ADA	\$10,562
	x ADA	603.48
	= GP & Categoricals Starting Point	\$6,374,122
	+ Frozen Categoricals	\$131,746
	= Starting Point	\$6,505,868
Total Funding	LCFF Funding Target	\$6,785,977
	- Starting Point	-\$6,505,868
	= LCFF Gap	\$280,109
	73.51% LCFF gap funded %	73.51%
	= LCFF Incremental Funding	\$205,908
	+ Starting Point	\$6,505,868
	LCFF - Total Funding	\$6,711,776

**LCFF Revenues****2020-2021**

Unduplicated %	Unduplicated % - school	91%
Funding Target	Base Grant - K-3 - prior year	\$7,521
	Base Grant - 4-6 - prior year	\$7,633
	Base Grant - 7-8 - prior year	\$7,860
	Base Grant - 9-12 - prior year	\$9,108
	2.57% COLA	2.57%
	Base Grant - K-3	\$7,714
	Base Grant - 4-6	\$7,829
	Base Grant - 7-8	\$8,062
	Base Grant - 9-12	\$9,342
	Grade Level Supplement % - K-3	10.4%
	Grade Level Supplement % - 4-6	0.0%
	Grade Level Supplement % - 7-8	0.0%
	Grade Level Supplement % - 9-12	2.6%
	Base Grant & Grade Level Supplement - K-3	\$8,516
	Base Grant & Grade Level Supplement - 4-6	\$7,829
	Base Grant & Grade Level Supplement - 7-8	\$8,062
	Base Grant & Grade Level Supplement - 9-12	\$9,584
	Unduplicated % - school	91%
	Supplemental grant %	20%
	= Supplemental Grant Addition	18.12%
	Unduplicated % - school	91%
	Unduplicated % - local district	78%
	= Effective Unduplicated % (minimum of above)	78%
	Concentration grant threshold %	-55%
	= Concentration Grant Eligible % (minimum of zero)	23%
	Concentration grant %	50%
	= Concentration Grant Addition	11.31%
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - K-3	\$11,022
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 4-6	\$10,133
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 7-8	\$10,435
	Base Grant & Grade Level Supplement & Supplemental Grant & Concentration Grant - 9-12	\$12,404
	ADA - K-3	0.00
	ADA - 4-6	56.40
	ADA - 7-8	169.20
	ADA - 9-12	378.82
	= ADA - Total	604.42
	LCFF Funding Target (sumproduct)	\$7,036,100
Starting Point	GP & Categorical per ADA - prior year	\$10,903
	GP & Categorical per ADA - new school (based on local district)	
	= GP & Categoricals Starting Point per ADA	\$10,903
	x ADA	604.42
	= GP & Categoricals Starting Point	\$6,590,279
	+ Frozen Categoricals	\$131,746
	= Starting Point	\$6,722,025
Total Funding	LCFF Funding Target	\$7,036,100
	- Starting Point	-\$6,722,025
	= LCFF Gap	\$314,075
100.00%	LCFF gap funded %	100.00%
	= LCFF Incremental Funding	\$314,075
	+ Starting Point	\$6,722,025
	LCFF - Total Funding	\$7,036,100

Appendix XIX:  
Leadership Team Biographies

# Aspire Public Schools Senior Leadership Team

## Biographies

### **Carolyn Hack, Chief Executive Officer**

Carolyn was formerly the Chief Operating & Financial Officer at Uncommon Schools. She joined Uncommon Schools as Director of Finance in the summer of 2006 and began serving on the leadership team in 2009. In her role, Carolyn oversaw core school support services – finance, real estate, human resources, infrastructure, data management and application support, product solutions, legal and development. During Carolyn's tenure, Uncommon has expanded to 42 high quality schools in the Northeast and was awarded the 2013 Broad Prize for Public Charter Schools. Prior, she worked at Anchor, Inc. where she was responsible for the financial management of the organization, strategic planning, the development of a new evaluation model, the oversight of a capital renovation project, and fundraising.

Carolyn taught high school mathematics and coached basketball and soccer for five years in Northern California. She received her B.A. in Economics from Johns Hopkins University, M.A. from Stanford University's Graduate School of Education, and M.B.A from Columbia Business School, where she was elected to Beta Gamma Sigma Honor Society and was awarded the faculty-bestowed prize for Nonprofit and Public Management. In addition, Carolyn was selected as a Broad Fellow in 2007 and a Pahara-Aspen Fellow in 2014.

### **Delphine Sherman, Chief Financial Officer**

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.

### **Mary Cha-Caswell, Chief Operating Officer**

Mary joins Aspire with over 20 years of experience in business management, operations and information technology. Having spent the majority of her career with Gap, Inc., Mary has extensive experience leading teams, transformative projects and navigating organization-wide change while running domestic and international businesses. In her role, she will oversee Aspire's Operations, People, Data & Assessment and Technology teams. Mary also serves on the Board of Directors for the San Francisco AIDS Foundation.



## **D'Lonra Ellis, General Counsel**

D'Lonra joins Aspire after working in San Francisco for the past decade, most recently at Gap, Inc. in the position of Senior Corporate Counsel. Previously, she worked as a Litigation Associate for Howard Rice Nemerovski Canady Falk & Rabkin, PC and before that was a Loaner Attorney for the San Francisco District Attorney's Office. D'Lonra has been connected to charter schools since 2007 by serving on two Boards in Oakland –she is currently the Chair of the Lighthouse Community Charter School Board, and Vice-Chair of Leadership Public Schools' Board. She is also a Board member of the Seven Stories Institute in NY, NY. She holds a B.A. from Columbia University and a J.D. from Stanford Law School.

## **Mala Batra, Chief of Staff**

Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations - overseeing the launch of six new schools, designing the organization's strategic planning process, and leading Aspire through the selection process of Memphis as its first expansion city outside of California. Most recently, she has been working to evolve the central support structure to ensure effective and efficient support for Aspire's 38 schools and 4 regions.

Prior to joining Aspire, Mala held project management roles at Levi Strauss & Co. and Gap Inc. and worked as a consultant for Deloitte. Mala holds a B.S. from University of California, Berkeley and an M.B.A from Harvard Business School.

## **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.

## **Kate Ford, Area Superintendent – Los Angeles**

Kate comes to Aspire from the Bill and Melinda Gates Foundation where she was a Senior Program Officer on the State and District Network Team led by Aspire's founder, Don Shalvey. Kate oversaw education grants to The College Ready Promise (Alliance, Aspire, Green Dot, and PUC) and to the states of California, Tennessee, and New Mexico.

Prior to joining the Foundation, Kate was the Executive Director/Principal of Peabody Charter

School in Santa Barbara. She spent 20 years as a director/principal in public, charter, and private elementary and secondary schools in Lodi, San Jose, and Phoenix; and she was a middle and high school English and drama teacher for fifteen years. Kate was Regional Vice President for Advantage Charter Schools, where she oversaw the management and educational programs of several schools located in Texas and Arizona. In addition, Kate has received two Educator of the Year awards.

### **Kimi Kean, Area Superintendent – Bay Area**

Kimi Kean joins Aspire after serving as Regional Executive Officer for the Oakland Unified School District. Prior to serving as an Executive Officer, Kimi was principal of Acorn Woodland Elementary school in Oakland. She first joined OUSD as a Spanish Bilingual Teacher and then as the Teaching & Learning Coordinator. She became a principal resident with New Leaders for New Schools for both Chabot Elementary and Acorn Woodland before becoming the principal.

Kimi has been active in leadership roles serving on various committees including; Oakland Mayor's Education Cabinet Attendance Committee, Regional Governance Task Force, Community Schools Strategic Site Plan Executive Committee and the Site Governance Committee. Kimi attended the University of California - Berkeley for her undergraduate degree and Columbia University, Teachers College for her graduate degree.

### **Lane Weiss, Area Superintendent – Central Valley**

Lane Weiss is rejoining Aspire as the Central Valley Area Superintendent after having been the Superintendent of Saratoga Union School District for the last 12 years. Lane started his career at Aspire in 2001 as the Founding Principal of our Aspire River Oaks Charter School and Aspire Benjamin Holt College Preparatory Academy in Stockton. Prior to joining Aspire, Lane was a music teacher, the vice principal at Davis Elementary, principal at Lakewood Elementary School, curriculum coordinator of math, science, music, and physical education, and served as Assistant Superintendent of Secondary Schools in the Lodi Unified School District.

### **James Gallagher, Vice President of Education**

James joined Aspire in 2004; when he began as a high school Humanities teacher at Aspire Lionel Wilson College Preparatory Academy. During his 5 years at Wilson Prep, James served as lead teacher and Dean of Academics. In 2009, after teaching one year at Aspire California College Preparatory Academy, James joined the Instructional Coach team as a Secondary Humanities Coach. In his most recent role as Sr. Director of Instruction, James has led both our Teacher Effectiveness initiatives and our Aspire-wide Instructional Coach team. James earned his Bachelor's degree from Binghamton University and a law degree from George Washington Law School.

### **Bess Kennedy, Vice President of Advancement**

While Bess has been in the law field for the past decade, working in San Francisco as Litigation and Employment Counsel for Morgan, Lewis & Bockius LLP (formerly Bingham McCutchen, LLP), she has been connected to Aspire over the years. She started as a 4th grade teacher at East Palo Alto Charter School (EPACS) in 1999 (before it was an Aspire school)! Then in 2001 she helped co-found the Development office at EPACS creating the foundation for a fundraising program at the school. Bess has remained on the EPACS/EPAPA Advisory Board ever since,

which she also helped establish. Bess holds a BA in Philosophy from Stanford University and a JD from New York University School of Law.

### **Kara MaGuire, Vice Present of People**

Kara joins Aspire after seven years with Uncommon Schools, where she most recently led teams managing Recruitment, Diversity and Talent Development for 50 charter schools in the Northeast. Previous to Uncommon, Kara was a founding staff member of Iridescent, a non-profit that brings high quality science education to urban communities, as well as a 6th grade math and science teacher with LAUSD. Kara was a Teach For America corps member and also served TFA as an Assessment Designer, Professional Learning Community Facilitator and Curriculum Specialist at the Los Angeles Institute. Kara graduated from the University of Puget Sound with dual degrees in Business Leadership and Theatre Arts, as well as from Loyola Marymount University with a Master of Arts in Teaching.

Appendix XX:  
Fiscal Control Policies

# Fiscal Control Policies and Financial Procedures

*Effective June 17, 2016*

- Purpose:**  
The purpose of this policy document is to outline the authority limits for each officer and employee to execute contracts and purchase goods or services, on behalf of Aspire Public Schools.
- Definition of obligations:**  
Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.
- Review and due care:**  
All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.
- Authorized approvers and approval limits (see chart):**  
The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Home Office Staff	No Approval
Managers and Directors without budget oversight	≤ \$500
Special Education Regional Program Specialists	≤ \$1,000
Directors with budget oversight	≤ \$3,000
Vice Presidents *	≤ \$10,000
Chief Officers	≤ \$50,000
CEO and CFO	≤ \$250,000
Board of Directors	> \$250,000

\* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Teachers, After-School Directors, Deans and Other School Site Teammates	No Approval
Business Managers and Office Managers	≤ \$300

Principals	≤ \$3,000
Associate Area Superintendents	≤ \$10,000
Area Superintendents	≤ \$50,000
CEO and CFO	≤ \$250,000
Board of Directors	> \$250,000

Any purchase or authorization of service greater than \$250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for \$2,000,000, individual contracts above \$250K related to the total project budget previously approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of \$120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

5. *Approval process:*  
Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is negotiated for a greater amount, then the approval must be requested again.
6. *Review of Policy:*  
The Board of Directors is to review this policy and the appropriate limits at least annually.

*When do I follow the Approval Matrix?*

This matrix applies to all aspects of Aspire Public Schools purchasing, including Coupa, Office Depot, Amazon, and expense reimbursements through Replicon. The school site [Purchasing Decision Tree](#) can be a resource if you need help.

Appendix XXI:  
Student Family Handbook



**GOLDEN STATE COLLEGE  
PREPARATORY ACADEMY (GSP)**

**STUDENT FAMILY  
HANDBOOK**

**2017-2018**



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## **WELCOME FROM THE CEO**

Dear Aspire Families,

First, I want to say thank you. Thank you for entrusting us with the education of your child. We take that responsibility very seriously, and our focus every day is on ensuring that he or she will be prepared to earn a college degree. That's our vision for every student. We now have 40 schools across California and Tennessee, and we are working to prepare all 16,000 Aspire students for success in and after college.

For the elementary, middle, and high school years, we believe school should be an enjoyable and challenging environment - one that supports students and pushes them in their growth as confident thinkers and learners. We are preparing students with the knowledge and skills they need to tackle any problem - not problems on a worksheet or a test, but real problems that matter to them, to the people they love, and to the communities they live in and serve.

I want you to know that we are working tirelessly to make that a reality. This year we have made several big improvements to our curriculum, and we are placing a focus on social-emotional learning for all students. Our teachers, principals, and school staff are all aligned on our clear vision, and they are ready for the new year to begin!

From all of us here at Aspire, welcome to the 2017-18 school year.

Sincerely,

Carolyn Hack  
Aspire CEO

## **SENIOR LEADERSHIP TEAM**

Carolyn Hack, Chief Executive Officer

Mary Cha-Caswell, Chief Operating Officer

Mala Batra, Chief of Staff

Kate Ford, Area Superintendent, Los Angeles

Lane Weiss, Area Superintendent, Central Valley

Bess Kennedy, Vice President of Advancement

Delphine Sherman, Chief Financial Officer

D'Lonra Ellis, General Counsel

Allison Leslie, Area Superintendent, Memphis

Kimi Kean, Area Superintendent, Bay Area

James Gallagher, Vice President of Education

Kara Maguire, Vice President, People

## **ASPIRE-WIDE VISION**

Every student is prepared to earn a college degree.

## **ASPIRE-WIDE 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.

## **ANNUAL NOTIFICATION AND GUIDELINES**

This Student Family Handbook enumerates sections of the Education Code that require annual parent and/or 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.

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.

## **GSP INFORMATION AND POLICIES**

### **LETTER FROM THE PRINCIPAL**

Dear Golden State Prep Families,

I am excited to welcome you to the 2017-18 school year. After a successful 2016-17 school year in which we saw our graduates head off to amazing colleges like UC Berkeley, UCLA, UC San Diego and UC Davis, and in which our SBAC (state test) scores went up by 10 percentage points in both Math and ELA, we can't wait to get started with our new school year!

This year our schedule looks different than in the past as students will have seven, fifty-three minute periods instead of four eighty minute periods. By offering more class periods, students will be able to take a larger variety of courses and receive more academic support, if necessary.

We are also excited that so many of our staff members will be returning to work at GSP this school year. We realize how important it is for our students to build lasting relationships with staff members and are looking forward to welcoming back almost all of our staff members from the 2016-17 school year.

And finally, this year our students will take on new leadership roles as our 11<sup>th</sup> and 12<sup>th</sup> grade students will have the option of becoming Teaching Assistants or Peer Mediators. Teaching Assistants will work in middle school classrooms to support our younger students and Peer Mediators will be trained to help our students resolve conflicts.

At Golden State Prep we are proud of the work we do to support all of our students and families and I look forward to partnering with you as we collaborate to prepare our students for college.

You can't hide that Panther Pride!

Sincerely,

Greg Dutton  
Principal

### **SCHOOL SITE MISSION AND VISION**

GSP believes that all students deserve rigorous, engaging, and culturally responsive instruction that helps them become independent learners, equipped with the skills and mindset to succeed to and through college and to leave a positive, lasting impact on their communities.

In service of this vision, we:

- Actively work to create a culture of learning in which staff, students, and their families feel a sense of urgency and ownership for students' educational progress
- Recognize the transformative power of relationships and subsequently work to establish effective learning partnerships between students and staff that recognize the teacher as an ally and the student as a driver of his or her own learning
- Create classrooms in which students are engaged, working with content aligned to the appropriate grade level standards, responsible for doing the thinking, and demonstrating that they are learning

## **CAMPUS AND OFFICE OPERATIONS**

### **SCHOOL CONTACT INFORMATION**

1009 66<sup>th</sup> Avenue  
Oakland, CA 94621  
(510) 567-9631

## OFFICE HOURS

Monday – Thursday, 7:40am to 4:00pm  
Friday, 7:40am to 2:00pm

## SCHOOL SITE CALENDAR



### School Year 2017 - 2018 Golden State Prep Family Calendar



STRONG START	July							Instructional Days: 0								
	S	M	T	W	Th	F	S									
							1									
	2	3	4	5	6	7	8									
	9	10	11	12	13	14	15	12: New to GSP Family Meeting @ 6 pm								
	16	17	18	19	20	21	22									
	23	24	25	26	27	28	29									
	30	31														
QUARTER 1	August							Instructional Days: 18								
	S	M	T	W	Th	F	S	8-11: Minimum Days (12:15 dismissal)								
				1	2	3	4	5	8: First Day of School							
	6	7	8	9	10	11	12	9: Family BBQ, 5 to 7 p.m.								
	13	14	15	16	17	18	19	14: Expanded Learning (Afterschool)								
	20	21	22	23	24	25	26	Program begins								
	27	28	29	30	31			23: Family School, 5 to 7 p.m.								
QUARTER 2	September							Instructional Days: 19								
	S	M	T	W	Th	F	S									
						1	2	4: Labor Day (No School)								
	3	4	5	6	7	8	9									
	10	11	12	13	14	15	16	20: Family Meeting, 5:30-6:30								
	17	18	19	20	21	22	23	21: Minimum Day (12:15 dismissal)								
	24	25	26	27	28	29	30	22: Teacher Work Day (No School)								
								29: End of 1st Quarter								
QUARTER 3	October							Instructional Days: 16								
	S	M	T	W	Th	F	S									
	1	2	3	4	5	6	7	2-6: Fall Break								
	8	9	10	11	12	13	14	9: Teacher Work Day (No School)								
	15	16	17	18	19	20	21	17: Fall ACT (11th grade)								
	22	23	24	25	26	27	28	17-19: Student Led Conferences								
	29	30	31					20: University Field Trips								
								25: Family Meeting, 5:30-6:30								
QUARTER 4	November							Instructional Days: 17								
	S	M	T	W	Th	F	S									
					1	2	3	4								
	5	6	7	8	9	10	11	10: Veteran's Day (No School)								
	12	13	14	15	16	17	18	15: Family Meeting, 5:30-6:30								
	19	20	21	22	23	24	25	20-24: Thanksgiving Break (No School)								
	26	27	28	29	30											
QUARTER 5	December							Instructional Days: 11								
	S	M	T	W	Th	F	S									
						1	2									
	3	4	5	6	7	8	9	7: Minimum Day (12:15 dismissal)								
	10	11	12	13	14	15	16	13: Family Meeting, 5:30-6:30								
	17	18	19	20	21	22	23	15: End of 2nd Quarter/1st Semester								
	24	25	26	27	28	29	30	18-29: Winter Break (No School)								
	31															
QUARTER 6	January							Instructional Days: 16								
	S	M	T	W	Th	F	S	1-5: Winter Break (No School)								
		1	2	3	4	5	6	8: Teacher Work Day (No School)								
	7	8	9	10	11	12	13	9: First Day of Second Semester								
	14	15	16	17	18	19	20	15: MLK Day (No School)								
	21	22	23	24	25	26	27	17: Family Meeting, 5:30-6:30								
	28	29	30	31				23-25: Student Led Conferences (8th-12th has 12:15 dismissal)								
QUARTER 7	February							Instructional Days: 19								
	S	M	T	W	Th	F	S									
						1	2	3								
	4	5	6	7	8	9	10									
	11	12	13	14	15	16	17	19: President's Day (No School)								
	18	19	20	21	22	23	24	21: Family Meeting, 5:30-6:30								
	25	26	27	28												
QUARTER 8	March							Instructional Days: 16								
	S	M	T	W	Th	F	S									
						1	2	3	10: Family School, 9 am - 1 pm							
	4	5	6	7	8	9	10	15: Minimum Day (12:15 Dismissal)								
	11	12	13	14	15	16	17	16: Minimum Day (12:15 Dismissal)								
	18	19	20	21	22	23	24	21: Family Meeting, 5:30-6:30								
	25	26	27	28	29	30	31	23: End of 3rd Quarter								
								26-30: Spring Break (No School)								
QUARTER 9	April							Instructional Days: 16								
	S	M	T	W	Th	F	S									
	1	2	3	4	5	6	7	2-6: Spring Break (No School)								
	8	9	10	11	12	13	14									
	15	16	17	18	19	20	21	17-19: Student Led Conferences								
	22	23	24	25	26	27	28	25: Family Meeting, 5:30-6:30								
	29	30														
QUARTER 10	May							Instructional Days: 22								
	S	M	T	W	Th	F	S									
				1	2	3	4	5	3: Spring ACT (11th grade)							
	6	7	8	9	10	11	12	8-31: SBAC Testing begins								
	13	14	15	16	17	18	19	9: Family Meeting, 5:30-6:30								
	20	21	22	23	24	25	26	24: Family Potluck & Talent Show, 5 p.m.								
	27	28	29	30	31			28: Memorial Day (No School)								
QUARTER 11	June							Instructional Days: 10								
	S	M	T	W	Th	F	S	1: Senior Exhibitions								
						1	2	7: 12th Grade Graduation								
	3	4	5	6	7	8	9	8-14: Exhibitions								
	10	11	12	13	14	15	16	11: 8th Grade Promotion Trip								
	17	18	19	20	21	22	23	12: Academic Celebration								
	24	25	26	27	28	29	30	14: Last day of school								
	31							14: 8th Grade Promotion Ceremony, 4:30								

CALENDAR KEY	
<span style="background-color: #d3d3d3; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span>	School Days (8 a.m. - 3:30 p.m.)
<span style="background-color: #ffff00; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span>	Minimum Day (8 a.m. - 12:15 p.m.)
<span style="background-color: #ffcc00; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span>	No School
<span style="background-color: #ffccff; border: 1px solid black; display: inline-block; width: 20px; height: 10px;"></span>	Progress Report Day. If your child does not bring home a
<span style="background-color: #ffccff; border: 2px solid red; display: inline-block; width: 20px; height: 10px;"></span>	Family Engagement Event. We would love to see you at school for

## DROP OFF AND PICK-UP PROCEDURES

On time drop off and pick up is important to your child's success. In order to make drop off and pick up as efficient for you, your child and other families, please follow the below procedures.

Drop Off Time: 7:35 – 7:55am Monday-Friday

Please pull into the east entrance of the school parking lot, drop your student off in front of the school, and exit through the west gate. Do not park or block 66<sup>th</sup> Avenue at any point during the day.

Pick Up Time: 3:30 Monday-Thursday & 12:15pm Friday

Please pull into the east entrance of the school parking lot, pick up your student in front of the school, and exit through the west gate. Do not park or block 66<sup>th</sup> Avenue at any point during the day. Your child must be picked up by the times listed above unless he or she is part of the Extended Learning Program. If the student is left after school unsupervised consistently, the administration will take further action.

Early Pick-Up Policies and Procedures: Early pick-up is allowed, however, we request an appointment reminder or similar documentation. Early pick-ups for unexcused reasons will lead to documentation of an unexcused absence from classes missed. The parent and/or guardian must come into the office to sign out any student who is a minor. Students may only leave campus with a parent or adult whose name is listed on the emergency contact information.

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 safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

## CLOSED CAMPUS

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

## PARENT/FAMILY CONTACT INFORMATION

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This 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. **Student may only leave campus with an adult whose name is listed on the emergency contact information.**

## CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS

We recognize that all families are unique. If you have family situations which involve specific custody or other legal documents, please let the school know so that we can support your child and family.

## TELEPHONES AND CALLS TO STUDENTS

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office.

**Only emergency messages will be relayed.** As appropriate, the office staff and administration will determine if a message is an emergency.



## **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 medication, **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.

## **ENROLLMENT**

### **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.

### **FOREIGN EXCHANGE STUDENTS**

Aspire Public Schools does not accept or enroll foreign exchange students.

## **IMMUNIZATION REQUIREMENTS**

**Students who do not comply with the vaccination requirements shall be excluded from school, meaning, 'No shots, no school'.** State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into school in California. If you have a previous personal belief exemption, please reach out to your school to discuss next steps. Students may be exempted from this requirement for medical reasons only. 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.** The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

## **ATTENDANCE**

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. All students and parents are accountable for regular class attendance and daily assignments.

### **EXCUSED ABSENCES**

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 1) the reason for the absence is listed below **and** 2) the absence is communicated to the school within 5 days of the absence: [Education Code §48205(a) and §48205(c)]

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services 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) 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 (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

### **MAKE-UP WORK FOR STUDENTS WHO WERE ABSENT**

Students who are absent from school for any of the excused reasons stated under “Excused Absences,” as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. [Education Code §48205]

### **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, including, but not limited to those described in the following section.

## SCHOOL SITE ATTENDANCE AND TARDY PROCEDURES

Regular, on-time attendance is important for your child's success. In the event your child is absent or tardy, please follow the procedures below.

If your child is **absent**, please call the school office to report the absence with **5 days** and ask for makeup work so that your child does not fall behind.

If your child is **tardy**, please have them come to the office to sign in for the day and obtain a "tardy pass" before they go to class.

## CHRONIC ABSENTEEISM

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of "F" or "NC"). [Education Code §49067]

Students with excessive unexcused 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.

Truancy is for unexcused absences not cleared within 5 days. To avoid truancy, please always inform the office if your child's absence or tardy is for an excusable reason as defined above.

## NOTIFICATIONS OF TRUANCY

If your child is classified as truant per CA Ed Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in support of your child's attendance. You will receive additional notifications after six and then again after seven total truancy events. [Education Code §48260, 48261, 48262]

### First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and delivery confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.

### Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and 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.

### **NOTIFICATION OF DETERMINATION OF HABITUAL TRUANCY AND SART**

Once your child has received a third notification of truancy after accruing a seventh truancy event, California Education code identifies your child as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school's truancy abatement program. [Education Code §48260, 48261, 48262]

### Notification of Determination as an Habitual Truant

- Letter #3 sent regular and delivery confirmation mail. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified as a **Habitual Truant**.
- SART meeting held with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program.
- If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire SARB.

The school's SART will consist of:

- The principal;
- The student's teacher from the school in which the student is enrolled; and
- Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

### **NOTIFICATION OF CONTINUED TRUANCY AND REFERRAL TO ASPIRE SARB**

Once a student reaches an 8<sup>th</sup> truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is an final attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney. [Education Code §48260, 48261, 48262]

### Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions.

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO's designee from the Aspire Home Office; and
- Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

## **ACADEMICS**

### **ACADEMIC INTEGRITY**

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

### **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)].

### **TEXTBOOKS AND MATERIALS**

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books.

### **REQUIRED RESTITUTION**

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school. [Education Code §48904 (b)]

### **TESTING**

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards. These include, but are not limited to, the:

- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA English Language Development Test (CELDT) and English Language Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an Internal Reading Diagnostic Assessment
- Other federal, state and local tests as required

### **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. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. [Education Code § 51934]

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

## **HIGH SCHOOL ACADEMICS**

### **GRADUATION REQUIREMENTS**

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn the designated number of a-g credits outlined below. In some cases such as UC validation, college credits, etc., Aspire graduation requirements exceed the UC/CSU a-g program so that students are competitive for private college admissions and scholarships.

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 an additional year in any of the a-g courses listed above or labs which extend the a-g courses. Courses such as PE, academic literacy, etc. do not satisfy this requirement.
Advisory	20-40*	Students must enroll in and pass advisory <b>every year</b> . Schools will vary in offering half or full courses.
Technology	10	May waive by juried assessment; if waived, credits substituted by another college preparatory elective.
Total	240	All students must earn a C- or better for credit

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

Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12.
College Credits	Students must take at least 5 college courses, for a total of at least 15 college credits with a passing grade of C- or better. College units may be equivalent to 50 or more high school credits and may be used to satisfy the requirements above. At least 9 college credits must be academic in nature; the remaining 6 credits can be non-academic in nature (i.e., auto tech, wood shop, graphic design, etc.).
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). This requirement is reduced to 1 for a student

	who applies and is accepted to 4-year college through a binding Early Decision program.
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA or Dream Act application.
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/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.

At the school site's discretion, students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class may not be afforded the opportunity to repeat the college class at the school's cost. Similarly, students that are removed from the college class due to behavioral issues may not be allowed to repeat the college class during the school day and/or at the school's cost. In these cases, a regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense.

## **GRANTING CREDIT FROM NON-ASPIRE SCHOOLS**

Aspire will 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 a-g course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School) in order to recover credits.

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 requirements 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, accommodations or modifications associated with IEPs or 504s, etc.

Approval of requests to waive graduation requirements is determined by a member of Aspire's Senior Leadership Team and/or Education Team.



## SECONDARY 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 Senior Director of Early College High School. All grade changes will be documented in the 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.

## SECONDARY GRADING SCALE

GRADE	4.0 POINT SCALE UNWEIGHTED	5.0 POINT SCALE WEIGHTED	DESCRIPTION
A +	4.33	5.33	<ul style="list-style-type: none"> <li>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.</li> <li>Produces notably superior work and receives consistently high marks on class tests.</li> <li>Does all assigned work plus additional work.</li> <li>Shows superior ability to learn facts, principles, and skills; applies them to new situations.</li> <li>Demonstrates creativity and originality.</li> <li>Assumes active, alert leadership in learning activities.</li> <li>Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject.</li> </ul>
A	4.00	5.00	
A-	3.67	4.67	
B+	3.33	4.33	<ul style="list-style-type: none"> <li>Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.</li> <li>Does all assigned work plus some additional work.</li> <li>Shows above average ability to learn and apply facts, principles, and skills.</li> <li>Does some independent work, showing initiative and originality.</li> <li>Assumes active, alert role of follower, and shows some leadership in learning activities.</li> </ul>
B	3.00	4.00	
B-	2.67	3.67	
C+	2.33	3.33	<ul style="list-style-type: none"> <li>Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.</li> <li>Does assigned work, and usually makes up work missed.</li> <li>Shows average ability to learn and apply facts, principals, and skills.</li> <li>Shows average ability in critical thinking, and some originality.</li> <li>Follows class activities and makes some contribution.</li> </ul>
C	2.00	3.00	
C-	1.67	2.67	
D+	0.00	0.00	<ul style="list-style-type: none"> <li>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</li> <li>Shows below average growth in understanding of the subject.</li> <li>Receives consistently below-average marks on tests.</li> <li>Does less than the average amount of assigned work, and seldom makes up work missed.</li> <li>Shows below-average ability or initiative in learning and applying facts, principals, and skills.</li> <li>Participates inadequately or ineffectively in learning activities.</li> <li>Shows below average ability or initiative in critical thinking and creativity.</li> </ul>
D			
D-			
F			

## **WEIGHTED SCALING**

For the Aspire weighted 9-12 GPA, only for grades of C- or better, Aspire will grant the weighted scale for UC-approved honors courses, AP courses, IB courses, and college and community college academic courses that are not remedial in nature and that are taken. For non-Aspire GPAs, weighting is determined by the organization calculating the GPA (UC, CSU, Cal Grant, etc.).

## **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).

## **RE-TAKING A CLASS FOR WHICH A PASSING GRADE WAS EARNED**

In alignment with UC/CSU policy, a course that was passed with a grade of C- or better cannot be re-taken. If this is done (for example, by error), the original grade is the grade of record, and credit is not earned for the second taking.

## **SCHOOL CULTURE AND STUDENT LIFE**

### **SCHOOL CULTURE HIGHLIGHTS**

GSP works hard to create a positive school culture with College for Certain and student success at the center of all that we do. From classrooms named for universities to celebrations that connect our school with students, family and staff, building community is an important piece of the work we do every day.

Our five core values are:

- Family – everyone feels safe and has one another's back through thick and thin with love support, care, encouragement, and loyalty
- Equity – ensures that each person and group has what they need to succeed so they can achieve greatness without being held back
- Growth Mindset – believes you can succeed and works hard so you do by learning from correctness and mistakes and never giving up
- Respect/Integrity – treats others how you want to be treated and keeps your word when you say you will do something
- Purpose/Passion – Love what you do and do what you love as you move toward your goals and dreams

### **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's 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 chest 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 may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

## **SCHOOL SITE SPECIFIC DRESS CODE**

GSP requires all students to wear uniforms. Below are the specific uniform requirements for students.

Acceptable uniform options are as follows and are available for purchase at Bancroft Uniforms:

- Middle School:
  - Purple polo shirt with GSP logo
  - Khaki dress pant bottoms (no cargo pockets, no skinny jeans)
  - Grey zip-up fleece jacket (no hood)
  - Grey crew V-neck sweater (optional)
- High school:
  - Blue oxford shirt with GSP logo
  - Khaki dress pant bottoms (no cargo pockets, no skinny jeans)
  - Grey zip-up fleece jacket (no hood)
  - Grey crew V-neck sweater (optional)

Any free dress or alternative dress days will be announced during the school year.

## **CLUBS AND 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 may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

## **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. 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 or Academic Counselor 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. In accordance with Aspire Public Schools Administrative Regulations and CA Education Code 49164 - "The CEO or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation

of law.” Specific details may be found on the following websites or by talking with your school dean or 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>)

Child Labor Laws 2013, (<http://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf>) Work Permits FAQ, (<http://www.cde.ca.gov/ci/ct/we/wpfaq.asp>)

## **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 intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun. If you have questions about your school’s afterschool program, please contact the school office.

## **STUDENT BEHAVIOR AND DISCIPLINE**

### **NOTICE OF REGULATIONS**

The Aspire School’s administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

### **POSITIVE BEHAVIOR SUPPORT SYSTEMS**

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

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

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

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

**Social-Emotional Learning (SEL):** SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. GSP utilizes proven SEL programs and other techniques to include SEL in our regular day program.

Please reach out to us if you would like to learn more about the systems our school uses.

### **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, BE RESPECTFUL, AND BE SAFE by carrying yourself with respect and showing respect to others.
- ABIDE by all Federal, State, County, and City Laws.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the School Site Council (previously 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.

The following are not allowed:

- Possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- Possession, use, or distribution of tobacco products or cigarettes.
- 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).
- Gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- Fighting, horsing around, hitting, loud noise, or threats towards any person.
- Wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Do not destroy or write on school buildings, grounds, or property.
- 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.

## **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, etc.

- 3) Use positive language: No teasing, bullying, profanity, or insults, etc.
- 4) Keep hands, feet, and objects to yourself: No provoking or fighting, etc.
- 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.

## **ALTERNATIVES TO SUSPENSION**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 (see below under grounds for suspension for details) or that the pupil's presence causes a danger to persons. [Education Code §48900.5]

## **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 receive 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. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

### *Jurisdiction*

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

### *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) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or

more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - B. Causing a reasonable pupil to experience a substantially detrimental effect on 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, CEO's designee 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 (maximum of five consecutive school days). [Education Code 48911 (a)]  
  
The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]
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] .

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 stored in the OnCourse discipline system– 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 Manager of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

## **EXPULSION**

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature [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;
- 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.

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 a 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) 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 Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

## **SUSPENSION AND EXPULSION OF STUDENTS WITH SPECIAL NEEDS: MANIFESTATION DETERMINATION**

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

## **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, sexual orientation, gender 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, pictures or video 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 Snapchat, Facebook, and Twitter, etc.

### 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.

### Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer

to the student will be interpreted as denial of a student's gender identity and a form of harassment.

- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.1 described above

## **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 OR DANGEROUS OBJECTS**

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

## **DRUG, ALCOHOL, AND TOBACCO FREE SCHOOLS POLICY**

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. No person may possess, use or sell these items in any Aspire building, facility or vehicle.

## **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 and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

## **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

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a “free appropriate public education” (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures 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. [For more information on the Special Education referral process, see the section *Child Find and Special Education Notification*]

- **Parent’s Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

## 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 education programs and services such as specialized instruction, behavioral services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student’s needs and eligibility for an Individualized Education Plan. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multi-disciplinary team, including the parent. The evaluation will result in a written report consistent with *California Education Code Section 56327*. Whenever a parent provides a request for assessment, the LEA has 15 days to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a copy given to the parents. Parents have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of parent’s written consent to Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt of parent’s written consent. If there is denial of the request for assessment, prior written notice will be provided to the parents, consistent with *Title 34, CFR Section 300.503*, providing *rationale* for denial of the request.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire 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.

## SPECIAL EDUCATION COMPLAINTS

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if



needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent's Procedural Safeguards with the parent, which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

## **HOMELESS CHILDREN AND YOUTH (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 Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

## **FOSTER CHILDREN AND YOUTH**

As required by State law, Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held. For additional information concerning services for foster children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

## **ENGLISH LANGUAGE LEARNERS**

Aspire provides a variety of programs to help students who need support in their speaking, reading, writing or understanding of English as a result of English not being their home language. If you are interested in these supports for your child, please contact your school's main office.

## **STUDENT SUCCESS TEAM (SST)**

The Student Success 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.

## **INDEPENDENT STUDY**

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive 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 or she should be allowed to participate in the program again. No student with exceptional needs may participate in Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

## HOME HOSPITAL INSTRUCTION

The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary* disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Please reach to your school's main office if you would like to discuss HHI for your student.

## SOCIAL-EMOTIONAL SCHOOL COUNSELING PROGRAMS

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

**Counseling services are not guaranteed for students.** Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

## 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

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.

## HEAD LICE

Head lice, while a significant social problem, do not transmit disease to humans. Parent(s)/guardian(s) are encouraged to routinely screen students at home. If lice are seen on a child at school the parent(s)/guardian(s) will be called to pick up the child at the end of the school day and be given a copy of the brochure "A Parent's Guide to Head Lice" At home, all members of the family should be checked for head lice. This policy allows parent(s)/guardian(s) to treat the child overnight. The day following treatment, the child should be re-examined and admitted to class. If the child still has lice, then the parent(s)/guardian(s) will be contacted.

## 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.

## **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.

### **FAMILY ENGAGEMENT ACTIVITIES**

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children:

**Special Saturday Classes:** Scheduled at specific Saturdays during the school year, these half-day sessions allow parents to attend school with their children and get to know the school site better. We believe it's important for them to see, feel, and experience the space that their children spend so much time in.

**Guidance for At-home Support:** Aspire coaches parents on how to structure reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

**Participation in School Decision-making:** Aspire includes two parent representatives on the School Site Council (previously Advisory School Council) of each school, as well as parent participation on the school's Teacher Hiring Committee.

### **VISITOR POLICY**

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

Parents and guardians are encouraged to visit school sites and classrooms to observe and support the work of the schools. This is one of the essential vehicles for a school-parent partnership. Each school has various ways to engage with parents and make them comfortable in the school including Saturday Schools, School Site Councils (previously Advisory School councils), volunteer opportunities and site specific events.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code section 32211.

### **VISITOR GUIDELINES**

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

## **VOLUNTEERS**

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full volunteer handbook for a complete list of requirements.

Potential volunteers are urged to contact the school 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: \$15,000 per person, \$30,000 per occurrence, \$5,000 property damage (15 30 5).
- 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.

## **ASPIRE FAMILY RIGHTS AND RESPONSIBILITIES**

### **NOTICE FOR DIRECTORY INFORMATION**

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Aspire may disclose appropriately designated “directory information” without written consent, unless you have advised Aspire to the contrary in accordance with Aspire procedures. The primary purpose of directory information is to allow Aspire to include information from your child’s education records in certain school publications.

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with 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.

If you do not want Aspire to disclose any or all of types of information designated as directory information from your child’s education records without your prior written consent, you must notify the Aspire in writing.

### **NON-DISCRIMINATION AND TITLE IX POLICY**

Aspire Public Schools is committed to equal opportunity for all individuals in education. 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.

Aspire will 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.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire’s “Discrimination Harassment Policy” should contact the principal of the school and Aspire recommends individuals work with their schools when they have concerns. Parents who wish to file a discrimination or harassment complaint should complete Aspire’s “Uniform Complaint Investigation Request” Form (located at the back of this handbook), and should contact the Principal at the school or their Regional Manager of Student Services. More information on Aspire’s Uniform Complaint procedures is included later in this handbook.

### **ASPIRE STUDENT DATA PRIVACY POLICY**

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including:
  - Family Educational Rights Privacy Act (FERPA)
  - Protection of Pupil Rights Amendment (PPRA)
  - Children's Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

## **FAMILY EDUCATIONAL RIGHTS TO PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his/her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## USDA CIVIL RIGHTS STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## 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?

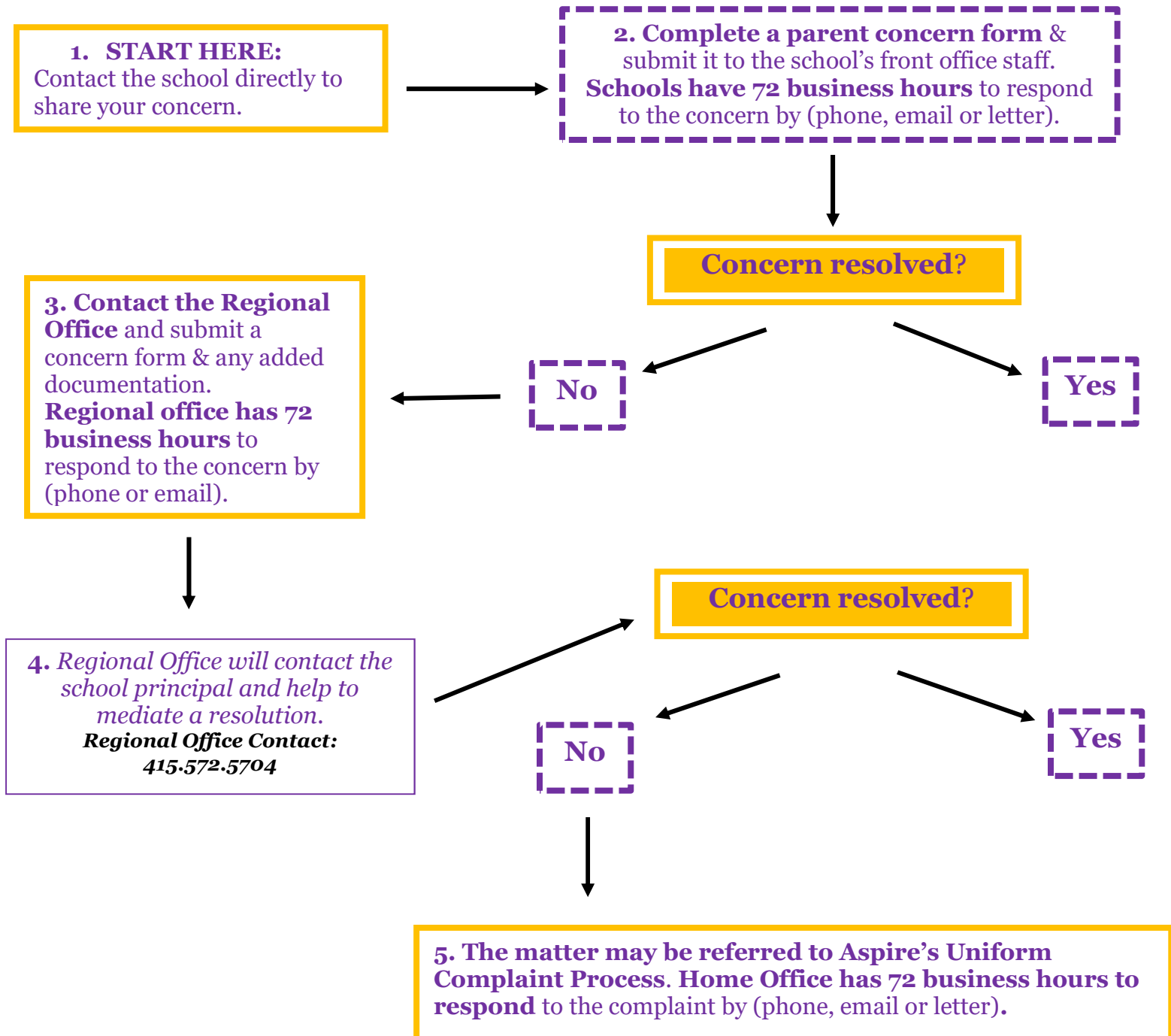
Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

## PUBLIC MEETING NOTICE

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.



## FAMILY CONCERN PROCESS







College for Certain

## FAMILY CONCERN DOCUMENTATION FORM

Your Name \_\_\_\_\_

Name of Student \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ (day) \_\_\_\_\_ (evening)

School Site \_\_\_\_\_

### **Description of Concern:**

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### **Please describe your desired solution:**

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Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please mail, fax or deliver to you school site or Regional Office**

1009 66 <sup>th</sup> Avenue, Oakland, CA 94621	1001 22 <sup>nd</sup> Avenue, Oakland, CA 94606
(t) (510) 567-9631	(t) (510) 434-5000
(f) (510) 632-1569	(f) (510) 434-5010

Date received by Aspire School or Regional Office \_\_\_\_\_

## **UNIFORM COMPLAINT 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. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP 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 or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. 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 any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees<sup>1,2</sup>, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer  
c/o Regional Manager of Student Services  
1001 22<sup>nd</sup> Avenue, Oakland, CA 94606  
(t) (510) 434-5000  
(f) (510) 434-5010

Any pupil fees complaint should be filed with the principal of a school.

<sup>1</sup> 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.

<sup>2</sup> A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

## **ASSURANCES**

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.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

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 those involved.

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 its 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.

## **INITIATION OF COMPLAINT**

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Investigation document 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.

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 with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services

or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' 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 (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

## **MEDIATION**

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.

## **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.



College for Certain

## UNIFORM COMPLAINT PROCEDURES FORM

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Student Name (if applicable) \_\_\_\_\_ Grade \_\_\_\_\_  
Address \_\_\_\_\_ Apt. # \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Work Phone \_\_\_\_\_  
Email Address \_\_\_\_\_

Date of Alleged Violation \_\_\_\_\_ School/Office of Alleged Violation \_\_\_\_\_

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Child Nutrition  | <input type="checkbox"/> Consolidated Categorical Aid          | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> Foster/Homeless  | <input type="checkbox"/> Pupil Fees for Educational Activities | <input type="checkbox"/> After School Education/Safety |
| <input type="checkbox"/> School Safety Plans  | <input type="checkbox"/> Local Control Accountability Plan     | <input type="checkbox"/> Physical Education Minutes    |
| <input type="checkbox"/> No Child Left Behind   | <input type="checkbox"/> Every Student Succeeds Act            | <input type="checkbox"/> Migrant Education             |
| <input type="checkbox"/> Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education |  |  |

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- ☐ Sex ☐ Sexual Orientation ☐ Gender ☐ Gender Identity ☐ Gender Expression ☐ Ancestry  
☐ Ethnic Group Identification ☐ Race or Ethnicity ☐ Religion ☐ Nationality ☐ National Origin ☐ Age  
☐ Color ☐ Mental or Physical Disability ☐ Lactating Student  
☐ Association with a person or group with one or more of the actual or perceived categories listed above

***For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.***

### Regional Office Contact Information:

- ☐ Bay Area (EPA, Oakland, Richmond): 510.434.5000  
☐ Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903  
☐ Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000

1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you attempted to discuss your complaint with any Aspire Public Schools personnel? If so, with whom and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes\_\_\_\_ No\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Mail, email or deliver your complaint/documents to your regional office:

Uniform Complaint Officer  
c/o Regional Manager of Student Services  
1001 22<sup>nd</sup> Avenue, Oakland, CA 94606  
(t) (510) 434-5000  
(f) (510) 434-5010



## **STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM**

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2017-2018.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Appendix XXII:  
Local Control and Accountability Plan (LCAP)



# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Aspire GSP Academy		
Contact Name and Title	Greg Dutton	Email and Phone	Greg.Dutton@aspirepublicschools.org

## 2017-20 Plan Summary

### THE STORY

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

Aspire Golden State College Preparatory Academy is direct-funded charter school in Oakland. It is chartered through Oakland Unified School District.

The school is designed to serve approximately 578 students in grades 6-12. The school's demographic profile is 77% Latino, 13% African-American, 10% Other, and 30% English Language Learners with 90% of the student body eligible for the free and reduced price meals program.

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

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. It's mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically at Aspire Golden State College Preparatory Academy, our mission is prepare all students to be prepared to attend and graduate from the college of their choice.

## LCAP HIGHLIGHTS

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

This year's LCAP has seen many changes. Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing its previous year's LCAP goals from 15 to 4. In addition to reimagining Aspire Golden State College Preparatory Academy LCAP moving forward, we've also aligned our goals and measurable outcomes to the new and improved CA School Dashboard State and Local Indicators. Aspire Golden State College Preparatory Academy alignment with the Dashboard will help to ensure we are addressing all the State Priorities, creating transparency to our stakeholders, and addressing and holding the school accountable to the new standards for state accountability.

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

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

One of Aspire Golden State College Preparatory Academy's greatest areas of progress has been the increase in our preliminary SBAC scores for both ELA and Math. Based off this preliminary data, we are hoping to see ELA growth from 30.7% meeting or exceeding in 2015-2016 to 42.2% in 2016-2017. We are also predicted to see a major growth in our Math SBAC scores as well. In 2015-2016 we had 14.4% students meeting or exceeding standards and in the preliminary data we are showing 24.4% of students meeting or exceeding standards.

We were able to achieve this progress by increasing leader and educator development on the Common Core framework with a focus on text complexity and rigorous tasks in both English and Math.

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

## GREATEST NEEDS

That indicators with the greatest need are the English Learner Progress and Mathematics Academic Indicator with both of these indicators showing a performance level of Red. In order to increase our focus and efforts on increasing the metrics around English Learner Progress, we have already instituted a literacy block that structurally allows our most experienced teachers to run small group interventions using the research validated LLI (Leveled Literacy Intervention) and quarterly progress monitoring of lexile levels. We have invested significant resources toward this goal by training educators, investing in ongoing professional development with data analysis and reaching out to families through ELAC for home school partnership. Next year we will deepen our efforts to accelerate academic support and growth for English Learners by training teachers to use adopted curriculum EL scaffolds and concentrate on vocabulary development and oral language practice.

Our Math performance level also show up as a red area of lowest performance and greatest need for school improvement. With support from an Aspire-wide initiative to improve K-8 math mastery aligned to the Common Core, GSP will adopt a common math curriculum, Eureka Math, and invest in training math teachers and leaders to effectively use its many elements and

supports. On a site level, GSP will also hire a Math Intervention Coach to coordinate push in and pull out small math groups organized by students who are working on similar deficits in math foundational skills.

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

The state indicator that is showing a performance gap between all students and specific student subgroups is the ELA Academic Indicator. The performance level for all students is Yellow and our African American subgroup's performance level is Red. One strategy we will be implementing to help decrease the performance gap is to incorporate more data talks that involve the following:

- Data analysis of assessments results by individual teachers
- Data talks per assessment facilitated by principal or assistant principal
- Teacher created Data Analysis Action Plans that detail how instruction will change based on results.

## PERFORMANCE GAPS

Whole school professional development on preparing for individual conversations with students will also take place following the data talks.

In addition to putting a stronger emphasis on data and the action plans needed following data discussion, we will also be providing teachers with PD in Reading Apprenticeship during the summer to learn reading strategies to reach all students – with a focus on our lowest performing students. Additionally, all teachers will teach a daily reading intervention block.

## INCREASED OR IMPROVED SERVICES

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

Please see strategies listed above.

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$8,200,160
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,268,000
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

\$5,802,019	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-2017

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

<b>Goal</b> <b>1</b>	Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. 10% more students will score proficient or above on the Aspire Writing Assessment
2. Improved writing instruction for all students

### ACTUAL

Writing Assessment not CCSS aligned. Replaced with writing performance tasks.

## ACTIONS / SERVICES

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

Action	<b>1</b>	
Actions/Services	<b>PLANNED</b> <ol style="list-style-type: none"><li>1. Professional Development – teachers will receive differentiated professional development through coaching and early release professional development.</li><li>2. Professional Development – all new teachers will receive one week of Aspire training including writing instruction</li></ol>	<b>ACTUAL</b> <ol style="list-style-type: none"><li>1. Professional Development – teachers will receive differentiated professional development through coaching and early release professional development.</li><li>2. Professional Development – all new teachers will receive one</li></ol>

## Expenditures

	week of Aspire training including writing
<b>BUDGETED</b> On Site Coaching \$50,000  Resource: 0000  Object Codes: 1200, 7000	<b>ESTIMATED ACTUAL</b> On Site Coaching \$50,000  Resource: 0000  Object Codes: 1200, 7000

## ANALYSIS

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

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

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

Teachers received PD using EngageNY as a Common Core aligned curriculum that includes performance tasks. It took some time to adjust, but EngageNY training helped teachers align instruction to CCSS and give students more practice with CC aligned writing prompts.

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

Actions/services performed were effective in increasing Common Core aligned instruction in ELA classes. Still waiting on SBAC data to see performance increase.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

<h1>Goal</h1> <h2>2</h2>	Maintain consistent retention of 9 <sup>th</sup> grade students at 90 %.	
	State and/or Local Priorities Addressed by this goal:	
	STATE	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
	COE	<input type="checkbox"/> 9 <input type="checkbox"/> 10
LOCAL		_____

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. All students will have access to college counselor.
2. Students with D's and F's will receive additional instruction to pass classes.
3. More equitable grading practices will be in place for students.
4. Teachers will be evaluated in student engagement.

#### ACTUAL

1. Hired new counselor for 9-11 grade
2. Students getting D's and F's receive credit recovery options
3. Teachers no longer give zeroes and provide more makeup opportunities for students
4. Use of Aspire AIR to evaluate teachers on student engagement

### ACTIONS / SERVICES

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

Action **1**

Actions/Services

#### PLANNED

1. Continue to monitor monthly the % of students receiving D's and F's
2. Provide professional development to teachers on the quality of grading practices.

#### ACTUAL

1. Continue to monitor monthly the % of students receiving D's and F's
2. Provide professional development to teachers on the quality of grading practices.

Expenditures

3. Home Office to refine college counselor training and support	3. Home Office to refine college counselor training and support
<p><b>BUDGETED</b></p> <p>Assistant Principal \$25,000</p> <p>College Counselor \$40,000</p> <p>Tech Solutions \$10,000</p> <p>Resource: 0000, 3010</p> <p>Object Codes: 1300, 3000, 7000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Assistant Principal \$25,000</p> <p>College Counselor \$40,000</p> <p>Tech Solutions \$10,000</p> <p>Resource: 0000, 3010</p> <p>Object Codes: 1300, 3000, 7000</p>



## ANALYSIS

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

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

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

Assistant Principals and advisors have tracked students earning Ds and Fs in order to intervene early when students are struggling academically. Additionally, 9-11 grade counselor pushes into classes and meets with individual students.

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

Students are still earning Ds and Fs at a higher rate than we would prefer, but meetings with students and families are improving academic performance with some students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

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

<b>Goal 3</b>	Attendance rate 95% for all subgroups
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

Attendance rate for all subgroups will be 95% or higher

**ACTUAL**

Attendance rate is slightly below at 94.5%

ACTIONS / SERVICES

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

Action **1**

Actions/Services

Expenditures

<b>PLANNED</b> 1. Students and families who miss more than three unexcused absences will receive additional communication and school support. 2. Families will be notified sooner about truanancies.	<b>ACTUAL</b> 1. Students and families who miss more than three unexcused absences will receive additional communication and school support. 2. Families will be notified sooner about truanancies.
<b>BUDGETED</b> Principal \$20,000 Business Manager \$40,000 Tech Solutions \$10,000	<b>ESTIMATED ACTUAL</b> Principal \$20,000 Business Manager \$40,000 Tech Solutions \$10,000

Resource:  
0000

Object Codes:  
1300, 2400, 3000, 7000

Resource:  
0000

Object Codes:  
1300, 2400, 3000, 7000

## ANALYSIS

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

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

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

Attendance team has met to analyze data and create plan of action for students who are chronically absent.

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

Overall effectiveness has varied based on student/family. Home visits have been successful in getting students to return to school and grade wide incentives have helped to improve attendance overall.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
All students will be taught by highly qualified personnel	85% taught by highly qualified

ACTIONS / SERVICES

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

Action  
**1**

Actions/Services	PLANNED	ACTUAL
	1. Continue to hire only highly qualified teachers	Late summer hires due to teachers leaving and a mid year teacher resignation

## Expenditures

	led to 85%.
<b>BUDGETED</b> Principal \$40,000  Resource: 0000  Object Codes: 1300, 3000	<b>ESTIMATED ACTUAL</b> Principal \$40,000  Resource: 0000  Object Codes: 1300, 3000

## ANALYSIS

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

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

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

Efforts to recruit highly qualified teachers and keep them all year.

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

Effective overall aside from the late hires and mid-year replacements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

<b>Goal 5</b>	All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

1. All pupils will have CCSS aligned ELA text sets.

**ACTUAL**

All pupils have CCSS aligned ELA text sets.

ACTIONS / SERVICES

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

Action  
**1**

Actions/Services	<b>PLANNED</b> Additional materials: Classroom literature books, Book club books, and classroom library books will be purchased as well as Chromebooks in order for students to access text sets online as well.	<b>ACTUAL</b> Additional materials: Classroom literature books, Book club books, and classroom library books will be purchased as well as Chromebooks in order for students to access text sets online as well.
	<b>BUDGETED</b> Materials and resources, IT support \$50,000	<b>ESTIMATED ACTUAL</b> Materials and resources, IT support \$50,000

Resource:  
0000, 6300

Object Codes:  
4200, 4301, 4410, 7000

Resource:  
0000, 6300

Object Codes:  
4200, 4301, 4410, 7000

## ANALYSIS

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

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

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

All texts part of the EngageNY curriculum were provided.

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

Students received all texts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

<b>Goal 6</b>	All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

1. 5% of school budget will be appropriated for upkeep of the building

**ACTUAL**

1% of school budget will be appropriated for upkeep of the building

ACTIONS / SERVICES

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

Action  
**1**

Actions/Services	<b>PLANNED</b> 1. Human Resources will help refine the job expectations and performance of the building managers.	<b>ACTUAL</b> Human Resources will help refine the job expectations and performance of the building managers.
	<b>BUDGETED</b> Building Manager, Custodian, Maintenance \$80,000  Resource: 0000	<b>ESTIMATED ACTUAL</b> Building Manager, Custodian, Maintenance \$80,000  Resource: 0000



Object Codes:  
2400, 2900, 3000, 5610

Object Codes:  
2400, 2900, 3000, 5610

## ANALYSIS

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

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

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

Building maintenance has been kept up, including working on our new gym floor and outdoor cafeteria furniture.

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

Funding has been adequate and building is in good shape.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. This goal does not fit in directly with any of the our four goals.

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

<h1 style="margin: 0;">Goal</h1> <h1 style="margin: 0;">7</h1>	<p>All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards.</p>
<p>State and/or Local Priorities Addressed by this goal:</p> <div style="display: flex; justify-content: space-between;"> <div> <p>STATE <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p> </div> </div>	

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

<ol style="list-style-type: none"> <li>1. Instruction will be more effective in teaching the CCSS.</li> <li>2. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruction will be more effective in teaching the CCSS.</li> <li>2. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.</li> </ol>
---	---

## ACTIONS / SERVICES

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

<p>Action</p> <h1 style="margin: 0;">1</h1>	<p>PLANNED</p> <ol style="list-style-type: none"> <li>1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June</li> <li>2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.</li> </ol>	<p>ACTUAL</p> <p>Lead teachers received PD through Reading Apprenticeship</p>
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Actions/Services

## Expenditures

### BUDGETED

Lead Teachers  
\$1,000 per teacher

Resource:  
0000, 4305

Object Codes:  
1100, 3000, 5200

### ESTIMATED ACTUAL

Lead Teachers  
\$1,000 per teacher

Resource:  
0000, 4305

Object Codes:  
1100, 3000, 5200

## ANALYSIS

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

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

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

All teachers received more than 16 hours of PD on the CCSS through whole staff PD, regional Aspire PD and through one on one classroom observations.

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

Overall we have had success focusing on the CCSS and aligning student tasks to the CCSS. We have had less success building in specific ELD strategies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

<b>Goal</b> <b>8</b>	Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

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

**ACTUAL**

96% parents feel satisfied

ACTIONS / SERVICES

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

Action  
**1**

Actions/Services	<b>PLANNED</b> 1. If below 90%, a plan will be created to address any family concerns.	<b>ACTUAL</b> Still waiting on results. Monthly parent meetings occur and parents have not been concerned with school safety.
	<b>BUDGETED</b> Assistant Principal \$10,000 Counselor	<b>ESTIMATED ACTUAL</b> Assistant Principal \$10,000 Counselor

\$10,000 Parent Outreach \$2,500  Resource: 0000, 3010  Object Codes: 1300, 2200, 3000, 5200	\$10,000 Parent Outreach \$2,500  Resource: 0000, 3010  Object Codes: 1300, 2200, 3000, 5200
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## ANALYSIS

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

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

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

We hired an additional Assistant Principal of Culture to meet the needs of our students and to support our teachers and students. We also have a part-time parent coordinator who keeps in regular contact with our parents.

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

Overall, parents have expressed satisfaction, but we are still waiting for next year's survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

Goal  
9

Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended

State and/or Local Priorities Addressed by this goal:

STATE☐ 1☒ 2☐ 3☒ 4☐ 5☐ 6☐ 7☐ 8

COE☐ 9☐ 10

LOCAL\_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

First Year Data: 2015-2016

ELA	
Proficiency Level Calculation	
Standard Exceeded	5%
Standard Met	26%
Standard Nearly Met	33%
Standard Not Met	37%

Math	
Proficiency Level Calculation	
Standard Exceeded	2%
Standard Met	12%
Standard Nearly Met	30%
Standard Not Met	55%

Waiting for 2016-2017 data

## ACTIONS / SERVICES

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

Action

1

Actions/Services

### PLANNED

A plan will be made for instructional changes based on the 15-16 SBAC results

### ACTUAL

We have aligned our curriculum to Common Core State Standards for both math and English courses. We also adopted practice tests/interims (i.e., Aspire interims and CAASPP Smarter Balanced Interim Assessments)

We've implemented data talks that involved the following:

Winter:

- Data analysis of assessments results by individual teachers
- Data talks per assessment facilitated by principal or assistant principal
- Teacher created Data Analysis Action Plans that detail how instruction will change based on results.

Whole school professional development on preparing for individual conversations with students.

Expenditures

### BUDGETED

Teacher Training,  
Technology, Software  
Lead Teachers,  
Assistant Principal  
\$50,000

Resource:  
0000, 4035

Object Codes:  
1100, 1300, 3000, 4410, 4310, 5200

### ESTIMATED ACTUAL

Teacher Training,  
Technology, Software  
Lead Teachers,  
Assistant Principal  
\$50,000

Resource:  
0000, 4035

Object Codes:  
1100, 1300, 3000, 4410, 4310, 5200

## ANALYSIS

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

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

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

We have aligned our curriculum to Common Core State Standards for both math and English courses. We also adopted practice tests/interims (i.e., Aspire interims and CAASPP Smarter Balanced Interim Assessments)

We've implemented data talks that involved the following:

Winter:

- Data analysis of assessments results by individual teachers
- Data talks per assessment facilitated by principal or assistant principal
- Teacher created Data Analysis Action Plans that detail how instruction will change based on results.

Whole school professional development on preparing for individual conversations with students.

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

Since we have not yet taken the SBAC exam for the 2016-2017 school year, so we can only gauge based on the latest CAASPP smarter balanced interim assessment.

At or Above		
Grade Level	Math	ELA
6	5%	28%
7	16%	26%
8	16%	26%
11	25%	51%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.



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

<h2 style="margin: 0;">Goal 10</h2>	<p>Increase the percentage of students on track to graduation which includes the A-G requirements met. Increase by 10% percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements or career technical education until 90%. After the school reaches 90%, increase 5 % each year.</p>
<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p>	

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. More students will be poised to graduate able to apply to UC/CSU and be college ready.
2. Students will receive counseling on A-G requirement completion.
3. Increase of 5% of students reaching A-G progress if not at 90%.

#### ACTUAL

The current graduation requirements include completion of all UC/CSU requirements, all graduating seniors are CSU eligible. College readiness can be demonstrated through scores on the EAP exam, ACT or SAT exam, completion of college coursework, or high school courses that satisfy the requirement to clear the conditional readiness score on the EAP.

For the class of 2016, TBD of seniors graduated college ready in math and English, TBD % graduated college ready in English only, TBD % graduated college ready in math only, and TBD % did not meet college readiness requirements. As of April 2017, through assessment only, TBD % of seniors have met the college ready requirement in math and English, TBD % have met the requirement in math only, TBD % have met the requirement in English only, and TBD % have not yet satisfied either requirement.

All of our seniors receive A-G counseling 2 times a week for the entire school-year by our college counselor.

100% of graduating seniors meet the A-G requirements

### ACTIONS / SERVICES

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

## Actions/Services

## PLANNED

1. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements
2. Analyze data of students not reaching graduation requirements and address any inequities uncovered

## ACTUAL

College counselors receive quarterly professional development to discuss post-secondary planning and support for our students. This includes discussion of graduation requirements and college entrance requirements. 2. Analysis of graduation requirement completion has uncovered inequity with following courses: English 2, Geometry, and World and US History. We have addressed systemic inequities in course completion by providing on site recovery courses including offerings that go above and beyond the minimum A-G requirements. In addition, we have worked closely with our local community college to find credit recovery options for our students.

All students are on a 4 or 5 year track at our school. Our college counselor works closely with our Assistant Principal of Instruction to ensure that students are enrolled in courses that are a part of their graduation plans. We've also strategically included college courses, credit recovery, and electives so that students can use their senior year to catch up if necessary.

## Expenditures

## BUDGETED

Assistant Principal  
\$25,000  
College Counselor  
\$40,000  
Principal  
\$10,000  
Tech Solutions  
\$10,000

Resource:  
0000

Object Codes:  
1300, 3000, 7000

## ESTIMATED ACTUAL

Assistant Principal  
\$25,000  
College Counselor  
\$40,000  
Principal  
\$10,000  
Tech Solutions  
\$10,000

Resource:  
0000

Object Codes:  
1300, 3000, 7000

## ANALYSIS

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

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

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

We've included courses at 9<sup>th</sup> and 12<sup>th</sup> grades that focus on A-G and college knowledge. We've also structured 2 student-led conferences throughout the year that focus on graduation and college planning. Students look over their transcripts and discuss with their advisors and families their progress toward graduation or their college plan if they are upper grade level students.

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

Overall, all of our students are aware of their graduation progress plan and A-G's. We use student-led conferences to ensure that. All of our advisors have 15 students and support their students with their quarterly conference.  
With college counseling courses at 9<sup>th</sup> and 12<sup>th</sup>, advising every year from 6<sup>th</sup> grade on, and with a college preparatory program, we ensure all students have the option to go to college at graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

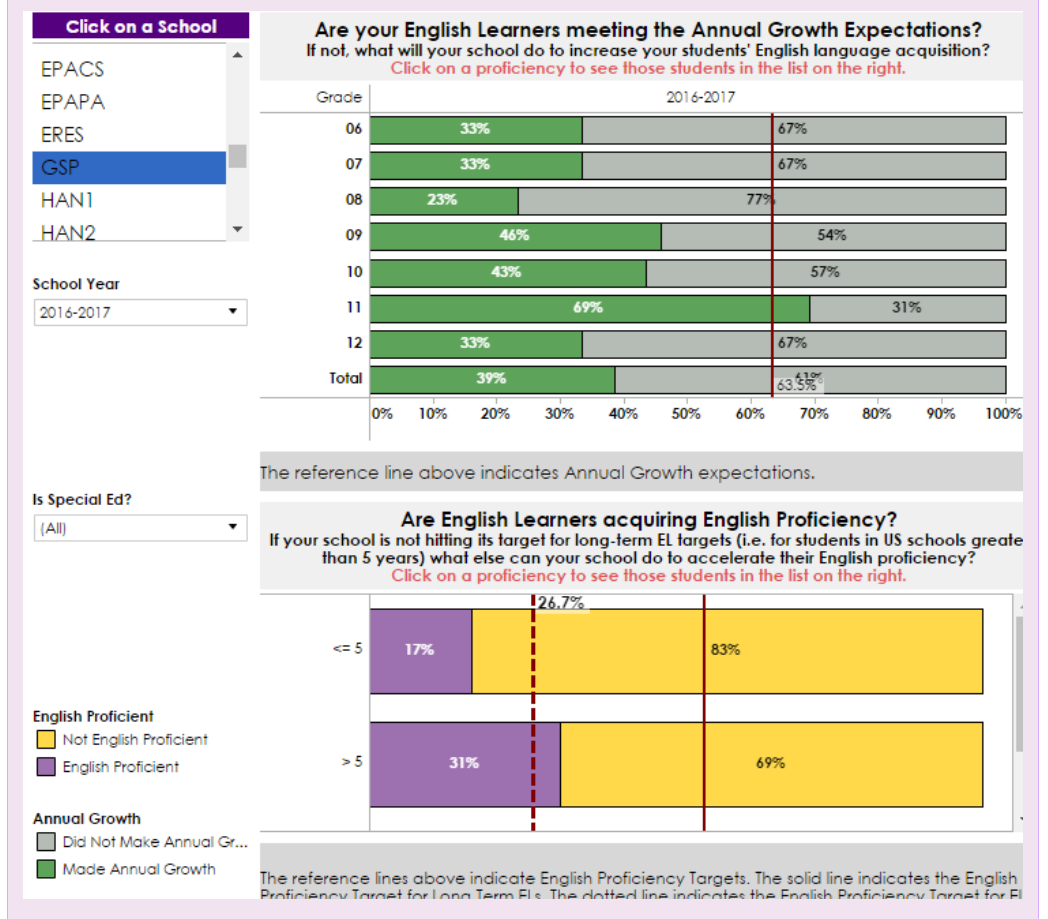
<b>Goal 11</b>	English Learners will increase their mastery of the English language
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.
2. Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences.



## ACTIONS / SERVICES

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

Action **1**

Actions/Services

1. Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June
2. All English learners identified through the RTI process will receive additional academic support

ACTUAL

1. Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June

Expenditures

BUDGETED

New Teacher Training,  
Lead Teacher Training,  
Lead Teachers,  
Assistant Principal  
\$20,000

Resource:  
0000, 3010, 4035

Object Codes:  
1100, 1300, 3000, 5200

Coach of Instruction  
\$20,000

Resource:  
0000, 4203

Object Codes:  
1200, 3000

ESTIMATED ACTUAL

New Teacher Training,  
Lead Teacher Training,  
Lead Teachers,  
Assistant Principal  
\$20,000

Resource:  
0000, 3010, 4035

Object Codes:  
1100, 1300, 3000, 5200

Coach of Instruction  
\$20,000

Resource:  
0000, 4203

Object Codes:  
1200, 3000

## ANALYSIS

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

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

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

Teachers received PD in Reading Apprenticeship during the summer to learn reading strategies to reach all students. Additionally, all teachers teach a daily reading intervention block.

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

We still have a long way to go to meet the needs of our English Learners and to have adequate intervention options.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

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

<b>Goal 12</b>	Decrease the number of students expelled each year
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

1. 10 % or fewer students will be expelled compared to the previous year. 2. Students will feel safer at school.
---

**ACTUAL**

0 Students have been expelled.
--------------------------------

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<b>PLANNED</b> 1. If the % increases, a plan will be created.	<b>ACTUAL</b> 0 Students expelled.
	<b>BUDGETED</b> Counselor \$25,000 Principal \$10,000  Resource:	<b>ESTIMATED ACTUAL</b> Counselor \$25,000 Principal \$10,000  Resource:
Expenditures		



0000

Object Codes:

1300, 2200, 3000

0000

Object Codes:

1300, 2200, 3000

## ANALYSIS

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

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

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

We have changed our discipline policy to reflect less punitive consequences that could lend themselves to escalated consequences. As a result, we've seen a decrease in both expulsion and suspension numbers

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

100% effectiveness. We did not have any expulsions this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

<b>Goal 13</b>	Decrease the number of students suspended overall and in subcategories.
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1. 10% or fewer students will miss school due to suspensions from previous year.
- 2. Students will feel safer at school.

ACTUAL

Suspension rate has remained constant this year. Percentage of major incidents has decreased.

ACTIONS / SERVICES

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

Action  
1

Actions/Services	<b>PLANNED</b> If the rate of students suspended increases, a plan for intervention will be created.	<b>ACTUAL</b> Family meetings with counselors and advisors for students who are suspended more than once. Staff training on restorative practices to help staff learn how to deescalate situations.
	<b>BUDGETED</b> Counselor \$25,000 Principal \$10,000	<b>ESTIMATED ACTUAL</b> Counselor \$25,000 Principal \$10,000

Resource:  
0000

Object Codes:  
1300, 2200, 3000

Resource:  
0000

Object Codes:  
1300, 2200, 3000

## ANALYSIS

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

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

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

Overall, we have started the shift to restorative practices in order to decrease suspension rates. Because we are still in the beginning phases, we have not seen the dramatic decrease that we expect to see next school year.

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

Overall, we have started the shift to restorative practices in order to decrease suspension rates. Because we are still in the beginning phases, we have not seen the dramatic decrease that we expect to see next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

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

<b>Goal 14</b>	Increase the percentage of students on track to graduation which includes 15 community college credits
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
<div>1. 50% of 9-12 students will visit a college campus. 2. Students in grades 9-12 will be more academically prepared for college by taking community college classes. 3. 55% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.</div>	<div>1. All 6-12 students visited a college campus this year. 2. This year we have 1 college course taught by our current faculty. Every senior has early release on Tuesdays and Thursdays so that they can take a community college course at a local college. 3. 10<sup>th</sup>-12<sup>th</sup> graders also take college classes off campus.</div>

ACTIONS / SERVICES

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

Action  
**1**

Actions/Services	PLANNED	Actual
	- In November, all students will visit a college campus: 6 <sup>th</sup> – CSUEB, 7 <sup>th</sup> San Francisco State,	- In May, all students will visit a college campus: 6 <sup>th</sup> – CSUEB, 7 <sup>th</sup> San Francisco State, 8 <sup>th</sup> Stanford, 9 <sup>th</sup> UC Berkeley, 10 <sup>th</sup> – UC

## Expenditures

<p>8<sup>th</sup> Stanford, 9<sup>th</sup> UC Berkeley, 10<sup>th</sup> – UC Davis, 11<sup>th</sup> – San Jose State, and 12<sup>th</sup> – Sacramento State.</p> <ul style="list-style-type: none"> <li>- 9-12<sup>th</sup> students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college.</li> <li>- Some 9<sup>th</sup> &amp; 10<sup>th</sup> and all 11<sup>th</sup> and 12<sup>th</sup> grade students will take college classes at a local community college. The Academic Counselor will work</li> <li>- 11<sup>th</sup> and 12<sup>th</sup> grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January.</li> <li>- All 9-12<sup>th</sup> grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading &amp; Math scores in Student Led Conferences</li> <li>- All 9<sup>th</sup> Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements</li> <li>- All 6-12<sup>th</sup> grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful.</li> <li>- All 12<sup>th</sup> Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness.</li> </ul>	<p>Davis, 11<sup>th</sup> – San Jose State, and 12<sup>th</sup> – Sacramento State.</p> <ul style="list-style-type: none"> <li>- 9-12<sup>th</sup> students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college.</li> <li>- Some 9<sup>th</sup> &amp; 10<sup>th</sup> and all 11<sup>th</sup> and 12<sup>th</sup> grade students will take college classes at a local community college. The Academic Counselor will work</li> <li>- 11<sup>th</sup> and 12<sup>th</sup> grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January.</li> <li>- All 9-12<sup>th</sup> grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading &amp; Math scores in Student Led Conferences</li> <li>- All 9<sup>th</sup> Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements</li> <li>- All 6-12<sup>th</sup> grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful.</li> <li>- All 12<sup>th</sup> Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness.</li> </ul>
<p><b>BUDGETED</b></p> <p>Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p>

## ANALYSIS

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

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

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

All students not on track to graduate have received individualized graduation plans from our Academic Counselor. Students know exactly what they need to do to graduate including attending summer school and taking college classes off campus.

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

Overall, students and families are on board with their plans. We still struggle with a small percentage of students who are not interested in a traditional high school education and find more value in learning skills that will directly prepare them for a career after graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No substantial material differences between budgeted expenditures and actuals.

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

Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

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

<b>Goal 15</b>	Teachers will be trained to implement the Next Generation Science Standards.
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1. Students will receive science instruction aligned with the NGSS.
- 2. Teachers will be more effective teachers science.
- 3. Students will receive baselines scores on the Aspire internal science benchmarks

ACTUAL

- 1. Students will receive science instruction aligned with the NGSS.
- 2. Teachers will be more effective science teachers.
- 3. Students did not receive baselines scores on the Aspire internal science benchmarks. There were no internal science benchmarks this year. Instead we did pilot the CAST assessments in 8<sup>th</sup> and 10<sup>th</sup> grades.

ACTIONS / SERVICES

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

Action  
**1**

Actions/Services

PLANNED	ACTUAL
1. Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS	Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS.  Teachers received Amplify curriculum support in our Aspire instructional

Expenditures

	institute. On-site throughout the year, teachers received one-on-one coaching and departmental professional development.
<b>BUDGETED</b> Teacher Training, Science Teaching, Principal \$50,000  Resource: 0000  Object Codes: 1100, 1300, 3000	<b>ESTIMATED ACTUAL</b> Teacher Training, Science Teaching, Principal \$50,000  Resource: 0000  Object Codes: 1100, 1300, 3000



## ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Our middle school teachers received training on Amplify aligned to NGSS.</p> <p>Our high school and middle school teachers received both Aspire-wide training on understanding the three dimensions of NGSS. In addition, our science teachers did cycles of inquiry focused on evidence based writing, using the claim-evidence-analysis structured format.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Middle School teachers were able to implement Amplify in grades 6 and 7 with increased efficacy over the course of the year.</p> <p>All teachers are at least exposed to the language of NGSS and can articulate the practices, disciplinary core ideas, and cross-cutting concepts in order to decode the performance expectations (aka: standards)</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>No substantial material differences between budgeted expenditures and actuals.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Through the process of engaging stakeholders at the school level, during community engagement meetings, and regional and home office staff meetings, Aspire Aspire Golden State College Preparatory Academy's greatest LCAP adjustment has been to narrow the focus for success by condensing our previous year's LCAP goals from 15 to 4. Part of this continuous improvement includes merging this existing goal into new Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.</p>

# Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

Parent Advisory Committee/School Site Council meeting held March 22, 2017

English Language Advisory Council meeting held March 20, 2017

School site Combined Leadership Team meetings held April 10 and April 19, 2017

Certificated Teammate meeting held March 24, 2017; April 10, 2017 and May 12, 2017

Classified Teammate meeting held April 10, 2017

Student Group meeting (secondary) held March 20, 2017

LCAP Regional Leadership Meetings (4- Jan, Feb, Mar, Apr 2017)

**Total LCAP meetings: 13**

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The top themes that emerged from the stakeholder input sessions were:

**Families-**Students who are struggling should receive more teacher and support staff help

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

**Students-** The school should invest in more programs and field trips to increase joy and choice and help students make wise choices about college and career decisions

This feedback was included in Goal 3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

And Goal 4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

**Teammates-** Invest in RTI teachers and supports to balance the need to address foundation skills AND grade level standard so that we accelerate student outcomes for all students

This feedback was included in Goal 1: Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

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

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☒ New

☐ Modified

☐ Unchanged

### Goal 1

Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

Identified Need

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase by 5% of students on ELA SBAC Meeting/Exceeding	26% 2015-16	31% of students Meeting/Exceeding on ELA SBAC	36% of students Meeting/Exceeding on ELA SBAC	41% of students Meeting/Exceeding on ELA SBAC
Increase by 5% of students on Math SBAC Meeting/Exceeding	13% 2015-16	18% of students Meeting/Exceeding on Math SBAC	23% of students Meeting/Exceeding on Math SBAC	28% of students Meeting/Exceeding on Math SBAC
Increase by 5% of scholars Meeting/Exceeding Grade Level Lexile	20% Spring 16-17	25% of scholars meeting/exceeding grade level lexile band	30% of scholars meeting/exceeding grade level lexile band	35% of scholars meeting/exceeding grade level lexile band

Band				
Implementation of state standards: % of classrooms demonstrating partial or full alignment to standards on Leadership Walks	72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations	80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations	85% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations	90% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations
Sufficient instructional materials	100%	Maintain	Maintain	Maintain
Teacher credentials for core subjects	85%	90%	95%	100%
Science	90% of students will participate in CST Science tests in 8 <sup>th</sup> and 10 <sup>th</sup> grade	90% of students in assigned grade level will participate in new pilot CA Science Test (CAST)	90% of students in assigned grade level will participate in field test CAST test	90% of students in assigned grade level will participate in operational CAST AND 50% of those students will meet/exceed grade level

## PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s)

☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

- 6-12 ELA curricula
- 6-8 Amplify Science
- 6-12 Academic Lit Block
- 6-12 LLI including SPED
- Intensively support teachers in their first year with classroom management
- Build capacity of leaders and teachers in NGSS
- Introduce new AIR rubric and implement process

- Deepen TK-5 math instruction
- Deepen TK-5 literacy instruction
- Intensively support teachers in their first year with classroom management
- Implement NGSS instruction in grades 3-5
- Full implementation of new AIR rubric
- Pilot culturally responsive teaching practices in new AIR rubric

- Deepen TK-5 math instruction
- Deepen TK-5 literacy instruction
- Intensively support teachers in their first year with classroom management
- Implement NGSS instruction in grades K-5
- Implement culturally responsive teaching practices in new AIR rubric
- Aspire-wide IP roll out TBD

- Aspire-wide IP roll out TBD

## BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1	\$1,834,000	Amount	Unchanged	Amount
	2	\$140,000			
	3	\$480,000			
	4	\$390,000			
	5	\$28,000			
	6	\$170,000			
	7	\$28,000			
	8	\$35,000			
	9	\$12,000			
Source	1	LCFF	Source	Unchanged	Source
	2	LCFF			
	3	LCFF			
	4	LCFF/Sped			
	5	Title II			
	6	LCFF			
	7	LCFF			
	8	LCFF			
	9	LCFF			
Budget Reference	1	Sal + Benefits - Core Teachers	Budget Reference	Unchanged	Budget Reference
	2	Sal + Benefits - Principal			
	3	Sal + Benefits - Assistant Principal			
	4	Sal + Benefits - Sped Staff			
	5	Lead Stipends			
	6	Books and Materials			
	7	Travel and Conferences			
	8	Computers			
	9	Furniture			

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

☒ New

☐ Modified

☐ Unchanged

## Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

[Identified Need](#)

We aspire to accelerate growth for EL and SPED students in meeting or exceeding ELA and Math SBAC growth so we have increased our annual growth expectation.

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL:29% EL:8% SPED:6%	FRL:36% EL:15% SPED:13%	FRL:43% EL:22% SPED:20%	FRL:50% EL:29% SPED:27%
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL:13% EL:5% SPED:6%	FRL:20% EL:12% SPED:13%	FRL:27% EL:19% SPED:20%	FRL:34% EL:26% SPED:27%
Increase 7% of students progressing in proficiency bands on CELDT	39% 2016-17	46% 2017-18	53% 2018-19	60% 2019-20



Increase 7% of students reclassified as Fluent English Proficient	21.8%	28.8%	35.8%	42.8%
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## PLANNED ACTIONS / SERVICES

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

Action

1

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide Student Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated

Location(s)

☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

- Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims)
- Monitor progress of EL scholars to drive instructional strategies through Tier 1 program
- Implement regional collaborative data protocol
- Use LLI for Tier 3 intervention & SPED instruction

2018-19

☐ New ☐ Modified ☐ Unchanged

- Region-wide roll-out of EL support

2019-20

☐ New ☐ Modified ☐ Unchanged

## BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1	Duplicate Goal 1
2	\$170,000
3	Duplicate Goal 1
4	\$200,000
5	Duplicate Goal 1
6	Duplicate Goal 1
7	\$10,000
8	\$27,000
9	\$97,000

Amount

Unchanged

Amount

Unchanged

Source

1	Duplicate Goal 1
2	LCFF, Title I & III
3	Duplicate Goal 1
4	ASES
5	Duplicate Goal 1
6	Duplicate Goal 1
7	LCFF /Sped
8	LCFF
9	LCFF

Source

Unchanged

Source

Unchanged

Budget  
Reference

1	Sal + Benefits - Core Teachers
2	Sal + Benefits - Intervention Specialist
3	Sal + Benefits - Assistant Principal
4	Sal + Benefits - After School Staff
5	Sal + Benefits - Sped Staff
6	Books and Materials
7	Software
8	Educational Consultants
9	Other Professional Services

Budget  
Reference

Unchanged

Budget  
Reference

Unchanged

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

☒ New

☐ Modified

☐ Unchanged

## Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

[Identified Need](#)

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

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All subgroups will achieve and maintain a 95% or above attendance rate	94.49% Spring 2016-17	95% or above	95% or above	95% or above
Decrease suspension rate by 25% or maintain 1% or lower	13.1% Spring 2016-17	Decrease by 3% to 10%	Decrease by 3% to 7%	Decrease by 1.5% to 5.5%
Decrease chronic absenteeism rate by 25% from baseline data	15.5%	Decrease by 3% to 12.5%	Decrease by 2.5% to 10%	Decrease by 2.5% to 7.5%
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	TBD	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's	96%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher

Family Survey				
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better	Good	Maintain Good status or better	Maintain Good status or better	Maintain Good status or better

## PLANNED ACTIONS / SERVICES

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

Action

1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☐ Unchanged

- Sustain social emotional learning program
- Mental Health team systems & practices
- Behavior Health Interventions
- Maintain efficient and effective ongoing school site operations
- Consistently implement year-round enrollment plan
- Ensure ongoing facilities maintenance and planning

2019-20

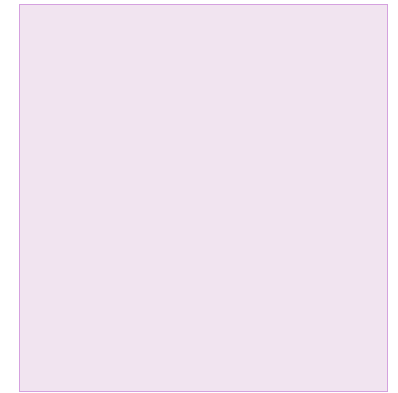
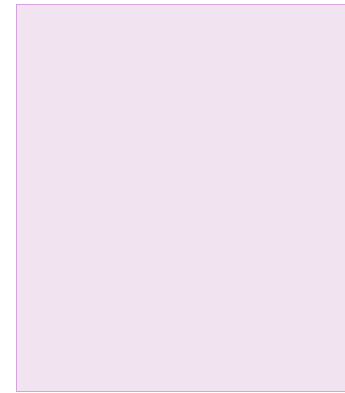
☐ New ☐ Modified ☐ Unchanged

- Sustain social emotional learning program and mental and behavior health interventions
- Maintain efficient and effective ongoing school site operations
- Consistently implement year-round enrollment plan
- Ensure ongoing facilities maintenance and planning

## BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1 Duplicate Goal 1	Amount	Unchanged	Amount	Unchanged
	2 \$455,000				
	3 Duplicate Goal 1				
	4 \$242,000				
	5 \$790,000				
	6 Duplicate Goal 2				
	7 Duplicate Goal 1				
	8 Duplicate Goal 1				
	9 Duplicate Goal 2				
	10 Duplicate Goal 2				
	11 \$30,000				
	12 \$35,000				
	13 \$45,000				
Source	1 Duplicate Goal 1	Source	Unchanged	Source	Unchanged
	2 LCFF				
	3 Duplicate Goal 1				
	4 Measure N				
	5 LCFF				
	6 Duplicate Goal 2				
	7 Duplicate Goal 1				
	8 Duplicate Goal 1				
	9 Duplicate Goal 2				
	10 Duplicate Goal 2				
	11 Measure N				
	12 LCFF				
	13 LCFF				
Budget Reference	1 Sal + Benefits - Core Teachers	Budget Reference	Unchanged	Budget Reference	Unchanged
	2 Sal + Benefits - Specials Teachers				
	3 Sal + Benefits - Assistant Principal				

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





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

☒ New ☐ Modified ☐ Unchanged

## Goal 4

Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

Identified Need

Provide opportunities to students to prepare them to be college and career ready in the 21st century.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students meeting a-g requirements	100%	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
% of students graduating high school	83% 2014-15	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
% of students scoring proficient or above on ACT Composite	9% Bay Area	Increase to 14%	Increase to 19%	Increase to 24%
% of students who drop out	Baseline 14/15 from SARC: 0%	Maintain 2% or less	Maintain 2% or less	Maintain 2% or less

## PLANNED ACTIONS / SERVICES

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

Action

1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

- Implement College Knowledge course in Grade 9
- Implement a MATCH approach to college counseling

2018-19

☐ New ☐ Modified ☐ Unchanged

Expand College Knowledge course to additional grades

2019-20

☐ New ☐ Modified ☐ Unchanged

## BUDGETED EXPENDITURES

2017-18

Amount

1 Duplicate Goal 1  
2 Duplicate Goal 3

2018-19

Amount

Unchanged

2019-20

Amount

Unchanged

Source

3	Duplicate Goal 1
4	Duplicate Goal 1
5	Duplicate Goal 2
6	Duplicate Goal 1
7	Duplicate Goal 3
8	Duplicate Goal 3
9	Duplicate Goal 1
10	Duplicate Goal 2
11	Duplicate Goal 1
12	\$50,000

Source

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Source

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Budget  
Reference

1	Duplicate Goal 1
2	Duplicate Goal 3
3	Duplicate Goal 1
4	Duplicate Goal 1
5	Duplicate Goal 2
6	Duplicate Goal 1
7	Duplicate Goal 3
8	Duplicate Goal 3
9	Duplicate Goal 1
10	Duplicate Goal 2
11	Duplicate Goal 1
12	LCFF

Budget  
Reference

Unchanged
-----------

Budget  
Reference

Unchanged
-----------

1	Sal + Benefits - Core Teachers
2	Sal + Benefits - Specials Teachers
3	Sal + Benefits - Principal
4	Sal + Benefits - Assistant Principal
5	Sal + Benefits - Intervention Specialist
6	Sal + Benefits - Sped Staff
7	Sal + Benefits - Counselors
8	Early College HS
9	Books & Materials
10	Software
11	Computers
12	Field Trip

Unchanged
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Unchanged
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## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,165,290

Percentage to Increase or Improve  
Services:

25 %

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

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

In the 2017-2018 school year, \$1,165,290 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting assistant principals, intervention specialists, instructional assistants, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 25%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).



## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**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;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?



## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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